

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

Marking Period	Unit Title	Recommended Instructional Days
2	The Romantic Period	45 days

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p><b>Language Domain</b></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.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>• What distinguishes Romantic literature from Romantic literature?</li> <li>• In what ways is the literature of the Romantic Period a descendent of the literature of the Early Modern Era?</li> <li>• In what ways is Romantic literature a reaction to the literature that precedes it?</li> <li>• What distinguishes the two different “waves” of Romantic writers?</li> <li>• What socio-political events cause Romantic literature to emerge?</li> <li>• What are the themes of Romantic literature?</li> <li>• What are the responsibilities of makers?</li> <li>• What defines a Monster?</li> <li>• What is the soul?</li> <li>• What is the function of education? What is the nature of education?</li> <li>• What is the function of memory? What is intuition?</li> <li>• What is innocence? What is experience? Does experience devour innocence or merely add to it?</li> <li>• Is beauty valuable because it reveals truth; or is truth valuable because it reveals what is beautiful?</li> </ul> <p><b>Activity Description:</b> Small and large group discussions (i.e. Think-Pair-Share)</p>

<p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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>	<p>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><b>Interdisciplinary Connections: Content;; NJSLS#:</b></p>
<p>Reading Domain</p>	
<p><b>Reading Literature</b></p> <p>RL.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 a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they develop and relate elements of a story or drama</p>	

(e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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.AA.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

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.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

<p>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> <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>SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>
<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• Responsible Decision-Making</li> <li>• Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> </ul>	
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Research biographies of the various writers in the unit</li> <li>• Sample AP Literature multiple choice question quizzes</li> <li>• Group and individual presentations of poetry analysis</li> <li>• Peer revision of essays</li> <li>• KWL chart on Romantic literature, Regency culture and etiquette</li> <li>• Individual and group debates on Frankenstein</li> <li>• Alternative Assessments (projects, student portfolios, performance based assessments)</li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• AP Literature and Composition District Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Research Analysis: <ul style="list-style-type: none"> <li>○ Considering that we have read a number of poems by different Romantic poets that exalt the natural world consider, in a well-written, well-organized essay whether nature exist for man or if man exist for nature. <ul style="list-style-type: none"> <li>■ <b>(Standards in Action: Climate Change)</b></li> </ul> </li> <li>○ Read and discuss “Frankenstein's Monster and Images of Race in Nineteenth-Century Britain” and discuss British involvement in the early stages of the Atlantic slave trade <ul style="list-style-type: none"> <li>■ <b>(Amistad Law: N.J.S.A. 18A 52:16A-88)</b></li> </ul> </li> <li>○ Read “Born This Way: Reading Frankenstein with Disability” and discuss this interpretation of Frankenstein as a class to debate the essential questions of the unit. <ul style="list-style-type: none"> <li>■ <b>(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)</b></li> </ul> </li> </ul> </li> <li>• Narrative Writing: <ul style="list-style-type: none"> <li>○ In light of our reading of Mary Shelly’s Frankenstein, you will be asked to think carefully and deeply about how the creature is made manifest. In turn, you will be asked to choose a medium, and using Mary’s description, make a creature of your own.</li> </ul> </li> <li>• Literary Analysis: <ul style="list-style-type: none"> <li>○ In the light of our reading of Mary Shelly’s Frankenstein, you will be asked, to participate in a debate in which you and your group members will make an</li> </ul> </li> </ul>	

impassioned and informed argument as to which is more monstrous the act of having made the creature or the creature's response to having been made?

**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"> <li>● Learning Contracts</li> <li>● Centers/Stations</li> <li>● Interactive Journals</li> <li>● Leveled Readers</li> <li>● Online Simulations</li> <li>● Teacher Editions</li> <li>● Student Editions</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Support Readers</li> <li>● Provide options for Comprehension</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> <li>● Provide options for perception</li> <li>● Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>● Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Compacting</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous materials</li> </ul>

**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**

- Mary Shelly, *Frankenstein*
- William Wordsworth, "Lines Composed a Few Miles
- Above Tintern Abbey," "Strange Fits of Passion Have I Known," "She Dwelt Among the Untrodden Ways," "A Slumber Did My Spirit Seal," "London, 1802," "I Wondered Lonely as a Cloud," "Composed upon Westminster Bridge," "The Solitary Reaper,"
- Samuel Taylor Coleridge, "Kubla Khan"
- William Blake, "The Lamb," "The Tyger," "The Chimney Sweeper(1)," "The Chimney Sweeper(2)," "London"

- Lord Byron, “She Walks in Beauty,” “So We’ll Go No More A-Roving”
- Percy Bysshe Shelly, “Mutability,” “Ode to the West Wind,” “To a Skylark,” “Ozymandias”
- John Keats, “On First Looking into Chapman’s Homer,” “Bright Star, Would I Were Steadfast as Thou Art,” “When I have Fears,” “Ode to a Nightingale,” “Ode on a Grecian Urn,” “To Autumn”

**Suggest informational texts**

- Sir Francis Bacon, Of Revenge
- Baldick, Chris. In “Frankenstein’s Shadow: Myth, Monstrosity, and Nineteenth-Century Writing
- Forry, Steven Earl. Hideous Progenies: Dramatizations of “Frankenstein” from Mary Shelley to the Present.

**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"> <li>• Learning Contracts</li> <li>• Centers/Stations</li> <li>• Interactive Journals</li> <li>• Leveled Readers</li> <li>• Online Simulations</li> <li>• Teacher Editions</li> <li>• Student Editions</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Support Readers</li> <li>• Provide options for Comprehension</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of materials</li> <li>• Provide options for perception</li> <li>• Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• Online Thesaurus</li> <li>• Extra Support Readers</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment Readers</li> <li>• Enrichment Activities</li> <li>• Compacting</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of rigorous materials</li> </ul>

<p>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</p>	<p><b>Disciplinary Concept:</b> • 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"> <li>• There are reasons and consequences to taking on debt. •</li> </ul>

	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP3. Attend to personal health and financial well-being.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7. Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11. Use technology to enhance productivity.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
(place an “X” before each law/statute if/when present within the curriculum map)

<b>X</b>	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	<b>X</b>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	<b>X</b>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	<b>X</b>	Standards in Action: <i>Climate Change</i>
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