

[NJSLs Grade 11-12](#)

Marking Period		Unit Title	Recommended Instructional Days
4		Looking Back and Looking Forward: Modern and Postmodern British Literature	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	
<i>Progress Indicators for Reading Literature Key Ideas and Details</i> RL.11-12.1. RL.11-12.2. RL.11-12.3. <i>Craft and Structure</i> RL.11-12.4. RL.11-12.5. RL.11-12.6. <i>Integration of Knowledge and Ideas</i> RL.11-12.7. RL.11-12.8. RL.11-12.9. <i>Range of Reading and Level of Text Complexity</i> RI.11-12.10.	<i>Progress Indicators Informational Text Key Ideas and Details</i> RI.11-12.1. RI.11-12.2. RI.11-12.3. <i>Craft and Structure</i> RI.11-12.4. RI.11-12.5. RI.11-12.6. RI.11-12.7. RI.11-12.8. RI.11-12.9. <i>Range of Reading and Level of Text Complexity</i> RI.11-12.10.		
Companion Standards Subject:	Writing Strand:		
<i>Progress Indicator:</i> <i>Key Ideas and Details</i> RH.11-12.1. RH.11-12.2. RH.11-12.3. <i>Craft and Structure</i> 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: <ul style="list-style-type: none"> ● How can we solve social barriers created by class? ● In what ways can gender inequality affect individuals? ● How does society influence our identity and the choices we make? ● What expectations does the media and society have of gender roles? ● How has society demonstrated a loss of innocence? ● How can people balance traditional values and modern ideas? ● How do rules about social behavior create the comedy in the play? ● What is the relationship between class and money? 	

<p><i>Integration of Knowledge and Ideas</i> RH.11-12.7. RH.11-12.8 RH.11-12.9. <i>Range of Reading and Level of Text Complexity</i> RH.11-12.10.</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>	<ul style="list-style-type: none">• What does it mean to be earnest? <p><u>Learning Targets:</u> <i>Students will know</i></p> <ul style="list-style-type: none">• Political and social events during the early twentieth century would alter Great Britain's preeminent position as a world power and would dramatically change its society.• Decisions are based on the situation one is involved in at the moment.• The mixing of fantasy with nonfiction; blurs lines of reality for the reader.• Double standards can create attitudes of inequality between genders.• How systemic injustice impacts society and individuals. <p><i>Students will be able to</i></p> <ul style="list-style-type: none">• Debate the pros and cons of absolute values and traditions.• Find contradictions in the texts, including those within one character.• Locate predicaments that characters face and analyze why solutions are difficult or impossible.• Trace a character's disillusion with society.• Differentiate between a reliable and unreliable narrator, as well as between fact and illusion.• Analyze the role of religion, magic, and spirituality in British literature.• Debate the ethical choices made by the characters. <p><u>Unit Enduring Understanding:</u></p> <ul style="list-style-type: none">• As time progresses, society and literature begin to grow more complex and tolerant of opposing ideas.• Literary themes reflect a changing society, such as loss of innocence, power struggles, the life of the mind, poverty and injustice.• Character-driven literature can expose the societal pressures individuals face.• Plot-driven literature can expose the systemic issues a society faces.
---	--	---

	<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>	<p><u>Anchor Text(s):</u> <i>The Importance of Being Earnest</i> by Oscar Wilde (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)</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>The Importance of Being Earnest</i>. ○ Research the Victorian/Edwardian Era in building knowledge and background information before reading. ● 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) ● 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)
<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>	<ul style="list-style-type: none"> ● 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 the 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. ● Research key terms related to the Victorian/Edwardian era including courtship and negotiations. ● Discuss literary elements such as epigram, farce, inversion, irony, paradox, pun and satire. ● Oscar Wilde, the author of this play, once asserted, "Man is least himself when he talks in his own person. Give him a mask, and he will tell you the truth." Have students create a mask for a character in the play. ● Conduct a class debate related to major themes in the play. ● Create a body biography for one of the characters in the play where each body part represents a belief, value, ideal or characteristic. Have students use textual evidence from the play to support claims. <p><u>Writing Activities:</u></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: Have students research the Victorian/Edwardian Era and make connections between the play and what they found related to gender roles, marriage, and courtship during this time period. Students will choose three sources and use textual evidence from both the sources and the play to make connections between characters and the time period. ○ Suggested Task: Research the lives of different classes during the Victorian/Edwardian era in Britain. Compare the lives of the different classes.
<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 	<ul style="list-style-type: none"> ● 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 a diary entry from the perspective of one of the characters in the play. ○ Suggested Task: Write a sequel or prequel to the play in the same style as the author. ○ Suggested Task: Writing as one of the characters in the play, students can compose a letter to the "Wilde Love" advice column seeking counsel on a love-related issue. ● 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: Have students write a literary analysis essay related to Satire. Have students compare/contrast two characters in the play and use evidence to convey what ideas Wilde is satirizing through their character. ○ Suggested Task: Choose two themes from the play (the nature of marriage, hypocrisy, quest for truth/beauty, etc.) and explain how Wilde conveys these themes throughout the play. Students should use textual evidence to support claims made. ○ Suggested Task: Compare and contrast an excerpt of To The Lighthouse with the poem "December" by Carol Ann Duffy. (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35) <p><i>Supplementary Texts:</i></p> <ul style="list-style-type: none"> ● Excerpt from "A View without a Room" by E.M. Forster (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35) ● "The Machine Stops" by E.M. Forster (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35) ● "Araby" by James Joyce ● "The Vindication of the Rights of Women" by Mary Wollstonecraft (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)
--	---	--

	<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">• “Goblin Market” by Christina Rossetti (poem)• “From the Antique” by Christina Rossetti (poem)• “Ode on a Distant Prospect of Eton College” by Thomas Gray on Commonlit• “Keeping Up With the Joneses” (informational text article on Commonlit)• “The Danger of a Single Story” by Chimamanda Ngozi Adichie (speech on Commonlit to discuss injustice/stereotypes) (Holocaust Law: N.J.S.A. 18A:35-28 and Amistad Law: N.J.S.A. 18A 52:16A-88)• “Screen Addiction Among Teens: Is There Such a Thing?” (informational text article on Commonlit)• “Teens Using Social Media for Good Deeds” (informational text article on Commonlit) (Standards in Action: Climate Change)• “Loving Decision: 40 Years of Legal Interracial Unions” (informational text article on Commonlit to discuss marriage expectations) (Amistad Law: N.J.S.A. 18A 52:16A-88)• “December” by Carol Ann Duffy (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)• “Women’s Colleges Play a Unique Role in Quest for Equality” (information text article on Commonlit related to gender roles) (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.
--	--	---

		<ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ MP.2 Reason abstractly and quantitatively. (HS-LS4-1) ● Suggested Social Studies Resources for Content-Area Integration <ul style="list-style-type: none"> ○ -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.
<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><u>Summative Assessments:</u></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>The Importance of Being Earnest</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.
--	--	--	---

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