

[NJSL-Grade 11-12 ELA](#)

Marking Period		Unit Title	Recommended Instructional Days
3		Horror and Thrillers on a global scale	38 days
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</b>	
<p><i>Progress Indicator:</i>  <b>Key Ideas and Details</b>                      RL.11-12.1.                      RL.11-12.2.                      RL.11-12.3.  <b>Craft and Structure</b>                      RL.11-12.4                      RL.11-12.6  <b>Integration of Knowledge and Ideas</b>                      RL.11-12.9                      RL.11-12.10.</p>	<p><i>Progress Indicator:</i>  <b>Key Ideas and Details</b>                      RI.11-12.1.                      RI.11-12.2.                      RI.11-12.3.  <b>Craft and Structure</b>                      RI.11-12.4                      RI.11-12.6  <b>Integration of Knowledge and Ideas</b>                      RI.11-12.7  <b>Range of Reading and Level of Text Complexity</b>                      RI.11-12.10</p>		
<b>Companion Standards Subject:</b>	<b>Writing Strand:</b>		
<p><i>Progress Indicator:</i>  <b>Key Ideas and Details</b>                      RH.11-12.1.                      RH.11-12.2.                      RH.11-12.3.  <b>Integration of Knowledge and Ideas</b>                      RH.11-12.7.  <b>Text Types and Purposes</b>                      WHST.11-12.2. B, D  <b>Production and Distribution of Writing</b></p>	<p><i>Progress Indicator:</i>  <b>Text Types and Purposes</b>                      W.11-12.1. A, F, E                      W.11-12.2 B, E, F                      W.11-12.3. D, E  <b>Production and Distribution of Writing</b>                      W.11-12.4                      W.11-12.6  <b>Production and Distribution of Writing</b></p>	<p><b>Essential Question/s:</b></p> <ol style="list-style-type: none"> <li>1. When does technological progress negatively affect human relationships?</li> <li>2. What defines horror or thriller literature?</li> <li>3. How do literary devices help a thriller/horror author to convey meaning?</li> <li>4. How can contemporary horror fiction address cultural stereotypes and provide social critique?</li> <li>5. How has contemporary horror evolved from traditional horror in terms of literary elements and subject?</li> </ol>	

WHST.11-12.6 WHST.11-12.5 <b>Research to Build and Present Knowledge</b> WHST.11-12.8 WHST.11-12.10	W.11-12.4. W.11-12.6. <b>Research to Build and Present Knowledge</b> W.11-12.8. W.11-12.9 A	<p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Direct instruction about pertinent historical background necessary to the selected texts.</li> <li>• Reading and discussing literature together in order to practice reading strategies such as making connections (think aloud, guided reading and independent reading)</li> <li>• Note taking for specific purposes</li> <li>• Flipped lessons on Blendspace, EdPuzzle, TedEd and other various online platforms</li> <li>• Close reading activities including annotating text</li> <li>• Think, Pair, Share</li> <li>• Comprehension activities such as Research to Build and Present Knowledge</li> <li>• Read and analyze a text in order to identify themes and central ideas</li> <li>• View and analyze film</li> <li>• Compare and contrast works of a similar time period or theme</li> <li>• Writing</li> <li>• Research</li> <li>• Presentations</li> <li>• Nonfiction pairing with literature</li> <li>• Comprehension check through written work or discussion</li> </ul> <p><b>Interdisciplinary Connections: Content: ;NJSL#:</b>          Science connection:          A research based webquest where students identify real viruses based on the microscopic images. Students then choose a few viruses to research online and learn how CDC scientists work to protect people from them.</p> <p>Pig Brains Return to life          This Daily Science article focuses on a team of scientists who studied the brains of dead pigs and managed to return certain levels of activity to the seemingly dead swine brains. A great way to incorporate real world science information</p>
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>	
<p><b>Progress Indicator:</b>  <b>Comprehension and Collaboration</b>          SL.11-12.1. B, C, D          SL.11-12.2.          SL.11-12.3.  <b>Presentation of Knowledge and Ideas</b>          SL.11-12.4          SL.11-12.5.          SL.11-12.6.</p>	<p><b>Progress Indicator:</b>  <b>Conventions of Standard English</b>          L.11-12.1. A          L.11-12.2. B  <b>Knowledge of Language</b>          L.11-12.3. A          L.11-12.5 A, B          L.11-12.6.</p>	
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
Self Awareness Self Management Social Awareness Responsible Decision Making Relationship Skills	Recognize one’s feelings and thought Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors Recognize and identify the thoughts, feelings, and perspectives of others. Develop, implement, and model effective problem solving and critical thinking skills Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways	

<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b><u>Formative Assessments:</u></b> Reader response journals or reading logs Quizzes: Short answer using RACE (Restate Answer, Cite, Explain) Multiple Choice via GoogleForms Flipped lessons on Blendspace, Edpuzzle, Ted Ed Charts and diagrams: Somebody Wanted But So Then, Plot Mountain, Character Traits, Red -Yellow- Green, Muddiests point, Know -Want to know -Leared, Text to Self - Text to Text - Text to World		<b><u>Benchmarks:</u></b> In-lesson polls Self evaluation Exit tickets: What Stuck With You Today?, Predictions, What Woud You Do?, One Word Summary Small and large group discussion based on text excerpts with Big Paper Activity Informal debates  <b><u>Summative Assessments:</u></b> Presentations using: Google Slides, Storyboardthat.com (free digital story telling tool), Prezi.com (Free interactive presentation tool) Tests with multiple choice and written section Create an essay for literary analysis of the stories/novel that have been read	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
World War Z by Max Brooks  “Time Capsule Found on a Dead Planet” by Margret Atwood  “The Velt” by Ray Bradbury	Text-to-speech applications Audio of Text Provide options for comprehension Tiered Content/Activities Provide a variety of materials Provide options for perception	Text-to-speech applications Audio of Text Audio Summary Cultivate Relationships and be culturally responsive. Provide options for comprehension	Assign more independent opportunities Leadership roles within group activities. Create more global connections to the works presented

<p>“Time Enough at Last” by Lynn Venable</p> <p>Experts from: <i>The Magic Island</i> by William Seabrook <i>I am Legend</i> by Richard Matheson</p>		Tiered Content/Activities	Encouragement to ask questions, make discoveries, pursue own interest in depth
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**Supplemental Resources**

**Technology:**

Blendspace  
EdPuzzle  
Formative  
Schoolology  
Google Lit Trips  
Google Drive  
Google Podcasts  
Jamboard  
Graphic organizers  
Kahoot  
Quizzez  
PollEverywhere  
Socratic  
TedEd  
Newsela  
CommonLit  
Perdue OWL (online writing lab)  
Grammarly

**Other:**

**Classroom Equipment:**

Smartboard  
Laptop/Chromebook and Internet  
Whiteboard for the classroom  
Novels/books

<p><i>World War Z</i> by Max Brooks - (<b>Holocaust Law: N.J.S.A. 18A:35-28</b>) Israel is discussed as being an isolated “Jewish state” which creates discussion about why and how Israel was created and secluded from the rest of the world. (<b>Standards in Action: Climate Change</b>) The “interviews” describe the resulting social, political, religious, economic, and environmental changes that occur as a result of the zombies “Time Capsule Found on a Dead Planet” by Margret Atwood (<b>Standards in Action: Climate Change</b>) This alerts readers to the dangers of climate change and its eventual consequences for the earth and humanity. “The Velt” by Ray Bradbury “Time Enough at Last” by Lynn Venable</p>			
<p><b>Differentiated Student Access to Content: Recommended Strategies &amp; Techniques</b></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<p><i>World War Z</i> by Max Brooks “Time Capsule Found on a Dead Planet” by Margret Atwood “The Velt” by Ray Bradbury “Time Enough at Last” by Lynn Venable</p>	<p>Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as directed through IEP or 504, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks, audio of texts</p>	<p>Extend time requirements, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, modified assessment and/or rubric, audio text</p>	<p>Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related talent development opportunities</p>

<p><b>NJSLs CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<b>Disciplinary Concept:</b>	
	<i>Core Ideas:</i>	<p>Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p>
	<i>Performance Expectation/s:</i>	<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p><b>Career readiness for the following professions:</b> Judge, Prosecutor, Data security, Privacy lawyer, Forensic Scientist, Detective, Police, Investigation scientist, Criminal investigator, Criminal attorney, Statistician, Investigations analyst, Investigative journalist</p>	

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