

[NJSLA Grade 11-12 ELA](#)

| Marking Period | Unit Title | Recommended Instructional Days |
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| 2 | (Unit 2) The Romantic Period | 45 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.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.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</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. NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Progress Indicator:</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.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story</p> | <p>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.</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>NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Progress Indicator:</p> <p>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).</p> <p>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> | |

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| <p>or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 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. 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>for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history. 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> | |
| <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</p> | <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> ● What distinguishes Romantic literature from romantic literature? ● In what ways is the literature of the Romantic Period a descendent of the literature of the Early Modern Era? ● In what ways is Romantic literature a reaction to the literature that precedes it? ● What distinguishes the two different “waves” of Romantic writers? ● What socio-political events cause Romantic literature to emerge? ● What are the themes of Romantic literature? ● What are the responsibilities of makers? ● What defines a Monster? ● What is the soul? |

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| <p>stanza) relate to each other and the whole.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>Progress Indicator:</p> <p>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.</p> <p>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.</p> | <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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:</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the</p> | <ul style="list-style-type: none">• What is the function of education? What is the nature of education?• What is the function of memory? What is intuition?• What is innocence? What is experience? Does experience devour innocence or merely add to it?• Is beauty valuable because it reveals truth; or is truth valuable because it reveals what is beautiful? <p>Activity Description:</p> <p>Small and large group discussions (i.e. Think-Pair-Share)</p> <p>Discussion on female writers and their impacts on literary history</p> <p>Guided or interactive editing or revision exercises</p> <p>Complete graphic organizers, such as TPCASTT forms and Venn Diagrams</p> <p>Writing revision tasks, both independently and with partners.</p> |
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| <p>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.</p> <p>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>major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. 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 they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the</p> | |
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| | <p>reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>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.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>Progress Indicator: SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the</p> | <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Progress Indicator: L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions.</p> | |

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| <p>stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> | <p>B. Spell correctly L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | |
| <p>Social and Emotional Learning: <i>Competencies</i></p> | <p>Social and Emotional Learning: <i>Sub-Competencies</i></p> | |

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| <ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Responsible Decision-Making • Relationship Skills | <ul style="list-style-type: none"> • Recognize the importance of self-confidence in handling daily tasks and challenges • 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 Romantic literature, Regency culture and etiquette • Individual and group debates on Frankenstein • 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"> ○ Considering that we have read a number of poems by different Romantic poets that exalt the natural world consider, in a well-written, well-organized essay whether nature exist for man or if man exist for nature. <ul style="list-style-type: none"> ■ (Standards in Action: Climate Change) ○ Read and discuss “Frankenstein's Monster and Images of Race in Nineteenth-Century Britain” and discuss British involvement in the early stages of the Atlantic slave trade <ul style="list-style-type: none"> ■ (Amistad Law: N.J.S.A. 18A 52:16A-88) ○ Read “Born This Way: Reading Frankenstein with Disability” and discuss this interpretation of Frankenstein as a class to debate the essential questions of the unit. | |

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| | <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 light of our reading of Mary Shelly’s Frankenstein, you will be asked to think carefully and deeply about how the creature is made manifest. In turn, you will be asked to choose a medium, and using Mary’s description, make a creature of your own. ● Literary Analysis: <ul style="list-style-type: none"> ○ In the light of our reading of Mary Shelly’s Frankenstein, you will be asked, to participate in a debate in which you and your group members will make an impassioned and informed argument as to which is more monstrous the act of having made the creature or the creature’s response to having been made? |
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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 |
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| <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

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| <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 |
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- Librivox, Lit2Go, Project Gutenberg
- Ipevo Document Camera

Other:

Suggested literary texts

- Mary Shelly, *Frankenstein*
- William Wordsworth, “Lines Composed a Few Miles
- Above Tintern Abbey,” “Strange Fits of Passion Have I Known,” “She Dwelt Among the Untrodden Ways,” “A Slumber Did My Spirit Seal,” “London, 1802,” “I Wondered Lonely as a Cloud,” “Composed upon Westminster Bridge,” “The Solitary Reaper,”
- Samuel Taylor Coleridge, “Kubla Khan”
- William Blake, “The Lamb,” “The Tyger,” “The Chimney Sweeper(1),” “The Chimney Sweeper(2),” “London”
- Lord Byron, “She Walks in Beauty,” “So We’ll Go No More A-Roving”
- Percy Bysshe Shelly, “Mutability,” “Ode to the West Wind,” “To a Skylark,” “Ozymandias”
- John Keats, “On First Looking into Chapman’s Homer,” “Bright Star, Would I Were Steadfast as Thou Art,” “When I have Fears,” “Ode to a Nightingale,” “Ode on a Grecian Urn,” “To Autumn”

Suggest informational texts

- Sir Francis Bacon, Of Revenge
- Baldick, Chris. In “Frankenstein’s Shadow: Myth, Monstrosity, and Nineteenth-Century Writing
- Forry, Steven Earl. Hideous Progenies: Dramatizations of “Frankenstein” from Mary Shelley to the Present.

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 |
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| <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 |

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| <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> | |

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| X | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | 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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