

NJSLS Grade 11-12 ELA

Marking Period		Unit Title	Recommended Instructional Days
2		The Women of the Detective genre and Horror genre	38 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 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.11-12.6 Integration of Knowledge and Ideas RL.11-12.9 RL.11-12.10.	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.11-12.6 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. Integration of Knowledge and Ideas RH.11-12.7. Text Types and Purposes WHST.11-12.2. B, D Production and Distribution of Writing	Progress Indicator: Text Types and Purposes W.11-12.1. A, F, E W.11-12.2 B, E, F W.11-12.3. D, E Production and Distribution of Writing W.11-12.4 W.11-12.6 Production and Distribution of Writing	Essential Question/s: 1. How does the narrative form serve the author's purpose? 2. Does the potential for duality exist within all of us? 3. What is the relationship between personal guilt and social responsibility? 4. Who decides what is just? Are there circumstances where you can take the law into your own hands?	

WHST.11-12.6 WHST.11-12.5 Research to Build and Present Knowledge WHST.11-12.8 WHST.11-12.10	W.11-12.4. W.11-12.6. Research to Build and Present Knowledge W.11-12.8. W.11-12.9 A	Activity Description: <ul style="list-style-type: none"> • Discussion of female writers and their impacts on literary history • 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) • Note taking for specific purposes • Flipped lessons on Blendspace, EdPuzzle, TedEd and other various online platforms • Close reading activities including annotating text • Think, Pair, Share • Comprehension activities such as Research to Build and Present Knowledge • Read and analyze a text in order to identify themes and central ideas • View and analyze film • Compare and contrast works of a similar time period or theme • Writing • Research • Presentations • Nonfiction pairing with literature • Comprehension check through written work or discussion
Speaking and Listening Strand:	Language Strand:	
Progress Indicator: Comprehension and Collaboration SL.11-12.1. B, C, D 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.	Progress Indicator: Conventions of Standard English L.11-12.1. A L.11-12.2. B Knowledge of Language L.11-12.3. A L.11-12.5 A, B L.11-12.6.	
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
Self Awareness Self Management Social Awareness Responsible Decision Making Relationship Skills	Recognize one's feelings and thought Understand and practice strategies for managing one's own emotions, thoughts, and behaviors Recognize and identity the thoughts, feelings, and perspectives of others. Develop, implement, and model effective problem solving and critical thinking skills Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways	

Interdisciplinary Connections: Content:

History & Psychology connections:

Students will research the strange case of Agatha Christie's bizarre disappearance in 1926. The historical background of the case will help student better understand this best selling author

Students will research Charlotte Perkins Gilman's involvement in the fight for women's suffrage. They will explore her role in the first wave of a feminist movement

Students can also research the various disabilities and ailments that women were incorrectly diagnosed with in the late 1800s and early

		1900s. Are we doing any better as a society today to take women’s health seriously? (e.g. agoraphobia, postpartum depression, anxiety…)	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> Reader response journals or reading logs Quizzes: Short answer using RACE (Restate Answer, Cite, Explain) Multiple Choice via GoogleForms Flipped lessons on Blendspace, Edpuzzle, Ted Ed Charts and diagrams: Somebody Wanted But So Then, Plot Mountain, Character Traits, Red -Yellow- Green, Muddiest point, Know -Want to know -Leared, Text to Self - Text to Text - Text to World		<u>Benchmarks:</u> In-lesson polls Self evaluation Exit tickets: What Stuck With You Today?, Predictions, What Would You Do?, One Word Summary Small and large group discussion based on text excerpts with Big Paper Activity Informal debates <u>Summative Assessments:</u> Presentations using: Google Slides, Storyboardthat.com (free digital storytelling tool), Prezi.com (Free interactive presentation tool) Tests with multiple choice and written section Create an essay for literary analysis of the stories/novel that have been read	
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
<i>And Then There Were None</i> by Agatha Christie “The Yellow Wallpaper” by Charlotte Perkins Gilman	Text-to-speech applications Audio of Text Provide options for comprehension Tiered Content/Activities Provide a variety of materials	Text-to-speech applications Audio of Text Audio Summary Cultivate Relationships and be culturally responsive.	Assign more independent opportunities Leadership roles within group activities. Create more global connections to the works presented

<p>“A Goodman is Hard to Find” by Flannery O'Connor</p> <p>“Once Upon a Time” by Nadine Gordimer</p> <p>“Death-Heads revisited” (1961) by Ron Sirling</p>	<p>Provide options for perception</p>	<p>Provide options for comprehension Tiered Content/Activities</p>	<p>Encouragement to ask questions, make discoveries, pursue own interest in depth</p>
<p>Supplemental Resources</p>			
<p>Technology: Blendspace EdPuzzle Formative Schoology Google Lit Trips Google Drive Google Podcasts Jamboard Graphic organizers Kahoot Quizzez PollEverywhere Socratic TedEd Newsela CommonLit Perdue OWL (online writing lab) Grammarly</p> <p>Other:</p> <p>Classroom Equipment: Smartboard Laptop/Chromebook and Internet Whiteboard for the classroom Novels/books</p> <p><i>And Then There Were None</i> by Agatha Christie - Anthony Marston is written as a queer character (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)</p>			

“The Yellow Wallpaper” by Charlotte Perkins Gilman - Main character suffers from anxiety, postpartum depression, and OCD
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35
 “A Goodman is Hard to Find” by Flannery O'Connor
 “Once Upon a Time” by Nadine Gordimer - South African and Jewish writer, This story takes place during the end of the apartheid era in South Africa. Apartheid was an official system of racial segregation enforced by the ruling government from 1948 to 1994.
(Amistad Law: N.J.S.A. 18A 52:16A-88)
 “Death-Heads revisited” (1961) - A former German SS captain returns to Dachau concentration camp and begins reminiscing on the power he enjoyed there, until he finds himself on trial by those who died at his hands.
(Holocaust Law: N.J.S.A. 18A:35-28)

**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
<i>And Then There Were None</i> by Agatha Christie “The Yellow Wallpaper” by Charlotte Perkins Gilman “A Goodman is Hard to Find” by Flannery O'Connor “Once Upon a Time” by Nadine Gordimer “Death-Heads revisited” (1961) by Rod Sirling	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as directed through IEP or 504 , review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks, audio of texts	Extend time requirements, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, modified assessment and/or rubric, audio text	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related talent development opportunities

Disciplinary Concept:

Core Ideas:

Different types of jobs require different knowledge and skills.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS		Brainstorming can create new, innovative ideas Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	<i>Performance Expectation/s:</i>	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
	Career Readiness, Life Literacies, & Key Skills Practices	
	Career readiness for the following professions: Judge, Prosecutor, Data security, Privacy lawyer, Forensic Scientist, Detective, Police, Investigation scientist, Criminal investigator, Criminal attorney, Statistician, Investigations analyst, Investigative journalist	

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law:	x	Holocaust Law:	x	LGBT and Disabilities	x	Diversity & Inclusion:		Standards in Action:
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Content Area: English Language Arts (NJSL-ELA) Grades 6 - 12
Grade:11 & 12

Dev. Date:
August 2022

	<i>N.J.S.A. 18A 52:16A-88</i>		<i>N.J.S.A. 18A:35-28</i>		Law: <i>N.J.S.A. 18A:35-4.35</i>		<i>N.J.S.A. 18A:35-4.36a</i>		<i>Climate Change</i>
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