

Grade 11 -- MP 2

Text/Novel – Romeo and Juliet

Freak the Mighty - *Novel, Realistic Fiction*

Fulfilling Teacher Expectations - *Academic Text*

Marching to Their Own Beat: Band Helps Students Succeed - *News Report*

The Freedom Writers Diary - *Blog Post*

Schooled - *Novel Excerpt*

Early Warning System - *Informational Text*

Afghan Girls Stay in School Despite Attacks - *Newspaper Article*

The Schoolboy - *Poem*

Ode to School - *Poem*

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

Themes Learning

Essential Question: How does learning change the way we see ourselves?

(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>
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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
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<p>ILit Unit 3 (Days 1 - 10)</p> <p>ILit Unit 4 (Days 1 - 50)</p> <p>NJSLS: RL.11-12.3 RL.11-12.10 W.11-12.10 L11-12.4a,c,d SL.11-12.1a,b,c,d RL 11-12.1, RL 11-12.3, RI. 11-12.10, SL.11-12.1a, SL.11-12.1b, SL.11-12.1c, SL11-12.1d, SL8.6</p> <p>WIDA: 1,2 Listening Reading Writing Speaking</p>	<p>Language Development: Understand and use multiple meaning words. Understand new vocabulary in context. Understand Greek roots and affixes. Understand metaphors and similes. Understand point of view. Understand allusions. Choose strong verbs, symbols, and figurative language.</p> <p>Meaning Making: Recognize the elements of drama. Retell in order to clarify meaning. Analyze dialogue. Understand figurative language and the connotative meaning of words and phrases. Make predictions. Visualize to understand figurative language. Make inferences to determine the theme. Summarize.</p> <p>Effective Expression: Engage in collaborative conversation. Plan a short performance piece. Begin to write a script. Write a script. Practice performing a script. Present a performance.</p> <p>Writing and Research: Argumentative Essay, Narrative Paragraph, Explanatory Paragraph, Summary Writer’s Craft -- Support a claim with logical reasoning, organize evidence logically, write effective conclusions, plan, revise, edit.</p>	<p>Reading Skills and Strategies: Close read of a play, make predictions, make inferences, visualize, point of view, theme, compare filmed version with script.</p> <p>Vocabulary, Word Study, and Language: Multiple meaning words, vocabulary of drama, figurative language, Greek roots, affixes, metaphors and similes.</p> <p>Speaking, Listening, Viewing, Writing: Plan a dream scene, create a dream scene, practice the dream scene.</p> <p>Present an argumentative essay, practice presenting, collaborative conversation.</p>	<p>VU: Varies by reading</p> <p>LFC: multiple meaning words, vocabulary drama, figurative language, Greek roots, affixes, metaphors and similes</p> <p>LC: Varies by ELP level</p>
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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Make predictions; preview author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings through discussion in small groups or partner pair; use L1 if needed	Make predictions; preview author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings through discussion in small groups or partner pair; use L1 if needed	Make predictions; preview author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings through discussion in small groups or partner pair; use L1 if needed	Make predictions; preview author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings through discussion in small groups or partner pair, plan a dream scene, create a dream scene, practice the dream scene	Make predictions; preview author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings through discussion in small groups or partner pair, plan a dream scene, create a dream scene, practice the dream scene, perform the dream scene
Learning Supports	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf L1 Supports: Translator/ dictionary Native Language Explanations</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf L1 Supports: Translator/ dictionary Native Language Explanations</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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