

[NJSLA Grade 11-12 ELA](#)

Marking Period		Unit Title	Recommended Instructional Days
1		(Unit 1) The Elizabethan/Early Modern Era	40 days
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-ELA within Unit	
<p>NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLA.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.</p> <p>NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Progress Indicator:</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Progress Indicator:</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and</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>refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	
<p>Companion Standards Subject:</p>	<p>Writing Strand:</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</p>	<p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W10. 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.</p> <p>Progress Indicator: W.11-12.1. Write arguments to support claims in an analysis of</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● What are the conventions of a Shakespearean tragedy? ● What level of responsibility do people have to honor the legacy of the deceased loved ones? ● Are justice and revenge synonymous? ● What defines a coward? What defines a hero? ● What does it mean to be? What does it mean to not be? ● What is a human being? ● What level of influence do human beings have over their destinies? ● What is Hamlet’s problem? ● What is a Shakespearean sonnet? ● What is a Petrarchan sonnet? ● Is love a hunt? Is love a paradox? ● What is a Pastoral poem? What is paradise? ● How is the Modern Language Association (MLA) format employed in academic writing? <p>Activity Description: Small and large group discussions (i.e. Think-Pair-Share) Discussion on female writers and their impacts on literary history</p>

<p>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., 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.</p> <p>Progress Indicator: 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</p>	<p>substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which</p>	<p>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>
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<p>data when possible and corroborating or challenging conclusions with other sources of information.</p>	<p>they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). 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. 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.</p>	
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Progress Indicator: SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and</p>	<p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	

<p>expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><i>Progress Indicator:</i> L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly. L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<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 	<ul style="list-style-type: none"> • Recognize the importance of self-confidence in handling daily tasks and challenges 	

<ul style="list-style-type: none"> Relationship Skills 	<ul style="list-style-type: none"> Recognize the skills needed to establish and achieve personal and educational goals Demonstrate an understanding of the need for mutual respect when viewpoints differ Develop, implement, and model effective problem-solving and critical thinking skills Utilize positive communication and social skills to interact effectively with others 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p 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"> Research biographies of the various writers in the unit Sample AP Literature multiple choice question quizzes Group and individual presentations of poetry analysis Peer revision of essays KWL chart on Shakespearean poetry and plays, Elizabethan culture Individual and group in-class performances of <i>Hamlet</i> Alternative Assessments (projects, student portfolios, performance based assessments) 	<p>Benchmarks:</p> <ul style="list-style-type: none"> AP Literature and Composition Diagnostic Assessment AP Literature and Composition District Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> Research Analysis: <ul style="list-style-type: none"> Read “Four Hundred Years Later, Scholars Still Debate Whether Shakespeare’s “Merchant of Venice” Is Anti-Semitic” and discuss antisemitism in literature in the Early Modern Era <ul style="list-style-type: none"> (Holocaust Law: N.J.S.A. 18A:35-28) Research interpretations of sonnet 116 and discuss in a group debate the significance of each interpretation. <ul style="list-style-type: none"> (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) Narrative Writing: <ul style="list-style-type: none"> In the light of our reading of a wide variety of both Shakespearean and Petrarchan sonnets, compose either a Shakespearean or Petrarchan sonnet that adheres to the rhyme, meter and structure of the established form. Use the sonnet to reflect modern perspectives on the environment. 	

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ (Standards in Action: <i>Climate Change</i>) ● Literary Analysis: <ul style="list-style-type: none"> ○ In the light of our weekly reading of Act One of William Shakespeare’s play, <i>The Tragedy of Hamlet Prince of Denmark</i>, you will be asked to think critically about the nature of the Ghost. In a paper that does not exceed five paragraphs, answer the question: What is the Ghost? ○ After reading a closely analyzing Toni Morrison’s <i>A Mercy</i>, select a symbol in the text and the significance the symbol plays in the structure of the narrative. <ul style="list-style-type: none"> ■ (Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>) ■ (Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>)
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**Differentiated Student Access to Content:
 Teaching and Learning Resources/Materials**

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

Supplemental Resources

<p>Technology: Technology Integration:</p> <ul style="list-style-type: none"> ● Websites: <ul style="list-style-type: none"> ○ 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

- William Shakespeare, *The Tragedy of Hamlet, Prince of Denmark*
- Tolu Morrison, *A Mercy*
- William Faulkner, *As I Lay Dying*
- William Shakespeare, “Sonnet 29,” “Sonnet 55,” “Sonnet 73,” “Sonnet 116,” “Sonnet130”
- Sir Thomas Wyatt, “Whoso List to Hunt”
- Edmund Spenser, (excerpts from) *Amoretti*: “Sonnet 30,” “Sonnet 75”
- John Donne, “Death Be Not Proud,” “Batter My Heart”
- John Milton, “On His Blindness”
- Christopher Marlowe, “The Passionate Shepherd to His Love”
- Sir Walter Raleigh, “The Nymph’s Reply to the Shepherd”
- Robert Herrick, “To the Virgins, to Make Much of Time”
- Andrew Marvell, “The Garden”

Suggest informational texts

- Harold Bloom, *Hamlet: Poem Unlimited; Shakespeare: The Invention of the Human*
- Roland Mushat Frye, *The Renaissance Hamlet*
- Michael MacDonald, “Ophelia’s Maimed Rites”
- James Smith, “The Funeral of Ophelia”

Classroom Equipment:

- Smartboard
- Laptop/Chromebook and Internet
- Whiteboard for the classroom
- Novels/books

**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"> ● Learning Contracts ● Centers/Stations ● Interactive Journals ● Leveled Readers ● Online Simulations 	<ul style="list-style-type: none"> ● Extra Support Readers ● Provide options for Comprehension ● Tiered Content/Activities ● Provide a variety of materials 	<ul style="list-style-type: none"> ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities ● Provide a variety of materials 	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Compacting ● Tiered Content/Activities

<ul style="list-style-type: none"> • Teacher Editions • Student Editions 	<ul style="list-style-type: none"> • Provide options for perception • Manipulatives 	<ul style="list-style-type: none"> • Provide a variety of rigorous materials
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<p>NJSLs CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities.</p>	
	<p>Core Ideas:</p>	<p>There are reasons and consequences to taking on debt. •</p>
	<p>Performance Expectation/s:</p>	<p>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.</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<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>	

Content Area: English Language Arts (NJSLS-ELA) Grades 6 - 12
Grade: AP Literature and Composition

Dev. Date:9.12.2022

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>
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