

Grade 11 -- MP 4

Text/Novel – Privacy -- *Poem*

Dutiful -- *Poem*

Million Man March -- *Poem*

What I Should I Said to the Wrong Number Caller Who Asked: “Is Michelle There?” -- *Poem and Video Performance*

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

Themes Empowerment

Essential Question: When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this?

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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)

(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>	

	Student Learning Objective (SLO)	Language Objective	Language Needed
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<p>Cont. ILit Unit 6</p> <p>ILit Unit 7 (Days 1 - 10)</p> <p>NJSLS: RL.11-12.4, RL.11-12.10, RI11-12.9, RI.11-12.10, W11-12.10, L11-12.4c, L11-12.4a, L11-12.4b, L.11-12.6 SL11-12.1a, SL11-12.1b, SL11-12.1c, SL11-12.1d, SL.11-12.6, L.11-12.4.a, 4b,4c RL.11-12.5, RL.11-12.9</p> <p>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 Recite a poem, Write a poem.</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> <p>LFC: Language of Poetry, Simile, Figurative Language, Theme, Stanza, Sensory Language, Types of Poetry, Rhyme, Rhythm, Alliteration, Repetition</p> <p>LC: Varies by ELP level</p>
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	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 Native Language Explanations Native Language Discussions 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>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</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 Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
<p>Learning Supports</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 Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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</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</p>

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***Online Resources that can be utilized with all SLO/Standards**

<https://www.englishcentral.com/browse/videos>

<https://www.eslibrary.com/>

<https://kahoot.com/>

<https://www.mobymax.com/>

<https://newsela.com/>

<https://www.spellingcity.com/>

<https://www.readworks.org/>

<https://www.ixl.com>

<https://www.learningA-Z.com>

<https://www.litcharts.com/>

https://docs.google.com/document/d/1yAZOFS-GPcmFxieUJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#! (Sentence frames)

https://www.commonlit.org/?acknowledge_unsupported_browser=true

<http://www.vocabulary.com>

<http://www.commonlit.com>

Writing Resources:

Informative/ Explanatory

<https://blog.thinkcerca.com/how-to-teach-informative-or-explanatory-writing>

Research

http://www.readwritethink.org/files/resources/lesson_images/lesson1155/scaffold.pdf

Argumentative https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html

Narrative

<https://www.thoughtco.com/narrative-composition-term-1691417#:~:text=A%20narrative%20is%20a%20form, strategies%20to%20tell%20a%20story.>

