

Grades 11-12

[NJSLs Grade 11-12](#)

| Marking Period | Unit Title | Recommended Instructional Days |
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| 3 | The Hero's Journey | 40 days |
| Reading Literature Text Strand: | Reading Informational Text Strand: | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit |
| <i>Progress Indicators for Reading Literature Key Ideas and Details</i> RL.11-12.1. RL.11-12.2. RL.11-12.3. <i>Craft and Structure</i> RL.11-12.4. RL.11-12.5. RL.11-12.6. <i>Integration of Knowledge and Ideas</i> RL.11-12.7. RL.11-12.8. RL.11-12.9. <i>Range of Reading and Level of Text Complexity</i> RI.11-12.10. | <i>Progress Indicators Informational Text Key Ideas and Details</i> RI.11-12.1. RI.11-12.2. RI.11-12.3. <i>Craft and Structure</i> RI.11-12.4. RI.11-12.5. RI.11-12.6. RI.11-12.7. RI.11-12.8. RI.11-12.9. <i>Range of Reading and Level of Text Complexity</i> RI.11-12.10. | |
| Companion Standards Subject: | Writing Strand: | Essential Question/s: <ul style="list-style-type: none"> ● Why study the hero's journey? What are the steps of the hero's journey? ● How is the hero's journey similar in ancient myths and popular culture? ● What qualities do all heroes possess? How does the hero reflect the human experience? |
| <i>Progress Indicator: Key Ideas and Details</i> RH.11-12.1. RH.11-12.2. RH.11-12.3. <i>Craft and Structure</i> RH.11-12.4. RH.11-12.5. RH.11-12.6. | W.11-12.1. <i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i> W.11-12.2. <i>Write informative/explanatory texts to examine and convey complex ideas,</i> | |

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| <p><i>Integration of Knowledge and Ideas</i> RH.11-12.7. RH.11-12.8 RH.11-12.9. Range of Reading and Level of Text Complexity RH.11-12.10.</p> | <p><i>concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p> | <ul style="list-style-type: none"> ● How does a reader identify the values important to a society when reading an epic or story? ● How is the hero's journey similar to the pattern of our own lives? | |
| | <p><i>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</i></p> <p><i>W.11.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</i></p> <p><i>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other</i></p> | <p><u>Learning Targets:</u> <i>Students will know</i></p> <ul style="list-style-type: none"> ● that the journey originated in ancient myths and legends yet is a pattern still prominent in literature today. ● analyze how the hero's journey duplicates the stages of the rite of passage which allows the successful hero to return to his world with all the respect, rights and privileges his status implies. ● explore how one's "voyage" can be outward into a physical unknown or inward to a psychological unknown with the end result to meet each test for growth and change. ● how to demonstrate academic expectations for reading, writing, speaking and listening. ● the 12 stages of Joseph Campbell's the hero's journey & will expand on the steps and how they structure and support the purpose of selected myths <p><i>Students will be able to</i></p> <ul style="list-style-type: none"> ● ask and answer questions related to the content. ● explain why hero myths were important in a former society ● make thematic connections between different heroes ● explain how a character exemplifies a tragic flaw ● analyze reasons for character's motivation ● closely read and analyze passages to identify patterns within and across texts and explain how those patterns are developed | |

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| | <p><i>information and to display information flexibly and dynamically.</i></p> <p><i>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i></p> <p><i>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</i></p> <p><i>W.11-12.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</i></p> <p><i>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision)</i></p> | <ul style="list-style-type: none"> ● connect reading to their experience in the world ● explain different types of conflict ● analyze the elements of hero myth in modern and ancient works ● apply and recognize literary terms in heroic myths ● <p><u>Unit Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● The journey as a pattern of human experience which has been captured in mythology and in popular entertainment ● Being able to identify elements of the hero's journey and explain the success or failure of a hero is a useful tool in self-discovery. ● Archetypal elements in myths point to the universality of the human experience, while the particular elements of quests reflect the values of a specific culture. <p><u>Anchor Text:</u> <i>World Mythology: An Anthology of the Great Myths and Epics 2nd edition by Donna Rosenburg</i></p> <p><u>Learning Activities</u></p> <ul style="list-style-type: none"> ● Activate/Build Prior Knowledge ● Direct instruction about pertinent historical background necessary to understand the selected hero myths ● Reading and discussing myths together in order to make connections (think aloud, guided reading and independent reading) ● Think, Pair, Share (peer review work) ● Reader's response (monitor comprehension) ● Close reading activities including annotating text ● Compare and contrast heroes of similar content/themes |

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| | <i>and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i> | |

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| Speaking and Listening Strand: | Language Strand |
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*Progress Indicators for Speaking and Listening
Comprehension and Collaboration
SL.11-12.1.*

*Progress Indicators for Language
L.11-12.1
L.11-12.2
L.11-12.3
L.11-12.4
L.11-12.5
L.11-12.6*

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| <p><i>SL.11-12.2.</i> <i>SL.11-12.3.</i> <i>Presentation of Knowledge and Ideas</i> <i>SL.11-12.4.</i> <i>SL.11-12.5.</i> <i>SL.11-12.6.</i></p> | | <p>(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)</p> <ul style="list-style-type: none"> ● Feedback (teach students to give their peers constructive criticism, using rubric and peer review sheets) ● Conduct close readings of excerpts (select passages and promote better reading skills/ critical thinking skills/ require students to take notes of the passages or annotate) ● Discuss the setting by having students create a visual representation. ● Small and large group discussions about key topics and themes. ● Direct instruction about pertinent historical background necessary to the selected texts. ● Reading and discussing hero journeys together in order to practice reading strategies such as making connections (think aloud, guided reading and independent reading) ● Independent reading (sustained silent reading at the beginning or end of class period) ● Note taking for specific purposes ● Flipped lessons on Blendspace, EdPuzzle, Google Sites, and other various online platforms ● Identify different types of conflict by having students make claims and cite textual evidence. ● Using iMovie, make a parody, using any of the events in a myth. (Suggested for all levels. Mythology is a heterogenous grouping) ● Create a music video (write your own lyrics) that highlights any of the events the hero engaged in. |
| <p>Social and Emotional Learning: <i>Competencies</i></p> <ul style="list-style-type: none"> ● Self- Awareness ● Self- Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills | <p>Social and Emotional Learning: <i>Sub-Competencies</i> <u>Self- Awareness</u></p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p><u>Self- Management</u></p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p><u>Social Awareness</u></p> | <ul style="list-style-type: none"> ● <i>Writing Activities</i> |

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| | <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Demonstrate an awareness of the expectations for social interactions in a variety of settings <p><u>Responsible Decision-Making</u></p> <ul style="list-style-type: none"> ● Develop, implement, and model effective problem-solving and critical thinking skills ● Identify the consequences associated with one's actions in order to make constructive choices ● Evaluate personal, ethical, safety, and civic impact of decisions <p><u>Relationship Skills</u></p> <ul style="list-style-type: none"> ● Establish and maintain healthy relationships ● Utilize positive communication and social skills to interact effectively with others ● Identify ways to resist inappropriate social pressure ● Demonstrate the ability to prevent and resolve | <ul style="list-style-type: none"> ● Narrative Writing Task - Students will work with a number of short works. Students will read the text, answer questions, and write a narrative response that draws on the content. ● Suggested Task: Write a modern day story, using characters from a myth and a villain. Modernize the setting. Create a modern day event where a hero defeats a villain. ● Evaluate traits and actions of a hero and explain how the myth is a reflection of the culture it comes from). ● Identify & illustrate how a hero's journey is reflected everywhere from television comedy to literature and to experiences in our own lives. The journey and the challenges are something a reader can learn from. |
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| | interpersonal conflicts in constructive ways | |
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| | <ul style="list-style-type: none">• Identify who, when, where, or how to seek help for oneself or others when needed | |
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| | | <p>Interdisciplinary Connections: Content: NJSL:</p> <ul style="list-style-type: none">● Suggested Visual and Performing Arts Resources for Content- Area Integration<ul style="list-style-type: none">○ Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.○ Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.○ Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.○ Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.● Suggested Science Resources for Content-Area Integration<ul style="list-style-type: none">○ HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.● Suggested Math Resources for Content-Area Integration<ul style="list-style-type: none">○ MP.2 Reason abstractly and quantitatively. (HS-LS4-1)● Suggested Social Studies Resources for Content-Area Integration<ul style="list-style-type: none">○ -6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism |
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| | | <p>despite the discrimination they experienced in the military and workforce.</p> <ul style="list-style-type: none"> ○ -6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. |
| <p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> | | <p style="text-align: center;">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"> ● Quizzes to monitor reading comprehension ● Reader Response Journals (independent writing on any topics investigated in texts) ● -Reading logs (conduct for required or independent reading) ● Graphic organizers for analyzing themes, rhetorical devices and other unit specific items over extended periods of time ● Vocabulary-Examine passages from the text and have students use context clues to identify the meaning of words. ● Use Padlet or Schoology discussion boards to formulate class discussions ● Reading Comprehension Quizzes ● Class-run debates ● Class discussions using various online resources ● Alternative Assessments (projects, student portfolios) | | <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Mythology and Literature quarterly District Assessments <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Text-based tests and assessments ● Group projects ● Multimedia presentations ● Narrative and creative writing |

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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> | ELL Core Resources | Gifted & Talented Core Resources |
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| <ul style="list-style-type: none"> • Print version of the text | <ul style="list-style-type: none"> • Modified Version of Texts • Audio of Text | <ul style="list-style-type: none"> • Spanish language version of the text (when available) | <ul style="list-style-type: none"> • Group and individual presentations of chapters, connections to popular culture, reflective journals, blogs, poetry |

Supplemental Resources

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| <p>Technology:</p> <ul style="list-style-type: none"> • Schoology • Google Chrome • Google Drive • Google Sites • Smartboard • Newsela • CommonLit • Vocabulary.com • Quizlet • Blendspace • Padlet • PearDeck • EdPuzzle • New York Times Learning Network • TedEd <p>Other:</p> <ul style="list-style-type: none"> • Books, Whiteboard, Document Camera, notebooks |
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| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |

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| <ul style="list-style-type: none"> ● <i>World Mythology: An Anthology of the Great Myths and Epics 2nd edition by Donna Rosenberg</i> | <ul style="list-style-type: none"> ● Vocabulary: Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Dissect sentences together. Reading: Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups. Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics. Prewriting: Work directly with students to begin planning their responses. Project a graphic organizer or outline and complete as a group. Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion. | <ul style="list-style-type: none"> ● Linguistics: Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students’ native languages into English. Review vocabulary words and parts of speech in figuring out meaning. ● Grammar Transfers: Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow use of charts for grammar lessons and oral communication activities. Use of IXL. ● Cognates: Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find cognates in authentic text and compare meanings with their native language. | <ul style="list-style-type: none"> ● Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation. Provide opportunities for student driven instruction. Organizational/Behavioral Strategies: Establish a timeline for long-range projects ● Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students choices of activities in learning the content. Allow the student to ‘buy’ time for self-directed activities after material is learned. Assessment Strategies: Give a pretest to allow the student to demonstrate mastery. Provide self-checking materials. Provide tests at a higher level of thinking. Environmental Strategies: Arrange for a mentor to work with the student in the interest area Cluster group gifted/talented students by areas of strength in the classroom. Allow independent use of library. |
| | Disciplinary Concept: | | |
| | Core Ideas: | <ul style="list-style-type: none"> ● Digital communities influence many aspects of society, especially the | |

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| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | | <p>workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p> <ul style="list-style-type: none"> ● Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. ● In order for members of our society to participate productively, information needs to be shared accurately and ethically. ● Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. ● Innovative ideas or innovation can lead to career opportunities. |
| | <i>Performance Expectation/s:</i> | <p>-9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</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).</p> <p>- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>-9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>-9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p> |
| | Career Readiness, Life Literacies, & Key Skills Practices | |
| | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. | |

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

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| 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> |
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