

Grade 11 -- MP 3

Text/Novel – Phobias: Bayonne Fear -- *Informational Text*

I Have Down Syndrome: Know Me Before You Judge Me -- *Autobiography*

Facts About Down Syndrome -- *Informational Text*

Got Butterflies? Find Out Why -- *Informational Text*

Preparing for the Flu -- *Informational Text*

Telemedicine -- *Informational Text*

We've Got a Job: The 1963 Birmingham Children's March -- *Nonfiction*

Suzy and Leah -- *Short Story*

Remember the Removal -- *Informational Article*

We Shall Overcome -- *Academic Text*

Becoming a Melting Pot -- *Academic Text*

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

Themes _____ Conflict

Essential Question: Does conflict ever make things better?

(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
<p>ILit Unit 5 (Days 1 - 10)</p> <p>ILit Unit 6 (Days 1 - 50)</p> <p>NJSLS: RI 11-12.10, RL 11-12.10, W 11-12.7, W 11-12.10, SL.11-12.1b, L.11-12.2c, L.11-12.4c, L.11-12.6 W.11-12.8, SL.11-12.1a, SL11-12.1b, SL11-12.1c, SL11-12.1d, SL.11-12.6, L.11-12.4a, WIDA: 1,2 Listening Reading Writing Speaking</p>	<p>Research Skills: Purpose of research, research a topic, narrow a topic, evaluate sources, take notes, avoiding plagiarism.</p> <p>Writing: plan a multimedia presentation, organize information for a presentation, write a multimedia presentation, explanatory essay, narrative paragraph, argumentative paragraph, writer’s craft -- vary sentence structure, support a claim, organize ideas, write an introduction, write a conclusion, plan, revise, edit</p> <p>Performance: Multimedia presentation; news report.</p>	<p>Vocabulary, Word Study, and Language: plan an interview, rehearse a presentation, create a visual, related words, strategies to determine word meaning, analyze word choice, figurative language, connotations, grammar study plan, spelling study plan, evaluate language choices</p> <p>Speaking and Listening: Be a good speaker and listener, present an explanatory essay, collaborative conversation</p> <p>Reading Skills: Ask questions, paraphrase, summarize, synthesize information and ideas, preview a set a purpose, author’s purpose, cause and effect, make connections, fluency, analyze different points of view, cite evidence from text, main ideas and key details, make connections, summarize, author’s viewpoint.</p>	<p>VU: Varies by reading</p> <hr/> <p>LFC:</p> <hr/> <p>LC: Varies by ELP level</p>

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>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 needediLit 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary</p>	<p>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 needediLit 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language</p>	<p>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 needediLit 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>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 needediLit 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>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 needediLit 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

	<p>Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
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