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

**GRADE:**

**12**

**Unit Name: Reading Literature**

**Duration: Unit 4**

**Essential Questions:**

**How can roles dictated by society harm us?**

**What are the negatives of conformity?**

**What is an Epic?**

**What is an Epic Hero?**

**What is Hubris, and how can it lead to one's downfall?**

**Can humans make their own choices via free will, or are their fates determined by the gods?**

**What is the American dream and how is it defined today?**

**Can people get away with living a lie? Or, does the truth always come out?**

**How is success defined?**

**Enduring Understandings: Readers can recognize the aspects of an epic and an epic hero.**

**Readers can understand gender roles from the 1800's to today.**

**Readers can identify insanity as it applies to male versus female.**

**Readers can recognize the role of one's identity and how it is perceived by others.**

**Readers can understand the structure of a novel or play.**



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Readers can identify successes and failures through the characters.

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

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
- Define elements of an epic and an epic hero.

Writing: Developing a Comparison and Contrast essay comparing and contrasting two characters read thus far from the World Literature studied.

Elements of a Comparison and Contrast Essay: topic paragraph, 2-3 supporting paragraphs, concluding paragraph (traditional 5 paragraph essay)

Students write a literary essay in response to World Literature.

- Develop a thesis.
- Write with well-structured supporting details.
- Write a conclusion that ties thesis to supporting details.



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- 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 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 compile a court case based on either the *Yellow Wallpaper* or in defence of Willy Loman (on his emotional state) from *Death of a Salesman*. This should include witness statements, plaintiff, defense, and jury decisions by playing assigned role in the mock trial.

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,



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symbolize, transition

Tier 3 Vocabulary: stage directions, American Dream, emotional distress, fate, success, failure

Core Instructional Materials/Resources/Digital Tools: *The Illiad*, *Death of a Salesman* by Arthur Miller, *Yellow Wallpaper*

### 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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8.1 Educational Technology



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8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5

Understand  
and use  
technology  
systems.

**Assessments and Performance Tasks:**

Students will read a story and analyze it using literary elements.

Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on the literature studied.

Write an comparison and contrast essay based on the World Literature read thus far.

**Differentiation/Accommodations/Modifications**



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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.</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</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>Provide models and demonstrations</p> <p>Repeat/review</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</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</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</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 /</p>



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<p>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>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>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>Student requires more complex assignments to be broken up and</p>	<p>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>
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		<p>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>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> <p>Establish accommodations /</p>
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			modifications for assessments.
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