

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

Marking Period		Unit Title	Recommended Instructional Days
4		Contemporary Counterparts	38 days
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit	
<p><i>Progress Indicator:</i> Key Ideas and Details RL.11-12.1. RL.11-12.2. RL.11-12.3. Craft and Structure RL.11-12.5 RL.11-12.6</p>	<p><i>Progress Indicator:</i> Key Ideas and Details RI.11-12.1. RI.11-12.2. RI.11-12.3. Craft and Structure RI.11-12.4 RI.11-12.5 Integration of Knowledge and Ideas RI.11-12.7</p>		
Companion Standards Subject:	Writing Strand:	Essential Question/s:	
<p><i>Progress Indicator:</i> Key Ideas and Details RH.11-12.1. RH.11-12.2. RH.11-12.3. Integration of Knowledge and Ideas RH.11-12.7. Text Types and Purposes WHST.11-12.2. B, D Production and Distribution of Writing WHST.11-12.6 WHST.11-12.5</p>	<p><i>Progress Indicator:</i> Text Types and Purposes W.11-12.2. A, B, F W.11-12.3. D, E Production and Distribution of Writing W.11-12.4 W.11-12.6 Research to Build and Present Knowledge W.11-12.8. W.11-12.9 A</p>		

<p>Research to Build and Present Knowledge WHST.11-12.8 WHST.11-12.10</p>		<ul style="list-style-type: none"> ● Reading and discussing literature together in order to practice reading strategies such as making connections (think aloud, guided reading and independent reading) ● Note taking for specific purposes ● Flipped lessons on Blendspace, EdPuzzle, TedEd and other various online platforms ● Close reading activities including annotating text ● Think, Pair, Share ● Comprehension activities such as Research to Build and Present Knowledge ● Read and analyze a text in order to identify themes and central ideas ● View and analyze film ● Compare and contrast works of a similar time period or theme ● Writing ● Research ● Presentations ● Nonfiction pairing with literature ● Comprehension check through written work or discussion
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<p>Progress Indicator: Comprehension and Collaboration SL.11-12.1. B, D SL.11-12.2. SL.11-12.3. Presentation of Knowledge and Ideas SL.11-12.4 SL.11-12.5. SL.11-12.6.</p>	<p>Progress Indicator: Conventions of Standard English L.11-12.1. A L.11-12.2. B Knowledge of Language L.11-12.3. A L.11-12.5 A, B L.11-12.6.</p>	
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>	<p>Interdisciplinary Connections: Content: ;History Connection:</p>
<p>Self Awareness Self Management Social Awareness Responsible Decision Making Relationship Skills</p>	<p>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</p>	<p>Psychology - Students will briefly research the science of fear. They will explore topics such as the fear of the unknown and how that fear assess how we handle risk. They will utilize these specific pieces of non-fiction and report their findings: “The Spooky Science of Fear”, “What Fear Can Teach Us”, and “The Complexity of Fear”</p>
<p>Assessments (Formative)</p>		<p>Assessments (Summative)</p>

<i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<p><u>Formative Assessments:</u> 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, Muddiest point, Know -Want to know -Learned, Text to Self - Text to Text - Text to World</p>		<p><u>Benchmarks:</u> In-lesson polls Self evaluation Exit tickets: What Stuck With You Today?, Predictions, What Would You Do?, One Word Summary Small and large group discussion based on text excerpts with Big Paper Activity Informal debates</p> <p><u>Summative Assessments:</u> 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 original mystery or horror piece</p>	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Exerpts fro Bram Stokers’ <i>Dracula</i></p> <p>“Bloodchild” by Octavia Butler</p> <p>“The Witness for the Prosecution” by Agatha Christie</p>	<p>Text-to-speech applications Audio of Text Provide options for comprehension Tiered Content/Activities Provide a variety of materials Provide options for perception</p>	<p>Text-to-speech applications Audio of Text Audio Summary Cultivate Relationships and be culturally responsive. Provide options for comprehension Tiered Content/Activities</p>	<p>Assign more independent opportunities Leadership roles within group activities. Create more global connections to the works presented Encouragement to ask questions, make discoveries, pursue own interest in depth</p>

<p>“Once Upon a Time” by Nadine Gordimer</p> <p>“Death-Heads revisited” (1961) by Rod Sirling</p> <p>“The Raft” by Stephen King</p> <p>Excerpts from The Shining by Stephen King</p> <p>TedTalks: “What Fear Can Teach Us” by Karen Thompson Walker “The Mystery Box” by J.J Abrams “Strange Answers to the Psychopath Test” by Jon Ronson</p>			
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Supplemental Resources

Technology:

- Blendspace
- EdPuzzle
- Formative
- Schoology
- Google Lit Trips
- Google Drive
- Google Podcasts
- Jamboard
- Graphic organizers
- Kahoot
- Quizzez
- PollEverywhere
- Socratic
- TedEd
- Newsela
- CommonLit

<p>Perdue OWL (online writing lab) Grammarly Other: Classroom Equipment: Smartboard Laptop/Chromebook and Internet Whiteboard for the classroom Novels/books</p> <p>“Once Upon a Time” by Nadine Gordimer - South African and Jewish writer, This story takes place during the end of the apartheid era in South Africa. Apartheid was an official system of racial segregation enforced by the ruling government from 1948 to 1994. (Amistad Law: N.J.S.A. 18A 52:16A-88)</p> <p>“Death-Heads revisited” (1961) - A former German SS captain returns to Dachau concentration camp and begins reminiscing on the power he enjoyed there, until he finds himself on trial by those who died at his hands. (Holocaust Law: N.J.S.A. 18A:35-28)</p>			
<p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<p>Exerpts fro Bram Stokers’ <i>Dracula</i> “Bloodchild” by Octavia Butler</p> <p>“The Witness for the Prosecution” by Agatha Christie</p> <p>“Once Upon a Time” by Nadine Gordimer</p> <p>“Death-Heads revisited” (1961) by Rod Sirling</p> <p>“The Raft” by Stephen King</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</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>Excerpts from <i>The Shining</i> by Stephen King</p> <p>TedTalks: “What Fear Can Teach Us” by Karen Thompson Walker “The Mystery Box” by J.J Abrams “Strange Answers to the Psychopath Test” by Jon Ronson</p>	<p>texts</p>		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed</p>
	<p><i>Performance Expectation/s:</i></p>	<p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). • 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). • 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). • 9.4.12.CT.4: Participate in online strategy and planning sessions for</p>

		course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Career readiness for the following professions: Forensic Scientist, Detective, Police, Investigation scientist, Criminal investigator, Criminal attorney, Statistician, Investigations analyst, Investigative journalist</p>	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>