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## Cliffside Park Public Schools \_\_\_\_\_

**GRADE: 10**

**Unit Name: Reading Literature/Transcendentalism**

**Duration: Unit 4**

**Essential Questions: What is Transcendentalism?**

**Is Transcendentalism a valid philosophy for the modern world?**

**Who is Edgar Allan Poe and what genres did he develop?**

**What is poetry?**

**How can poetry be a vehicle for expression?**

**Why should we develop an appreciation for poetry?**

**Enduring Understandings: Readers can recognize and understand Transcendentalism, the major literary movement of American literature in the first half of the nineteenth century, and identify its leaders.**

**Readers can understand the impact of social and political events of the early nineteenth century on American literature.**

**Readers can interpret the impact of Transcendentalist philosophy on contemporary American culture and thought.**

**Readers can describe the influence of Romanticism on New England Renaissance writers.**

**Readers can describe the political sentiments of certain New England Renaissance authors.**

**Readers can identify a variety of literary and rhetorical techniques as they are used in the literature of New England Renaissance.**

**Readers can describe a gothic setting.**



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Relevant Standards: R.L.9.1, R.L.9.2, R.L.9.3, R.L.9.4, R.L.9.6, W.9.2, W.9.2b., W.9.2c., SL.9.1, SL.9.1b, SL.9.1c., L.9.1b., L.9.2b., L.9.2c, L.9.3, L.9.4, L.9.4a, L.9.4c.d., L.9.5a., L.9.5b.

**Core Instruction:** Transcendentalist literature integrates reading, writing and grammar lessons.

**Reading:** Genre Literature/Fiction

- Close reading skills; fluency; analyze how particular elements of a story interact;
- How setting shapes the characters; how plot shapes the characters;
- Analyze how author develops and/or contracts points of view of different character or narrator.
- Determine the meaning of words and phrases and analyze impact of rhyme, alliteration, in specific verses, stanzas or sections of a story or drama
- Identify a variety of literary concepts and techniques as they are used in Transcendentalist literature.

**Writing:** Developing a Sonnet.

Elements of a Sonnet: 14 lines, rhyme scheme

Students write an original sonnet on topic of choice

- Develop topic.
- Write with colorful imagery.
- Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.
- Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their



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own clearly.

### Grammar:

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

### Interdisciplinary Connections

After reading Edgar Allen Poe’s “The Pit and the Pendulum,” students will figure out how long each side of the room would have been if the prisoner’s pacing had been accurate and the room had been square.

**Tier 2 Vocabulary:** according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, concrete, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, first draft, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

**Tier 3 Vocabulary:** point of view, sight rhyme, slant rhyme, alliteration, run-on line, synaesthesia, extended metaphor

**Core Instructional Materials/Resources/Digital Tools:** *Literature and the Language Arts: The American Tradition* poems and short



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stories by William Cullen Bryant, Oliver Wendell Holmes, Henry Wadsworth Longfellow, Emily Dickinson, Edgar Allan Poe, Nathaniel Hawthorne, Ralph Waldo Emerson, Henry David Thoreau, Emily Dickinson

### **21<sup>st</sup> Century Themes and Skills:**

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**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.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.



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<p><b>8.1 Educational Technology</b></p> <p>8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p>	<p>Understand and use technology systems.</p>
<p><b>Assessments and Performance Tasks:</b></p>	<p>Students will read a story and analyze it using literary elements.</p> <p>Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on the literature studied.</p> <p>Write a thesis driven comparison and contrast essay.</p>



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## Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two. Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p>



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<p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p>	<p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive</p>
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		<p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b> Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish or accommodations / modifications for assessments.</p>	<p>technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b> Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p>
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			Establish accommodations / modifications for assessments.
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