

[NJSLA Grade 11-12 ELA](#)

Marking Period		Unit Title	Recommended Instructional Days
3		(Unit 3) The Victorian Period - Ethics	50 days
Reading Literature Text Strand:	Reading Informational Text Strand:	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-ELA within Unit</b>	
NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	NJSLA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. <i><b>Progress Indicator:</b></i> RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance		

<p><b>Progress Indicator:</b></p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works</p>	<p>for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>	
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<p>of literature, including how two or more texts from the same period treat similar themes or topics.</p>		
<p><b>Companion Standards Subject:</b></p>	<p><b>Writing Strand:</b></p>	
<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                  NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                  NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.                  NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.                  NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                  RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g.,</p>	<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                  NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   <b>Progress Indicator:</b>                  W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, wellchosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of</p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>• Why is so much of the literature of the Victorian era centered on themes of duality, hypocrisy and deception?</li> <li>• In what ways do the imperialistic behaviors of the European empires inform the literature of the Victorian era?</li> <li>• What do human beings need to know to know who they are?</li> <li>• What do human beings mean when they use the word, “I?”</li> <li>• What is the Id? What is the ego? What is the super ego?</li> <li>• From where do we get our preconceptions of race and gender?</li> <li>• What is an ideology? How do ideologies operate?</li> <li>• What makes human beings civil? What makes human beings savage? Is there such as thing as the, “noble lie?”</li> <li>• What do human beings need to know in order to be free?</li> </ul> <p><b>Activity Description:</b>                  Small and large group discussions (i.e. Think-Pair-Share)                  Discussion on female writers and their impacts on literary history                  Guided or interactive editing or revision exercises                  Complete graphic organizers, such as TPCASTT forms and Venn Diagrams                  Writing revision tasks, both independently and with partners.</p>

<p>how Madison defines faction in Federalist No. 10).                  RH.11-12.8. Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.  <b>Progress Indicator:</b>                  RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.                  RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.                  RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.                  RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>	<p>techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.                  W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	
<p><b>Speaking and Listening Strand:</b></p>	<p><b>Language Strand:</b></p>	
<p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of</p>	<p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to</p>	

<p>reasoning and the organization, development, and style are appropriate to task, purpose, and audience.                  NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b>Progress Indicator:</b>                  SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.                  SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>make effective choices for meaning or style, and to comprehend more fully when reading or listening                  NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>Progress Indicator:</b>                  L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.                  L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p>	
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• Responsible Decision-Making</li> <li>• Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> </ul>	

	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> </ul>		
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Research biographies of the various writers in the unit</li> <li>• Multiple choice question quizzes</li> <li>• Group and individual presentations of poetry analysis</li> <li>• Peer revision of essays</li> <li>• KWL chart on Victorian literature, culture and etiquette</li> <li>• Alternative Assessments (projects, student portfolios, performance based assessments)</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• English 12 Honors District Assessment</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Research Analysis:                         <ul style="list-style-type: none"> <li>○ Research new inventions that made work easier during the Victorian era and how those inventions affected the environment.                                 <ul style="list-style-type: none"> <li>■ <b>(Standards in Action: Climate Change)</b></li> </ul> </li> </ul> </li> <li>• Narrative Writing:                         <ul style="list-style-type: none"> <li>○ Construct a short story from the perspective of a Victorian worker. Use research from the previous assignment on inventions to help create an accurate idea.</li> </ul> </li> <li>• Literary Analysis:                         <ul style="list-style-type: none"> <li>○ Compare excerpts from the various Charles Dickens works and, in an essay, discuss how work and working conditions are portrayed.</li> <li>○ Choose one symbol from Joseph Conrad’s <i>Heart of Darkness</i> and then in a well-written, well-organized essay analyze how it evolves in the text</li> </ul> </li> </ul>	
<p align="center"><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources</b></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></p>

<i>IEP/504/At-Risk/ESL</i>			
<ul style="list-style-type: none"> <li>● Learning Contracts</li> <li>● Centers/Stations</li> <li>● Interactive Journals</li> <li>● Leveled Readers</li> <li>● Online Simulations</li> <li>● Teacher Editions</li> <li>● Student Editions</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Support Readers</li> <li>● Provide options for Comprehension</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> <li>● Provide options for perception</li> <li>● Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>● Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Compacting</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous materials</li> </ul>

**Supplemental Resources**

**Technology:**

**Technology Integration:**

- Websites:
  - Newsela, Formative, Vocabulary, Blendspace, Canva
  - CrashCourse Literature, CrashCourse History, TedTalk, TedEd, Commonlit
- Schoology, Google classroom, Teacher website, IXL
- Librivox, Lit2Go, Project Gutenberg
- Ipevo Document Camera

**Other:**

**Suggested literary texts**

- Joseph Conrad, *Heart of Darkness*
- Excerpts from Charles Dickens, *Great Expectations* and *Oliver Twist*
- Alfred Tennyson, “Break, Break, Break” “Ulysses,”
- Elizabeth Barrett Browning, “Sonnet 43”
- Matthew Arnold, “Dover Beach”
- Thomas Hardy, “The Darkling Thrush,” “Ah, Are You Digging My Grave?”
- A.E. Housman, “When I was One-and-Twenty,” “To an Athlete Dying Young”

**Suggest informational texts**

- Chimamanda Ngozi Adichie, THE DANGER OF A SINGLE STORY (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
- Mike Kubic, THE NIGER EXPEDITION OF 1841 (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- Mike Kubic, MANIFEST DESTINY (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- Pamela Huber, INTRODUCTION TO MODERN ANTISEMITISM (**Holocaust Law: N.J.S.A. 18A:35-28**)

<b>Classroom Equipment:</b> <ul style="list-style-type: none"> <li>● Smartboard</li> <li>● Laptop/Chromebook and Internet</li> <li>● Whiteboard for the classroom</li> <li>● Novels/books</li> </ul>			
<b>Differentiated Student Access to Content:                  Recommended <i>Strategies &amp; Techniques</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Learning Contracts</li> <li>● Centers/Stations</li> <li>● Interactive Journals</li> <li>● Leveled Readers</li> <li>● Online Simulations</li> <li>● Teacher Editions</li> <li>● Student Editions</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Support Readers</li> <li>● Provide options for Comprehension</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> <li>● Provide options for perception</li> <li>● Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>● Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Compacting</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous materials</li> <li>●</li> </ul>

<b>NJSLS CAREER READINESS,                  LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities.	
	<b>Core Ideas:</b>	There are reasons and consequences to taking on debt. •
	<b>Performance Expectation/s:</b>	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.



		CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>There are strategies to improve one’s professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Innovative ideas or innovation can lead to career opportunities. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 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.</p>	

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>