

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
1	Unit 1: The Rhetorical Situation	8-10 Weeks

Grade 11 NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<b>Language Domain</b>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>● To what extent does the art of rhetoric enhance the efficacy of a text, speech, or visual medium?</li> <li>● In what manner does rhetoric aid in the art of persuasion?</li> <li>● What consequences (positive and negative) result from the use of rhetoric?</li> <li>● How do visual images relate to written texts, and/or how do visual images serve as alternative forms of texts?</li> <li>● How is the Modern Language Association (MLA) format employed in academic writing?</li> <li>● How does the Aristotelian Triangle affect the interpretation of a given discourse?</li> <li>● What values should guide us on the search for human identity?</li> <li>● How do societal ideologies develop? How are they promulgated?</li> <li>● What effects did gender roles have on late nineteenth- and early twentieth-century societies?</li> <li>● Are innovations in technology always beneficial?</li> <li>● Do conflicts change the world, or does a changing world produce conflict?</li> </ul>
<p><b>L.SS.11-12.1.</b> 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><b>L.VL.11-12.2.</b> 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</p>	

or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

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).

**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.

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.

B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**L.VI.11-12.4** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

**Reading Domain**

**Reading Literature:**

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.

- Has the purpose of government and law changed since ratification of the Constitution?
- Is it acceptable to intervene in another party's affairs?
- What determines one's role in society?

**Learning Targets**

- Rhetoric is a powerful tool used in analysis, argument, exposition, and narration.
- Connotation and denotation can have profound effects on the interpretation of meaning at various levels.
- Language is a tool of expression but also wields power, and this power has been used for good and ill throughout history.
- Understanding the effects of rhetoric aids an individual in separating propaganda from fair argument.
- Expression is not solely achieved through words—various visual mediums engage in a different form of expression that is no less effective in conveying, through rhetoric, profound meaning.
- The issues of industrialization and an agrarian society have influenced the way of life in the United States, and this tension has been expressed in the writings of Emerson, Frost, and Thoreau.
- When attempting to do “good”, nations and individuals will suppress the opinions of the minority, often through propaganda.
- Read, comprehend, interpret, and analyze fiction and nonfiction, focusing primarily on authorial style and purpose.
- Assess written and spoken compositions for rhetorical/stylistic devices, as well as identify the effect of such devices.
- Identify and analyze the tones of Nationalism and militarism in various speeches from the Progressive Era.
- Engage in debates on the topic of imperialism, utilizing rhetorical strategies for persuasion.
- Analyze the effects of Roosevelt's “Big Stick” diplomacy.
- Engage in Rogerian Arguments, utilizing rhetorical strategies to further their claims.

**Anchor Text: *The Sun Also Rises* by Ernest Hemingway **LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)**

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.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 (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.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).

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).

RL.CT.11-12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

### 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.CI.11-12.2. Determine two or more central ideas of an informational 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.

- Activate prior knowledge: Discuss the generation that survived World War I—what Gertrude Stein dubbed “The Lost Generation”—and how the war impacted their values and perspectives
- Anticipatory sets (Do Now, enter cards, student-generated questions)
- Student-driven analysis and discussion of assorted texts, with instructor support
- Oral or written responses to discussion questions
- Literary/rhetorical analyses of selected texts
- Direct instruction regarding the use of text to effectively support a claim

### Poetry:

Theodore Roethke's “My Papa's Waltz”

Robert Frost's “The Road Not Taken”

Robert Pinsky's “Shirt”

***(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)***

### Supplementary Non-fiction:

Upton Sinclair's *The Jungle*

***(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)***

Eric Schlosser's *Fast Food Nation*

***(Standards in Action: Climate Change)***

Nancy Mair's “On Being a Cripple”

***LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35***

Abraham Lincoln's “Gettysburg Address”

Theodore Roosevelt's “The Man with The MuckRake”

### Activity Description:

- AP-styled Multiple Choice Tests
- Composition: Argumentative essay on the role of art in representing society.
  - Prompt: Can art act as a lens with which to view and develop a deeper understanding of a particular historical period, people, ideology? In what manners is art a lens?

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.TS.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11-12.5. Analyze an author's purpose in a text, distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

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.AA.11-12.7. Describe and evaluate the reasoning in seminal US 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

Utilize at least three recent readings in your constructed response.

**Supplementary Fiction and Non-fiction:**

- Chopin, Kate, *The Awakening*  
**(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- David, Jacques-Louis, *The Death of Socrates* (oil on canvas)
- Ellison, Ralph *Invisible Man*  
**(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**  
**(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- Machiavelli, Niccolo, selections from *The Prince*
- Plato, "The Allegory of the Cave" from *The Republic*
- Thoreau, Henry David, from *Walden*
- McKibben, Bill, from *The Death of Nature*

**Interdisciplinary Connections: Content;; NJSLS#:**

- Suggested Social Studies Resources for Content-Area Integration  
-6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices  
-6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. .

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.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); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

#### **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.
- 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.

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.

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.

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.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>
<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>	<p><u>Self- Awareness</u></p> <ul style="list-style-type: none"> <li>● Recognize one’s feelings and thoughts</li> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize one’s personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><u>Self- Management</u></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul> <p><u>Social Awareness</u></p> <ul style="list-style-type: none"> <li>● Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul> <p><u>Responsible Decision-Making</u></p>

	<ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one's actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul> <p><u>Relationship Skills</u></p> <ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>• Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	
<p><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><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>• Quizzes: designed to check for understanding of meaning and strategies, and vocabulary comprehension from relevant readings</li> <li>• Model Advanced Placement Test (for data purposes only)</li> <li>• Small and large group discussions             <ul style="list-style-type: none"> <li>o Socratic Seminars discussing assigned novels</li> <li>o Turn-and-Talk</li> <li>o Think/Pair/Share</li> </ul> </li> <li>• Literature and Informational Text analyses</li> <li>• Short-Constructed-Response Questions</li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• Grade 11 Diagnostic Assessment</li> <li>• Grade 11 District Assessment</li> <li>• Essays of various types will also be used as measurements for student progress</li> <li>• LinkIt Benchmark</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• AP-styled Multiple Choice Tests</li> <li>• Composition: Rhetorical analysis of an excerpt from <i>The Sun Also Rises</i>.             <ul style="list-style-type: none"> <li>o Prompt: How does Hemingway employ social commentary on pages 102-103? How does his use of social commentary reveal his attitude toward the Lost Generation?</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• Current Events (independent readings and presentations)</li> <li>• Alternative Assessments (projects, student portfolios, performance based assessments)</li> </ul>	<ul style="list-style-type: none"> <li>• Composition: Argumentative essay on Gertude Stein’s statement: “You are all a lost generation.”                         <ul style="list-style-type: none"> <li>○ Can art act as a lens with which to view and develop a deeper understanding of a particular historical period, people, ideology? In what manners is art a lens? Utilize at least two recent readings in your constructed response.</li> </ul> </li> <li>• Composition: Rhetorical Analysis of an excerpted passage from <i>The Sun Also Rises</i> <ul style="list-style-type: none"> <li>○ Prompt: Utilizing the prescribed passage (pages 102-103, “At the end of the street... along side-streets to the hotel”), compose an essay that analyzes the character of Jake Barnes. In what ways does Jake act as a social commentator on what Gertrude Stein dubbed “The Lost Generation?” In your analysis, be sure to identify specific literary/rhetorical techniques that help reveal and/or support your observations.</li> </ul> </li> <li>• Vocabulary journal</li> </ul>
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**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>• Print version of <i>The Sun Also Rises</i></li> <li>• Print and digital versions of various non-fiction texts</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:**

- Chromebook(s)
- Whiteboard/Smartboard
- Projector
- Document Camera
- Graphic organizers
- Schoology
- Google Drive
- NewsELA
- Power Point/Google Slides
- Vocabulary.com
- Quizlet
- Common Lit
- TedEd
- Textbook: *The Language of Composition* and *The Norton Field Guide to Writing with Readings, Fifth Edition*
- Websites:
  - AP Central
  - College Board
  - Google News Archive
  - American Rhetoric
  - Jacques Louis David “The Death of Socrates,” The Metropolitan Digital Collection
  - The New York Times
  - The Library of Congress Digital Collection
  - Elizabeth Cady Stanton, The History Place (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)
  - Blendspace
  - EdPuzzle
  - Flubaroo (assessment add-on in Google)
  - Formative
  - Google Cultural Institute
  - TodaysMeet
  - Newsela
  - Kahoot
  - PollEverywhere
  - Socratic
  - Plickers
  - Google Lit Trips

<ul style="list-style-type: none"> <li>○ Google Cardboard</li> <li>○ SMART Technologies</li> <li>○ <i>The New York Times</i>:The Learning Network</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
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**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>● 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 needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessments and/or rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Digital Citizenship</b>	
	<b>Core Ideas:</b>	<ul style="list-style-type: none"> <li>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</li> </ul>
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<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>	

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>		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	Standards in Action: <i>Climate Change</i>
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