

## Grade 11 -- MP 1

**Text/Novel** – Mudslide - (Newcomers) - Realistic Fiction

*Accidental Love - Novel, Realist Fiction*

*Reptile Adaptations - Academic Text*

*Riding Murder - Biography*

*Almost Astronauts - Biography*

*Katherine Switzer - Report*

*We Shall Overcome - Song Lyrics*

*Jane of the Jungle - Interview*

*Changing Times: Women in the Early Twentieth Century - Academic Text*

*Danger! Children at Work - Academic Text*

**Literary Focus**      Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

**Themes**      Challenges

**Essential Question**      How do we reach beyond barriers?

(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>	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>	

**Amistad Law**

Conduct research on the law, present report to peers  
Conduct research on famous African Americans project

**Holocaust Law**

Conduct research of various Holocaust related topics  
Find a Holocaust survivor and interview them, report interview finding to class

**LGBTQ+ and Disabilities Law**

Watch, research and discuss Gladys Bentley and the Harlem Renaissance.  
Complete an activity to bring awareness to different disabilities and handicaps.  
Use GLSEN cards and website to research and discuss different LGBTQ+ figures and events

**Diversity & Inclusion**

Why are all cultures important?  
Race Awareness Game and Discussion  
Have a Class Diversity Celebration using 1 or more of the ideas suggested.

**Standards in Action:**

Watch the movie *Before the Flood* and use it to research and compile a list of ways to prevent flooding and global warming.  
Read and discuss photo essay *Melting Away*  
Take a picture from your neighborhood, or draw a picture to show how global warming is affecting our environment.  
Use CLEAN resource collection to conduct research and investigate different topics involving the environment (water, weather)

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>ILit Unit 1</b> <b>(Week One--Newcomers)</b>  <b>ILit Unit 2</b> <b>(Days 1 - 50)</b>  <b>NJSLS:</b> <b>RL 11-12.10</b> <b>W. 11-12.10</b>	<b>Language Development:</b> Visualize, using descriptive details. Make predictions. Spell correctly. Make cause and effect connections. Understand prefixes, suffixes, plural and singular nouns. Write a narrative paragraph. Understand new vocabulary in context. Recognize simple and complete subjects and predicates. Use declarative, interrogative, imperative, and exclamatory sentences to suit the purpose.	Classroom Routine;  Collaborative Conversation Small Group Discussion;  Rules for Conversation  Write in response to a prompt.  <b>Writing:</b> Personal narrative essay, personal narrative paragraph, explanatory essay, explanatory paragraph, argumentative paragraph writer’s craft: organize writing, use	<b>VU:</b> Varies by reading
			<b>LFC:</b> Singular and plural nouns. Irregular plural nouns. Pronouns as Subjects and Objects. Connotations. Noun-pronoun agreement. Possessive Nouns.

<p><b>L.11-12.4 a,b</b>  <b>L.11-12.6</b>  <b>SL.11-12.1 a,b,c,d</b>  <b>W.11-12.5</b>  <b>W.11-12.6</b>  <b>W.11-12.10</b></p> <p><b>WIDA: 1,2</b>  <b>Reading</b>  <b>Writing</b>  <b>Listening</b>  <b>Speaking</b></p>	<p>Recognize and use action, linking, main, and helping verbs in sentences.</p> <p>Understand and use connotation.</p> <p>Understand and use possessive nouns.</p> <p>Demonstrate knowledge of new vocabulary.</p> <p>Understand and use multisyllabic words.</p> <p>Understand and use Latin roots.</p> <p>Understand and use compound words.</p> <p>Understand and use analogies.</p> <p>Form and use present, past, future, perfect, and progressive tense correctly.</p> <p>Use subject-verb agreement.</p> <p>Recognize and use verbs in active and passive voices.</p> <p>Draft a narrative essay.</p> <p><b>Effective Expression:</b> Engage in collaborative conversation.</p> <p>Practice reading with fluency and accuracy.</p> <p>Plan a narrative paragraph.</p> <p>Plan an explanatory essay.</p> <p>Plan argumentative writing.</p> <p><b>Meaning Making:</b> Making inferences.</p> <p>Compare and contrast.</p> <p>Recognize generalization.</p> <p>Make connections.</p> <p>Understand references.</p> <p>Analyzed related words.</p> <p>Ask questions.</p> <p>Clarify understanding by retelling.</p> <p>Describe the setting.</p> <p>Preview and set a purpose.</p> <p>Compare and contrast texts.</p> <p>Recognize and evaluate generalizations.</p> <p>Preview and set a purpose.</p> <p>Author's purpose.</p> <p>Connect ideas in sentences.</p>	<p>transitions, capture a setting, identify and organize a sequence of events, prewrite or plan, revise, edit.</p> <p><b>Speaking and Listening:</b> Collaborative conversation, present a personal narrative essay.</p> <p><b>Language:</b> Connotations Describe actions in the past and future. Understand references (pronouns and nouns) Condensing ideas. Use precise language. Grammar and study plans. Spelling study plans.</p>	<p>Suffixes and Prefixes.</p> <p>Introduction of Latin Roots</p> <p>Articles with proper nouns.</p> <p>Compound Words.</p> <p>To Be verb -- forms of the verb.</p> <p>Analogies.</p> <hr/> <p><b>LC:</b> Varies by ELP level</p>
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	<p>Clarify understanding by retelling. Analyze text structure. Plan and write argumentative writing.</p> <p><b>Content Knowledge:</b> Acquire domain-specific academic vocabulary. Comprehend informational texts focused on social studies.</p>				
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<b>Language Objectives</b>	<p>Make, review and modify predictions; preview and identify author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings Collaborative Conversation Small Group Discussion; Routine; Rules for Conversation</p>	<p>Collaborative Conversation Small Group Discussion; Routine; Rules for Conversation Make &amp; review predictions; preview and identify author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings</p>	<p>Make, review and modify predictions; preview and identify author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings Collaborative Conversation Small Group Discussion; Routine; Rules for Conversation</p>	<p>Make, review and modify predictions; preview and identify author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings Collaborative Conversation Small Group Discussion; Routine; Rules for Conversation</p>	<p>Collaborative Conversation Small Group Discussion; Routine; Rules for Conversation Make, review and modify predictions; preview and identify author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings</p>
<b>Learning Supports</b>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>

	<p>Graphic Organizer  <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf</a>  <b>L1 Supports:</b>  Translator/ dictionary  Native Language Explanations  Native Language Discussions</p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf</a>  <b>L1 Supports:</b>  Translator/ dictionary  Native Language Explanations</p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf</a></p>	<p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf</a></p>
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Blue	Blue	Blue	Blue	Blue	Blue
Blue					
Blue					









