

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: Foundational Skills: Written Language
IT: Interactions Among Text Elements	NW: Narrative Writing	ES: Evaluate Speakers	SS: System and Structure of Language
TS: Text Structure	WP: Writing Process	PI: Present Information	KL: Knowledge of Language
PP: Perspective and Purpose in Texts	WR: Writing Research	UM: Use Media	VL: Vocabulary Acquisition, Use, and Literal Meaning
MF: Diverse Media and Formats	SE: Sources of Evidence	AS: Adapt Speech	VI: Vocabulary Acquisition, Use and Interpretative Meaning
AA: Analysis of an Argument	RW: Range of Writing		
CT: Comparison of Texts			

Marking Period	Unit Title	Recommended Instructional Days
1	The Elizabethan/Early Modern Era	40 days

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
Language Domain	<p>Essential Question/s:</p> <ul style="list-style-type: none"> • What are the conventions of a Shakespearean tragedy? • How does word choice affect how a person is perceived? • How far do people go for power? • How does age represented in literature? • What level of influence do human beings have over their destinies? • How and why is the sonnet form significant? • What is a Pastoral poem and how is the form important to the Elizabethan period? • How is the Modern Language Association (MLA) format employed in academic writing? <p>Activity Description: Small and large group discussions (i.e. Think-Pair-Share) Discussion on female writers and their impacts on literary history Guided or interactive editing or revision exercises Complete graphic organizers, such as TPCASTT forms and Venn Diagrams Writing revision tasks, both independently and with partners.</p> <p>Interdisciplinary Connections: Content;; NJSLS#:</p>
<p>L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. apply the understanding that usage is a matter of convention, can change over time and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	

<p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p>	
Reading Domain	

Reading Literature

RL.CI.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.TS.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact.

RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author's message).

Reading Informational

RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

Writing Domain

W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening Domain

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

<p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Responsible Decision-Making • Relationship Skills 	<ul style="list-style-type: none"> • Recognize the importance of self-confidence in handling daily tasks and challenges • Recognize the skills needed to establish and achieve personal and educational goals • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Develop, implement, and model effective problem-solving and critical thinking skills • Utilize positive communication and social skills to interact effectively with others 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Research biographies of the various writers in the unit • Multiple choice question quizzes • Canterbury Tales assignments • Group and individual presentations of poetry analysis • Peer revision of essays • KWL chart on Shakespearean poetry and plays, Elizabethan culture 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • AP Literature and Composition Diagnostic Assessment • AP Literature and Composition District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Research Analysis:

<ul style="list-style-type: none"> ● Individual and group in-class performances of <i>King Lear</i> ● Alternative Assessments (projects, student portfolios, performance-based assessments) 	<ul style="list-style-type: none"> ○ Read “Four Hundred Years Later, Scholars Still Debate Whether Shakespeare’s “Merchant of Venice” Is Anti-Semitic” and discuss antisemitism in literature in the Early Modern Era <ul style="list-style-type: none"> ■ (Holocaust Law: N.J.S.A. 18A:35-28) ○ Research interpretations of sonnet 116 and discuss in a group debate the significance of each interpretation. <ul style="list-style-type: none"> ■ (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) ● Narrative Writing: <ul style="list-style-type: none"> ○ In the light of our reading of a wide variety of both Shakespearean and Petrarchan sonnets, compose either a Shakespearean or Petrarchan sonnet that adheres to the rhyme, meter and structure of the established form. Use the sonnet to reflect modern perspectives on the environment. <ul style="list-style-type: none"> ■ (Standards in Action: Climate Change) ● Literary Analysis: <ul style="list-style-type: none"> ○ In the light of our weekly reading of Act One of William Shakespeare’s play, <i>King Lear</i>, you will be asked to think critically about the nature of parenthood. In a paper that does not exceed five paragraphs, answer the question: What is the importance of parental love in <i>King Lear</i>? ○ Read Dorothy Kim’s article “The Question of Race in Beowulf.” In a mini debate among classmates, discuss the post-colonial interpretation of Grendel as a marginalized person. Focus on whether this interpretation has merit, using textual evidence, or if Grendel would be better interpreted as a mythical creature. <ul style="list-style-type: none"> ■ (Amistad Law: N.J.S.A. 18A 52:16A-88) ■ (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)
---	--

**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Learning Contracts ● Centers/Stations ● Interactive Journals 	<ul style="list-style-type: none"> ● Extra Support Readers ● Provide options for Comprehension 	<ul style="list-style-type: none"> ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities 	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Compacting

<ul style="list-style-type: none"> • Leveled Readers • Online Simulations • Teacher Editions • Student Editions 	<ul style="list-style-type: none"> • Tiered Content/Activities • Provide a variety of materials • Provide options for perception • Manipulatives 	<ul style="list-style-type: none"> • Provide a variety of materials 	<ul style="list-style-type: none"> • Tiered Content/Activities • Provide a variety of rigorous materials
---	--	--	--

Supplemental Resources

Technology:

- Websites:
 - AP Classroom, Commonlit, NYTimes website, Vocabulary, Miro, Canva, CrashCourse Literature, CrashCourse History, TedTalk, TedEd,
- Schoology
- Librivox, Lit2Go, Project Gutenberg
- School-provided laptop

Other:

Suggested literary texts

- William Shakespeare, *King Lear*
- *Beowulf*
- John Gardner, *Grendel*
- William Shakespeare, “Sonnet 29,” “Sonnet 55,” “Sonnet 73,” “Sonnet 116,” “Sonnet130”
- Sir Thomas Wyatt, “Whoso List to Hunt”
- Edmund Spenser, (excerpts from) Amoretti: “Sonnet 30,” “Sonnet 75”
- John Donne, “Death Be Not Proud,” “Batter My Heart”
- John Milton, “On His Blindness”
- Christopher Marlowe, “The Passionate Shepherd to His Love”
- Sir Walter Raleigh, “The Nymph’s Reply to the Shepherd”
- Robert Herrick, “To the Virgins, to Make Much of Time”

Suggest informational texts

- Harold Bloom, *Hamlet: Poem Unlimited; Shakespeare: The Invention of the Human*
- Robert M. Lumiansky (Editor)& Herschel Baker (Editor), *Critical Approaches to Six Major English Works: From "Beowulf" Through "Paradise Lost"*
- Columbia College, “Historical Context for King Lear by William Shakespeare”
- Norman Maclean, “Episode, Scene, Speech, and Word: The Madness of Lear”

**Differentiated Student Access to Content:
Recommended Strategies & Techniques**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Learning Contracts ● Centers/Stations ● Interactive Journals ● Leveled Readers ● Online Simulations ● Teacher Editions ● Student Editions 	<ul style="list-style-type: none"> ● Extra Support Readers ● Provide options for Comprehension ● Tiered Content/Activities ● Provide a variety of materials ● Provide options for perception ● Manipulatives 	<ul style="list-style-type: none"> ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities ● Provide a variety of materials 	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Compacting ● Tiered Content/Activities ● Provide a variety of rigorous materials

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities.</p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● There are reasons and consequences to taking on debt. •
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP3. Attend to personal health and financial well-being. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management.

		<ul style="list-style-type: none"> ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● There are strategies to improve one’s professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Innovative ideas or innovation can lead to career opportunities. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. 	

New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>