

Marking Period		Unit Title	Recommended Instructional Days
2		Autobiographical Children's Book	8-10 Weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit	
Progress Indicator: 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. Integration of Knowledge and Ideas: RL.11-12.7. Range of Reading and Level of Text Complexity: RL.11-12.10. Grade 11-12 NJSLS	Progress Indicator: 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. Integration of Knowledge and Ideas: RI.11-12.7. Range of Reading and Level of Text Complexity: RI.11-12.10.		
Companion Standards Subject:	Writing Strand:		
Progress Indicator: Key Ideas and Details: RH.11-12.1. RH.11-12.2. RH.11-12.3.	Progress Indicator: Text Types and Purposes: W.11-12.3. W.11-12.3.a. W.11-12.3.b. W.11-12.3.c.	Essential Question/s: - What are the key components of a personal narrative? - How do readers know what to believe in what they read, hear, and view? - How do children's book authors use images to convey a message?	

<p>Craft and Structure: <i>RH.11-12.4.</i></p> <p>Integration of Knowledge and Ideas: <i>RH.11-12.7.</i></p> <p>Range of Reading and Level of Text Complexity: <i>RH.11-12.10.</i></p> <p><u>Grade 11-12 History Standards</u></p>	<p><i>W.11-12.3.d.</i> <i>W.11-12.3.e.</i></p> <p>Production and Distribution of Writing: <i>W.11-12.4.</i> <i>W.11-12.5.</i> <i>W.11-12.6.</i></p> <p>Research to Build and Present Knowledge: <i>W.11-12.8.</i></p> <p>Range of Writing: <i>W.11-12.10.</i></p>	<p>- Why should we study various authors in order to understand what it means to be a good writer?</p> <p>Activity Description:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> - Students will be able to... <ul style="list-style-type: none"> - Broaden their experiences through creative and critical thinking. - Transcend barriers of time and place as they explore the imaginary world. - Recognize the timelessness of the literary traditions and their relevance to the real and imaginary world. - Expand their understanding of literary texts through discussion and reflection. - Increase their awareness of the importance of literary forms and the power of language. - Apply their learned knowledge to write their own autobiographical children's story. - Revise their own writing and the writing of their peers to establish an effective writing process. <p>Unit Vocabulary and Elements of Discussion:</p> <ul style="list-style-type: none"> - Autobiography - Illustrations - Memoir - Personal Narrative - Symbolism - Setting - Dialogue - Characterization <p>Blog Posts:</p> <ul style="list-style-type: none"> - For every unit, the students will have their own blog page through (blogger.com). As we explore various texts, students must post <i>at least 2</i> blog posts every week and respond to <i>at least 2</i> of their peers' blog posts. These posts must explore the
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<p>Progress Indicator: Comprehension and Collaboration: <i>NJSLSA.SL1.</i> <i>NJSLSA.SL1.a.</i> <i>NJSLSA.SL1.b.</i> <i>NJSLSA.SL1.c.</i> <i>NJSLSA.SL1.d.</i> <i>NJSLSA.SL2.</i> <i>NJSLSA.SL3.</i></p> <p>Presentation of Knowledge and Ideas: <i>NJSLSA.SL4.</i> <i>NJSLSA.SL5.</i> <i>NJSLSA.SL6.</i></p>	<p>Progress Indicator: Conventions of Standard English: <i>L.11-12.1.</i> <i>L.11-12.2.</i></p> <p>Knowledge of Language: <i>L.11-12.3.</i> <i>L.11-12.4.</i> <i>L.11-12.4.a.</i> <i>L.11-12.5.</i> <i>L.11-12.5.a.</i> <i>L.11-12.6.</i></p>	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	

<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p><i>Self-Awareness:</i></p> <ul style="list-style-type: none"> - 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. <p><i>Self-Management:</i></p> <ul style="list-style-type: none"> - 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. <p><i>Social Awareness:</i></p> <ul style="list-style-type: none"> - 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. 	<p>texts that we are reading and/or the students' drafts/ideas for their writing.</p> <ul style="list-style-type: none"> - For this unit (Autobiographical Children's Book), students may write about the texts we are reading, or they can write about the following elements from their narrative/short story: <ul style="list-style-type: none"> - Characters - Setting - Changes in Plot - Areas of Struggle - Areas of Success - Inspiration for their Writing - etc. - These blog posts will allow students to reflect on their reading, while providing a platform for students to discuss in the written form beyond the classroom discussions. Additionally, students can receive running feedback from their peers on their ideas/thoughts in regards to their final writing piece (in this unit, it will be an autobiographical children's book). <p>Anchor Texts:</p> <ul style="list-style-type: none"> - <i>Who is Michael Jordan?</i> by Kristen Anderson - <i>Who is Jackie Chan?</i> by Jody Jensen Shaffer - <i>Who was Selena?</i> by Kate Bisantz and Max Bisantz - <i>Who was Martin Luther King, Jr?</i> by Bonnie Bader - <i>Who was Kobe Bryant?</i> by Ellen Labrecque - <i>Who are Venus and Serena Williams?</i> by James Buckley Jr. - <i>Who is Bill Gates?</i> by Patricia Brennan Dermuth - <i>Who is Greta Thunberg?</i> by Jill Leonard - <i>Who Was Bruce Lee?</i> by Jim Gigliotti <p>Week 1 → Introducing the “Who Was...” Series Day 1 (Introduce “Who Was...” Books), Day 2 (Examine the Books and identify elements), Day 3 (Draft Ideas), Day 4 (Write Summary of Autobiography of themselves), Day 5 (Respond to Peers)</p> <ul style="list-style-type: none"> - As a class, we will discuss what the “Who Was...” series is, how it began and the impact it has had on classrooms and children. Students will be directed to the website in order to complete
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	<ul style="list-style-type: none"> - Demonstrate an awareness of the expectations for social interactions in a variety of settings. <p>Relationship Skills:</p> <ul style="list-style-type: none"> - 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. - Identify who, when, where, or how to seek help for oneself or others when needed. <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> - 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. 	<p>research on the series.</p> <ul style="list-style-type: none"> - Students will be revealed to the Penguin series of "Who Was..." books by previewing them and completing a book analysis worksheet. - Independently, students will be given a worksheet that asks them to consider significant moments and elements of their lives that they can write about in their autobiography. - Independently, students will write the first portion of their books with a brief summary of themselves. Teacher will provide questions to consider. - Students will respond to <i>at least</i> two of their peers' blog posts. <p>NJSLS#: W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6.</p> <p>Week 2 → Introducing Illustrations Day 1 (Introduce Illustrations), Day 2 (<i>The Mitten</i> by Jan Brett), Day 3 (Workshop Activity), Day 4 (Writing Practice), Day 5 (Writer's Workshop on Blog)</p> <ul style="list-style-type: none"> - What are illustrations? <ul style="list-style-type: none"> - What do authors consider in their illustrations? - Explore Jan Brett's <i>The Mitten</i> → What makes this narrative engaging? i.e. word choice, suspense, sentence structure, imagery, etc. (Target Vocabulary: Illustrations, Characterization). Students will examine the images and how they are effective. - Workshop Activity: Students will be given a passage, and they must draw what comes to their mind. Students must consider what makes the illustration effective and what to consider in terms of their images. - Let's Practice: Students will finalize their summary of their autobiography and draw illustrations that effectively depict their autobiographical summary. - Blog Posts: Students will post their summary on their blogs and their peers will respond to <i>at least</i> two of them. <p>NJSLS#: W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3.,</p>
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		<p>their fourth chapter and consider the effectiveness of their illustrations. Students should consider <i>how</i> their illustrations supplement their writing.</p> <ul style="list-style-type: none">- Blog Posts: Students will post the third and fourth chapters on their blogs and their peers will respond to <i>at least</i> two of them. <p>NJSLS#: W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6., RL.11-12.1., RL.11-12.3., RL.11-12.4., RL.11-12.5., RL.11-12.10.</p> <p>Week 5 → Chapter 5 + 6 Day 1 (Ch. 5 Writing), Day 2 (Ch. 5 Illustrating), Day 3 (Ch. 6 Writing), Day 4 (Ch. 6 Illustrating), 5 (Peer Review).</p> <ul style="list-style-type: none">- Chapter 5 Writing → Students will write the fifth chapter of their autobiography and consider their present lives (i.e. age 14 - present).- Chapter 5 Illustrating → Students will draw the illustrations for their fifth chapter and consider the effectiveness of their illustrations. Students should consider <i>how</i> their illustrations supplement their writing.- Chapter 6 Writing → Students will write the sixth chapter of their autobiography and consider what their plans are for the future (i.e. their ambitions, goals, etc).- Chapter 6 Illustrating → Students will draw the illustrations for their sixth chapter and consider the effectiveness of their illustrations. Students should consider <i>how</i> their illustrations supplement their writing.- Blog Posts: Students will post the fifth and sixth chapters on their blogs and their peers will respond to <i>at least</i> two of them. <p>NJSLS#: W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6., RL.11-12.1., RL.11-12.3., RL.11-12.4., RL.11-12.5., RL.11-12.10., RL.11-12.2.</p> <p>Week 6 → Timelines (Person and World) Day 1 (Explore Timelines), Day 2 (Personal Timeline), Day 3 (World Timeline), Day 4 (Digital Creation), Day 5 (Peer Review).</p>
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		<ul style="list-style-type: none">- As a class, we will view different timelines throughout the “Who was...” series and consider other timelines about significant events/time periods.- Students will create their personal timeline and the teacher will provide students with questions to consider to compile their timeline.- Students will research significant events from the years of their lives from around the world. Then, they will compile a timeline with the events that they have found.- Students will take their written timelines and create them digitally in order to put them into their books.- Blog Posts: Students will post their personal and world timelines on their blogs and their peers will respond to <i>at least</i> two of them. <p>NJSLS#: W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6., RL.11-12.1., RL.11-12.3., RL.11-12.4., RL.11-12.5., RL.11-12.10.</p> <p>Week 7 → Peer Review, Revise, Finalize Day 1 (Compile), Day 2 (Peer Review), Day 3 (Revise), Day 4 + 5 (Cover and Finalize)</p> <ul style="list-style-type: none">- Students will compile all the elements of their Autobiographical book onto a document (Summary, Chapters 1-6, Illustrations, Timelines).- Students will share their compiled books with two peers and they will provide feedback for each other (glow and grow).- Students will use their feedback from their peers to edit and improve their Autobiographical Books.- Using all the information that they have compiled, students will put together their books using their online softwards.- Students will create an abstract self portrait for their cover—they may choose to do this either digitally or hand-drawn. <p>NJSLS#: W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6.</p> <p>Week 8 → Publishing and Presenting</p>
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		<p>Day 1-3 (Printing and Publishing), Day 4-5 (Presenting)</p> <ul style="list-style-type: none"> - As a class, we will research the publishing process and students will have the opportunity to SELF publish their books on Amazon.com. - Teacher will request permission from the computer labs for students to print their books. - Students will practice public speaking and will present their books to their peers. <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> - Connection to History → Students may utilize events, characters, settings in history in order to guide and/or implement into their writing. - Connection to Science → Students may utilize their understanding of science and research to expand on their autobiographies. For example, <i>The Way the Future Was</i> by Frederik Pohl.
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Blog Posts ● Exit Tickets ● Daily “Do Now”s ● Annotations ● Topic/Idea Submission ● Peer Editing Worksheet(s) ● Autobiographical Pieces 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Diagnostic/District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Final Submission of “Who Is...” Book ● Presentation of “Who Is...” Book <p><u>Final Autobiography/Children’s Story:</u></p> <ul style="list-style-type: none"> - After exploring different autobiographies and the elements that make an engaging children’s book, students will write their own autobiography in the form of a children’s book. Although they have practiced writing shorter texts, students will be tasked with writing a full length autobiography with illustrations. - Teacher should set the following due dates: Draft 1, Peer Review, Final Draft. - Requirements: <ul style="list-style-type: none"> - Writing should be in the <i>third</i> person (written as if they are

		<div>not themselves).</div> <div><div><div>- Book should have a Summary, Six Chapters, a Personal Timeline, and a World Timeline.</div><div>- Book should include <i>at least</i> two illustrations PER chapter.</div><div>- Book should have a cover page with an abstract self-portrait.</div></div></div>	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<div><div><div>• <i>Who is Michael Jordan?</i> by Kristen Anderson</div><div>• <i>Who is Jackie Chan?</i> by Jody Jensen Shaffer</div><div>• <i>Who was Selena?</i> by Kate Bisantz and Max Bisantz</div><div>• <i>Who was Martin Luther King, Jr?</i> by Bonnie Bader</div><div>• <i>Who was Kobe Bryant?</i> by Ellen Labrecque</div><div>• <i>Who are Venus and Serena Williams?</i> by James Buckley Jr.</div><div>• <i>Who is Bill Gates?</i> by Patricia Brennan Dermuth</div><div>• <i>Who is Greta Thunberg?</i> by Jill Leonard</div><div>• <i>Who Was Bruce Lee?</i> by Jim Gigliotti</div></div></div>	<div><div><div>• Text-to-Speech Applications</div><div>• Anchor Charts</div><div>• Modified Version of Texts</div><div>• Audio of Text</div><div>• Large Font Text</div><div>• Provide a Variety of Materials</div><div>• Provide Options for Perception</div></div></div>	<div><div><div>• Spanish Language Version of the Text (when available).</div><div>• Audio Summary</div><div>• Cultivate Relationships and Be Culturally Responsive.</div><div>• Narrative Topic Choice</div><div>• Reflection Activities (i.e. blogs)</div><div>• Pair Work</div></div></div>	<div><div><div>• Leadership Roles</div><div>• Speak to Student Interests.</div><div>• Plan for Differentiation.</div><div>• Provide a Variety of Above-Level Material.</div></div></div>
Supplemental Resources			
<div>Technology:</div> <div><div><div>• Blogger.com</div><div>• Schoology</div></div></div>			

- Google Drive
- Google Slides
- Prezi
- Flipgrid
- Kahoot!
- TedED Talks
- Padlet
- Nearpod
- CommonLit
- Youtube
- Amazon Publishing

Other:

- Throughout our readings, there are many discussions regarding African American history. This discussion may be sparked by the following books: *Who was Martin Luther King, Jr?* by Bonnie Bader, *Who is Michael Jordan?* by Kristen Anderson, *Who was Kobe Bryant?* by Ellen Labrecque, *Who are Venus and Serena Williams?* by James Buckley Jr..
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- In *Who Was Bruce Lee?* by Jim Gigliotti and *Who was Martin Luther King, Jr?* by Bonnie Bader, the world timelines discuss the events of the Holocaust and the various attacks that led to this tragedy.
 - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- Among the individuals that we will be discussing, there are many people with diverse backgrounds including Martin Luther King Jr., Kobe Bryant, Bruce Lee, Venus Williams, Serena Williams, Selena, Michael Jordan, and Jackie Chan.
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- As we read *Who is Greta Thunberg?* by Jill Leonard, students will have the opportunity to learn about the difference she has made in terms of her arguments and ideals regarding Climate Change and the impact her advocacy has made on the environment.
 - **(Standards in Action: Climate Change)**

**Differentiated Student Access to Content:
Recommended Strategies & Techniques**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Allow for access to print and digital versions and exemplar of culminating writing tasks. • <i>Who is Michael Jordan?</i> by 	<ul style="list-style-type: none"> • Highlighting and annotation of text. • Text-To-Speech application. 	<ul style="list-style-type: none"> • Anchor Chart for Vocabulary & Text Structure. • Audio Summary. 	<ul style="list-style-type: none"> • Presentation Strategies: Vary the method of presentation: lecture, small groups, large

<p>Kristen Anderson</p> <ul style="list-style-type: none"> • <i>Who is Jackie Chan?</i> by Jody Jensen Shaffer • <i>Who was Selena?</i> by Kate Bisantz and Max Bisantz • <i>Who was Martin Luther King, Jr?</i> by Bonnie Bader • <i>Who was Kobe Bryant?</i> by Ellen Labrecque • <i>Who are Venus and Serena Williams?</i> by James Buckley Jr. • <i>Who is Bill Gates?</i> by Patricia Brennan Dermuth • <i>Who is Greta Thunberg?</i> by Jill Leonard • <i>Who Was Bruce Lee?</i> by Jim Gigliotti 	<ul style="list-style-type: none"> • Anchor Chart for Vocabulary & Text Structure. 		<p>group, demonstration, individual experimentation</p> <ul style="list-style-type: none"> • Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students' choices of activities in learning the content. • 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.
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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: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		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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