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GRADE:

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Unit Name: Reading Literature/Expository Writing

Duration: Unit 3

Essential Questions:

How can you effectively examine a primary source?

Where can you find appropriate (and trustworthy) external support for a thesis?

How can the choices we make affect the outcome of our lives?

How does society prescribe the lines between sane and insane?

How does society control female and male norms?

Does the system dictate the proper behavior for people?

Enduring Understandings: Readers can recognize a viable thesis statement.

Readers can understand techniques for utilization of primary and external quotations including framing and parenthetical citation.

Writers can compile appropriate support from various external sources.

Writers can create proper citations for works cited and parenthetical citation.

Readers can recognize the role of choice and its connection to a character's consequences.

Readers can understand the structure of a novel or play.

Readers can identify themes of confinement, insanity, avenues to freedom, conformity, heroism and control.



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Relevant Standards: RL 11-12.2,3,5,6 RL 11-12.1,2,3,4,5,6 W11-12.1,2,3,5 SL 11-12.1,2,3,4 L 11- 12.1,2,3,4,5,6 W 11-12.4,6,7,8,9,10

Core Instruction: World literature blends 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.
- Analyze how a poem's form or structure contributes to its meaning
- Determine the meaning of words and phrases and analyze impact of rhyme, alliteration, in specific verses, stanzas or sections of a story or drama
- Comprehend the role of perspective as applied by the author to skew the perception of the reader.
- Apply definition of insanity to the characters within the text.
- Apply context clues for unfamiliar vocabulary.

Writing: Developing a Research Paper.

Elements of a Research Paper: thesis and introduction paragraph, 2-3 reasons to prove thesis supported by research and including in-text citations, concluding paragraph

Students write a literary based research paper in relation to World literature taught thus far.

- Develop a thesis.
- Employ proper search techniques using library and internet sources.
- Support a thesis using primary and secondary sources.
- Write with well-structured supporting details.
- Write a conclusion that ties thesis to supporting details.
- Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on



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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 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 12 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Interdisciplinary Connections

Students will work in groups to perform scenes by rewriting them from either *A Doll's House* or *One Flew Over the Cuckoo's Nest* in a modern and relatable vernacular.

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: elements of drama, backstage, stage left, stage right, conformity, heroism, confinement

Core Instructional Materials/Resources/Digital Tools: *One Flew Over the Cuckoo's Nest* by Ken Kesey *A Doll's House* by Henrik Ibsen



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<p>21st Century Themes and Skills:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>Students will work in groups to perform scenes by rewriting them from either <i>A Doll's House</i> or <i>One Flew Over the Cuckoo's Nest</i> in a modern and relatable vernacular.</p>
<p>8.1 Educational Technology</p> <p>8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Understand and use</p> </div>



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	<div data-bbox="718 428 932 529" style="border: 1px solid black; padding: 5px;"> <p>technology systems.</p> </div>
<p>Assessments and Performance Tasks:</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 research paper based on the literature, author's biography and historical events of the Era.</p>

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>Modified Assignments</p>	<p>Pair visual prompts with verbal</p>	<p>Pair visual prompts with verbal</p>



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<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.</p> <p>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>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,</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>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p>	<p>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</p> <p>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>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>	<p>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</p> <p>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>Student may request books on tape / CD / digital media, as available and appropriate.</p>
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<p>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>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>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>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</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>
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		<p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments 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>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>Modifications for Assessments 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 accommodations / modifications for assessments.</p>
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