

[NJSLA Grade 11-12](#)

Marking Period	Unit Title	Recommended Instructional Days
3	Fate and Free Will	50 days
<p>Reading Literature Text Strand:</p> <p><i>Progress Indicators for Reading Literature Key Ideas and Details</i> <i>RL.11-12.1.</i> <i>RL.11-12.2.</i> <i>RL.11-12.3.</i> <i>Craft and Structure</i> <i>RL.11-12.4.</i> <i>RL.11-12.5.</i> <i>RL.11-12.6.</i> <i>Integration of Knowledge and Ideas</i> <i>RL.11-12.7.</i> <i>RL.11-12.8.</i> <i>RL.11-12.9.</i> <i>Range of Reading and Level of Text Complexity</i> <i>RI.11-12.10.</i></p>	<p>Reading Informational Text Strand:</p> <p><i>Progress Indicators Informational Text Key Ideas and Details</i> <i>RI.11-12.1.</i> <i>RI.11-12.2.</i> <i>RI.11-12.3.</i> <i>Craft and Structure</i> <i>RI.11-12.4.</i> <i>RI.11-12.5.</i> <i>RI.11-12.6.</i> <i>RI.11-12.7.</i> <i>RI.11-12.8.</i> <i>RI.11-12.9.</i> <i>Range of Reading and Level of Text Complexity</i> <i>RI.11-12.10.</i></p>	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-ELA within Unit</p>
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<p><i>Progress Indicator:</i> <i>Key Ideas and Details</i> <i>RH.11-12.1.</i> <i>RH.11-12.2.</i> <i>RH.11-12.3.</i> <i>Craft and Structure</i> <i>RH.11-12.4.</i> <i>RH.11-12.5.</i> <i>RH.11-12.6.</i></p>	<p><i>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.</i></p> <p><i>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly</i></p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> • Why is it important to reflect the mindset of a certain historical period before reading the literature that reflects it? • To what extent does the belief in fate or free will motivate the characters' action? • In what ways does the protagonist contribute to his downfall? • How can people contribute to their own downfall? Why do they often not recognize this?

<p><i>Integration of Knowledge and Ideas</i> <i>RH.11-12.7.</i> <i>RH.11-12.8</i> <i>RH.11-12.9.</i> <i>Range of Reading and Level of Text</i> <i>Complexity</i> <i>RH.11-12.10.</i></p>	<p><i>and accurately through the effective selection, organization, and analysis of content.</i></p> <p><i>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.</i></p> <p><i>W.11.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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</i></p>	<p><u>Learning Targets:</u> <i>Students will know</i></p> <ul style="list-style-type: none">● The elements of Elizabethan drama such as dialogue, stage directions, soliloquy, monologue, aside, foil and structural divisions of a play.● The definition of tragic hero/ tragic flaw.● How subtext and choices by actors and directors can influence an audience's understanding of and perception of drama and how this relates to the way literary scholars, actors and directors actually study texts.● Literary terms such as tragedy, soliloquy, foreshadowing, imagery, and symbolism (Yorick's skull and Ophelia's flowers). <p><i>Students will be able to</i></p> <ul style="list-style-type: none">● Recognize and appreciate the elements of Elizabethan drama.● Recognize the characteristics of a Shakespearean tragedy.● Annotate and analyze text and subtext through close readings.● Recognize universal themes found in Macbeth/Hamlet.● Analyze the tragic hero's motivation and decisions. <p><u>Unit Enduring Understanding:</u></p> <ul style="list-style-type: none">● Shakespeare's commentary on power, corruption, and blind ambition is still relevant to our own society today.● Belief in fate or free will affects how people make decisions.● Personal ambition can lead to internal and external conflict.● People often contribute to their own downfall, often through a tragic flaw. <p><u>Anchor Text(s):</u> <i>Hamlet by William Shakespeare (Level A)</i> <i>Macbeth by William Shakespeare (Level B)</i></p> <p><u>Learning Activities</u></p> <ul style="list-style-type: none">● Activate/Build Prior Knowledge<ul style="list-style-type: none">○ Pre-reading research activity related to major topics in <i>Hamlet</i> or <i>Macbeth</i>.
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	<p><i>problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i></p> <p><i>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).</i></p> <p><i>W.11-12.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</i></p> <p><i>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.</i></p>	<ul style="list-style-type: none"> ● 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) <ul style="list-style-type: none"> ● Discuss the setting by having students create a visual representation. <ul style="list-style-type: none"> ● 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. ● Using inspiration from Hamlet movie adaptation, work in small groups, choose a scene from the play, and update the scenes in a video format. Include stage directions, script, and music. ● Write a character analysis on Ophelia and Lady Macbeth, ● Create a sketch that illustrates a theme in Macbeth or Hamlet. The theme can be an image of one or more characters doing something, a place in the film, etc. Include a short description (as a caption) of
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<p><i>Progress Indicators for Speaking and Listening</i> <i>Comprehension and Collaboration</i> <i>SL.11-12.1.</i></p>	<p><i>Progress Indicators for Language</i> <i>L.11-12.1</i> <i>L.11-12.2</i> <i>L.11-12.3</i></p>	

<p><i>SL.11-12.2.</i> <i>SL.11-12.3.</i> <i>Presentation of Knowledge and Ideas</i> <i>SL.11-12.4.</i> <i>SL.11-12.5.</i> <i>SL.11-12.6.</i></p>	<p><i>L.11-12.4</i> <i>L.11-12.5</i> <i>L.11-12.6</i></p>	<p>the illustration and how it depicts the theme</p> <ul style="list-style-type: none"> Students watch scene/s from Shakespeare’s plays prior to reading and explain in detailed writing what they see and understand about the characters and conflict. (Suggested for Level B/ Can require Level A to analyze several scenes) <p><i>Writing Activities:</i></p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Suggested Task: Use “Feminism and Beyond” and Twelfth Night/Macbeth to explain how Shakespeare explores the idea of women controlling their male counterparts and getting what they want in a male-dominated society. (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35) Suggested Task: Use “Payback Time: Why Revenge Tastes So Sweet” and Act four, Scene two of Hamlet to support Hamlet’s decision to replay Claudius’ crime in “The Murder of Gonzago.” Suggested Task: Use “Life Through the Eyes of Teen Girls” to explain the reasoning behind Ophelia’s behavior in Hamlet. Suggested Task: Use “Payback Time: Why Revenge Tastes So Sweet” to explain Hamlet’s main motivation in the play. 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. <ul style="list-style-type: none"> Suggested Task: Write an obituary for either Macbeth or Lady Macbeth. Use a newspaper obituary as a model. Suggested Task: Write a eulogy (a statement of praise for someone’s life after they’re dead—often read at funerals and memorials) for Banquo. Include details about his life that you learned in the play Suggested Task: Write a short acceptance speech for Malcolm as he takes the throne. Have him reassure the
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> Self- Awareness Self- Management Social Awareness Responsible Decision-Making Relationship Skills 	<p><u>Self- Awareness</u></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><u>Self- Management</u></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><u>Social Awareness</u></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● Demonstrate an awareness of the expectations for social interactions in a variety of settings <p><u>Responsible Decision-Making</u></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><u>Relationship Skills</u></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	<p>country, recall the tragedies, ask for the Thanes to come back, etc.</p> <ul style="list-style-type: none">○ Suggested Task: Write a one-page short story to tell about the witches' next 'adventure.' Who will they trick next? How? What character flaw will they find to use against their target? What will happen to the victim? <ul style="list-style-type: none">● 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.<ul style="list-style-type: none">○ Suggested Task: Write an essay, explaining how Claudius from Hamlet and Macbeth from Macbeth are both connected by greed and ambition.○ Suggested Task: Using Macbeth, Twelfth Night, Hamlet, or Winter's Tale, explain how Shakespeare represents Romantic love: how is it caused, how it is or not recompensed, how it disrupts hearts and minds of the characters (Require level A to use more than one play/ Level B can focus on one play or one element of romantic love)○ Suggested Task: Use Act 2, Scene 2 in Hamlet to explain why Hamlet responds to Gertrude, "Why seems it so particular with thee." Explain how Shakespeare explores the relationship between what "seems" and what it truly "is"; (suggested for Level A)○ Suggested Task: Write an argument, using claims and evidence from Act 1 to explain who they think is responsible for killing Duncan and why. <p><i>Supplementary Texts:</i></p> <ul style="list-style-type: none">● The Masque of Blackness by Ben Jonson (Amistad Law: N.J.S.A. 18A 52:16A-88)● "Gulliver's Travel" by Jonathan Swift● The History of Rasselas, Prince of Abissinia (Chapters 1-10) by Samuel Johnson● "The Rules of the Game" by Amy Tan (Holocaust Law: N.J.S.A. 18A:35-28)
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	<ul style="list-style-type: none">• Identify who, when, where, or how to seek help for oneself or others when needed	<ul style="list-style-type: none">• “The Prince” (Chapters 15-18) by Niccolo Machiavelli• “Hamlet and His Problems” by T.S. Elliot• “Ozymandias” by Percy Bysshe Shelley• “Paradise Lost” (book 9) by John Milton• “Delight in Disorder” by Robert Herrick• “Sharing Eve’s Apple” by John Keats “Seven Ages of Man” by Shakespeare• “Payback Time: Why Revenge Tastes So Sweet” by Benedict Carey from New York Times (informational text)• “Life Through the Eyes of Teen Girls” by Alix Boyle from New York Times (informational text)• “Feminism and Beyond” by Catherine Belsey (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)• “Uncovering an Interracial Literature of Love...and Racism” by Emily Eakin from New York Times (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)• “Black-White Marriages Rise, But Couples Still Face Scorn” by Isabel Wilkerson from New York Times (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)• “Study Finds that Washing Hands Eases Guilty Consciences” by Benedict Carey from New York Times• “Elizabethan Era” (to discuss gender roles and stereotypes) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) <p>Independent Reading Texts:</p> <ul style="list-style-type: none">• <i>Student book of choice</i> <p>Interdisciplinary Connections: Content: NJSLS:</p> <ul style="list-style-type: none">• Suggested Visual and Performing Arts Resources for Content- Area Integration<ul style="list-style-type: none">○ 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.
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<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Quizzes to monitor reading comprehension ● Reader Response Journals (independent writing on any topics investigated in texts) ● Reading logs (conduct for required or independent reading) 		<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Ongoing assessments based on standards addressed ● Grade 12 Diagnostic and District Assessments

<ul style="list-style-type: none"> ● 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 ● Alternative Assessments (projects, student portfolios) 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Text-based tests and assessments ● Group projects ● Multimedia presentations ● Research Simulation Task Essays, Narrative Writing, and Literary Analysis Essays 		
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> ● Print version of the text 	<ul style="list-style-type: none"> ● Modified Version of Texts ● Audio of Text 	<ul style="list-style-type: none"> ● Spanish language version of the text (when available) 	<ul style="list-style-type: none"> ● Group and individual presentations of chapters, connections to popular culture, reflective journals, blogs, poetry
<p>Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> ● 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 <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● <i>Hamlet</i> ● <i>Macbeth</i> 	<ul style="list-style-type: none"> ● 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: 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

	<p>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.</p>	<p>communication activities. Use of IXL.</p> <ul style="list-style-type: none"> ● 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. 	<p>students choices of activities in learning the content. Allow the student to ‘buy’ time for self-directed activities after material is learned.</p> <ul style="list-style-type: none"> ● 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.
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● 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.

	<i>Performance Expectation/s:</i>	<p>-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).</p> <p>-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.II.IPERS.7, 8.2.12.ETW.3).</p> <p>- 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).</p> <p>-9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>-9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● 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. 	

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>	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>		Standards in Action: <i>Climate Change</i>
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