NJSLS Grade 11-12

Marking Period	Unit Title	Recommended Instructional Days
2	Human Nature	45 days

Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit
Progress Indicators for Reading Literature Key Ideas and Details *RL.11-12.1.* *RL.11-12.2.* *RL.11-12.3.* *Craft and Structure* *RL.11-12.4.* *RL.11-12.5.* *RL.11-12.6.* *Integration of Knowledge and Ideas* *RL.11-12.7.* *RL.11-12.8.* *RL.11-12.9.* *Range of Reading and Level of Text Complexity* *RI.11-12.10.*	*Progress Indicators Informational Text Key Ideas and Details* *RI.11-12.1.* *RI.11-12.2.* *RI.11-12.3.* *Craft and Structure* *RI.11-12.4.* *RI.11-12.5.* *RI.11-12.6.* *RI.11-12.7.* *RI.11-12.8.* *RI.11-12.9.* *Range of Reading and Level of Text Complexity* *RI.11-12.10.*	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit**

Companion Standards Subject:	Writing Strand:	
Progress Indicator: *Key Ideas and Details* *RH.11-12.1.* *RH.11-12.2.* *RH.11-12.3.* *Craft and Structure* *RH.11-12.4.* *RH.11-12.5.* *RH.11-12.6.*	*W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.* *W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly*	**Essential Question/s:** ● What is the difference between an archetype and a stereotype? ● How do archetypes inform our understanding of humanity? How can stereotypes degrade our understanding of humanity? ● How is satire used in literature to create social commentary? ● What is the common notion behind aging? ● How do the universal standards of youth and beauty make an impact on someone's ability to find self-acceptance?

Integration of Knowledge and Ideas *RH.11-12.7.* *RH.11-12.8* *RH.11-12.9.* *Range of Reading and Level of Text Complexity* *RH.11-12.10.*	*and accurately through the effective selection, organization, and analysis of content.* *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.* *W.11.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.* *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.* *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 information and to display information flexibly and dynamically.* *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*	● How can art reveal a person's characteristics that literal words cannot? ● How is literature a driving force in revealing aspects about a culture? ● How can social class build or hurt an individual's position in the society? ● Does every adventure we embark on to find love turn out to be successful? Can true love be arranged? ● Can someone recover from a bad first impression? ● What creates prejudice and bias and what approaches can be taken to reduce them? ● What does 19th century literature reveal about female protagonists? **Learning Targets:** *Students will know* ● Historical background appropriate to the required reading, in particular the social strata that are implied within each text. ● The definition of satire, irony, archetype and stereotype. ● How to recognize irony and satire in writing. How and why readers employ close reading strategies to deepen their understanding of the text. ● How to analyze text structure (author's craft, etc.) and draw connections (cause and effect, etc.) between two texts to generate new knowledge ● Expository writing, a distinct genre in which you unfold an original claim through careful analysis of source texts, is the type of writing most often required of you in college. ● Mastery of rhetoric and oral fluency and logical, organized presentation materials aid effectiveness when speaking publicly ● Handling debatable topics in class discussion expands our thinking but requires careful culture-setting and habits of discussion to ensure respect ● Grammar usage and vocabulary is important for overall clarity in writing ● Drafting, rereading and continued discussion enables writers to test various interpretations of the material

problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

W.11-12.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students will be able to
- Explain elements of literature in the Victorian age
- Explain society's behavior during the Victorian Age
- Monitor own reading to identify and analyze character development
- Make thematic connections between different texts
- Explain how a character exemplifies tragic flaw
- Analyze reasons for character's motivation Support analysis and conclusion of the text by using textual evidence
- Use textual evidence to explain themes in text
- Read independently and in small groups to identify author position, highlight relevant evidence, draw connections to and across texts (e.g., similarities and differences)
- Closely read and analyze passages to identify patterns within and across texts and explain how those patterns are developed
- Connect reading to their experience of the world
- Identify conflict (man vs. man, man vs. himself, man vs. society)

Unit Enduring Understanding:

- Obsession with beauty can have detrimental effects on behavior.
- Youth and beauty eventually fade away.
- Differences exist in the way that an artist and a writer conveys a message.
- People's decisions are based on their individual set of beliefs and moral principles.
- Human nature changes very little over time.
- Archetypes have been used throughout literature and are regarded as universal.
- Authors use satire and comedy to evoke societal change.

Anchor Text(s):
The Canterbury Tales by Geoffrey Chaucer

Learning Activities
- Activate/Build Prior Knowledge

Speaking and Listening Strand:	Language Strand:
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*

SL.11-12.2. SL.11-12.3. *Presentation of Knowledge and Ideas* SL.11-12.4. SL.11-12.5. SL.11-12.6.	L.11-12.4 L.11-12.5 L.11-12.6	○ Pre-reading research activity related to major topics in *The Canterbury Tales*. ● Reading assignments (explore and write brief responses on topics that address issues in literature and present time) ● Reading questions (thought-provoking, higher critical thinking skills) ● Anecdotal Records (Can conduct during reading) ● Think, Pair, Share (peer review essay drafts) ● Reader's response (monitor comprehension) ● Collaborative Activities (vocabulary games on Vocabulary.com/Quizlet.com) ● Socratic Seminar (Can use fishbowl method) ● Feedback (teach students to give their peers constructive criticism, using rubric and peer review sheets) ● Conduct close readings of excerpts (select passages and focus on complexity of passages to promote better reading skills/ critical thinking skills/ require students to take notes of the passages or annotate) ●
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	● 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 literature 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. ● Research forms of modern satire, such as The Onion , The Daily Show, The Colbert Report, etc. and their impact on our society. ● Pilgrim Project-bring a character to life through a student-created speech written in the voice of a literary character (Suggested for all levels/ Can record speeches on video/ Can require level A to focus
● Self- Awareness ● Self- Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills	<u>Self- Awareness</u> ● 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 <u>Self- Management</u> ● 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 <u>Social Awareness</u>	

- 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

Responsible Decision-Making
- 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

Relationship Skills
- 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 interpersonal conflicts in constructive ways

on a specific issue in The Canterbury Tales that is still an issue today).
- Create a Facebook, Instagram, Twitter account for any of the characters to show communication between characters on social media, show what and how characters are provoked by tweets or posts that are published about them by other characters, or to show how characters connect with each other.
- Make a song playlist for any of the characters. Explain why the songs are relevant to him/her. Students can focus on themes, analyze figurative language and apply it to their character.

Writing Activities:
- Research Simulation Task - Students will analyze an informational topic through several articles or multimedia stimuli. Students will read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.
  - Suggested Topic: Using reliable online sources, write a 4 or 5 page essay on the role of women and gender in these historical works of literature. How are women treated and how are they expected to behave within a context in a relationship? (suggested for all levels/ can require level A to use a specific literary work and pair it with any of the listed informational texts to explain how women's roles have changed throughout the years) (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)
  - Suggested Topic: Research forms of modern satire, such as The Onion , The Daily Show, The Colbert Report, etc. and their impact on our society and write an essay, explaining how a literary piece and the selected mode of media use humor to suggest social change.
- Narrative Writing Task - Students will work with one main literary text. Students will read the text, answer questions, and write a narrative response that draws on the text.
  - Suggested Task: Compose a tale satirizing a modern-day character in the style of Chaucer's The Canterbury Tales. The modern character will tell a tale that reveals his/her

- Identify who, when, where, or how to seek help for oneself or others when needed

true personality, values, personality, and beliefs (Suggested for levels A and B).
- Literary Analysis - Students will analyze two texts that include some commonality. Students will read the text, answer questions, and write an analysis of the texts based on their commonalities.
  - Suggested Task: Compare/contrast two characters in *The Canterbury Tales*.

Supplementary Texts for The Canterbury Tales:

- "Millennial women closing gender gap, but motherhood may offset gains" by Emily Alpert Reyes (Use to discuss or write about how Emily Reyes and Jane Austen convey the idea of gender gap/ Use to discuss or write and essay, explaining the implications Austen makes about confronting gender stereotypes and ways that Millennial women defeat those gender stereotypes in "Millennial women closing…") (**LGBTQ and Disabilities Law: *N.J.S.A. 18A:35-4.35***)
- "When Good People Do Bad Things" (informational text article on Commonlit related to human nature) (**Holocaust Law: *N.J.S.A. 18A:35-28***)
- "On the Dignity or Meanness of Human Nature"by David Hume (informational text article on Commonlit)
- "Lots of Pride, a Little Prejudice" by Jennifer Schuessler from New York Times
- "Narcissism Is Increasing. So You're Not So Special" by Arthur C. Brooks from New York Times
- "Rethinking One of Psychology's Most Infamous Experiments" by Cari Romm from The Atlantic (can pair with "Sir Gawain and the Green Knight" to discuss or write an essay on blind obedience)
- "Platform for Action provides a road map to gender equality" by Alexandra Zavis (can pair with Pride and Prejudice or The Canterbury Tales to investigate or write about issues such as gender inequality and discrimination) (**Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a***)
- "The Lady of Shalott" by Alfred Lord Tennyson (poem)
- "Love and Friendship" by Emily Bronte (poem)

- "Letter to Someone Living Fifty Years From Now" (poem on Commonlit connected to motivations of individuals) **(Standards in Action:** *Climate Change)*

Independent Reading Texts:
- *Student selected text*
- *Pride and Prejudice by Jane Austen*
- *"Le Mort d'Arthur" by Sir Thomas Malory*
- *"Sir Gawain and the Green Knight"*
- *The Picture of Dorian Gray by Oscar Wilde (***LGBTQ and Disabilities Law***: N.J.S.A. 18A:35-4.35)*

Interdisciplinary Connections: Content: NJSLS:
- Suggested Visual and Performing Arts Resources for Content- Area Integration
  - 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
  - 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
  - MP.2 Reason abstractly and quantitatively. (HS-LS4-1)

		- Suggested Social Studies Resources for Content-Area Integration -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 despite the discrimination they experienced in the military and workforce. -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.
Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*		**Assessments (Summative)** *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: - Quizzes to monitor reading comprehension - Reader Response Journals (independent writing on any topics investigated in texts) -Reading logs (conduct for required or independent reading) - Close readings of textual excerpts in order to practice reading strategies, conduct guided reading or analyze the text for literary elements. - Graphic organizers for analyzing themes, rhetorical devices and other unit specific items over extended periods of time and collecting information for essays. - Literary Devices: Analyze in a particular text a variety of literary devices and compile evidence of understanding into a displayable folder or Google Doc. - 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 - Reader Response Journal or Reading Logs - Reading Comprehension Quizzes - Class-run debates - Class discussions using various online resources - Prose-constructed responses		**Benchmarks:** - Ongoing assessments based on standards addressed - Grade 12 Diagnostic and District Assessments **Summative Assessments:** - Text-based tests and assessments - Group projects - Multimedia presentations - Research Simulation Task Essays, Narrative Writing, and Literary Analysis Essays

● Alternative Assessments (projects, student portfolios)	

Differentiated Student Access to Content: **Teaching and Learning *Resources/Materials***			
Core **Resources**	**Alternate** **Core Resources** ***IEP/504/At-Risk/ESL***	**ELL** **Core Resources**	**Gifted & Talented** **Core Resources**
● Print version of the text	● Modified Version of Texts ● Audio of Text	● Spanish language version of the text (when available)	● Group and individual presentations of chapters, connections to popular culture, reflective journals, blogs, poetry
Supplemental Resources			

Technology:
- Schoology
- Google Chrome
- Google Drive
- Google Sites
- Smartboard
- Newsela
- CommonLit
- Khan Academy
- Vocabulary.com
- Quizlet
- Blendspace
- Padlet
- PearDeck
- NoRedInk
- EdPuzzle
- New York Times Learning Network
- TedEd
- IXL

Other:
- Books, Whiteboard, Document Camera, notebooks

Differentiated Student Access to Content: Recommended *Strategies & Techniques*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
• *The Canterbury Tales*	• **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.	• **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.	• **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:	
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Core Ideas:*	**Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.** **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.**
	Performance Expectation/s:	**-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).** **-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).** **- 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).** **-9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).** **-9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).**
	Career Readiness, Life Literacies, & Key Skills Practices	

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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.

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New Jersey Legislative Statutes and Administrative Code									
(place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: *N.J.S.A. 18A 52:16A-88*	X	Holocaust Law: *N.J.S.A. 18A:35-28*	X	LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*	X	Standards in Action: *Climate Change*