



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 10

Unit Name: Unit 1 Reading Literature/Writing Narrative (personal/memoir)
Duration: 2 Months

Enduring Understandings:
Readers can appreciate the origins of the American Literary tradition.
Readers can recognize the importance of nature and its portrayal in literature during the colonial period.
Readers can explain the religious background of many early American writings.
Readers can identify a variety of literary concepts and techniques as they are used in early American literature.

Essential Questions:
How do Native Americans relate to nature?
How did the ideals of the patriots impact the literature of the Colonial Period?
How did the interactions between the Native Americans influence the literature of the Colonial Period?
How did the religious beliefs of the early settlers affect the writings of the colonial period?

Focus of Standards

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| Skills: <ul style="list-style-type: none"> Analyzing complex characters Using text evidence to validate opinions | Summative Assessments <ul style="list-style-type: none"> Guided reading questions Reader's and Writer's Notebook | Literature and the Language Arts Textbook <ul style="list-style-type: none"> <i>The Very Brief Relation of the Devastation of the Indies</i> |
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| <ul style="list-style-type: none">● Close reading● Engaging in discussions● Monitoring and repairing comprehension● Making inferences● Synthesizing● Questioning● Determining themes● Determining importance of historical/cultural contexts within literature● Responding to text in oral and written form● Develop a thesis.● Write with well-structured supporting details.● Write a conclusion that ties thesis to supporting details.● Demonstrate command of conventions of standard English capitalization, spelling and grammar● Clarify meaning of unknown and multiple-meaning words and phrases.● Acquire and use grade-appropriate general academic and domain-specific words and phrases. | <ul style="list-style-type: none">● Quizzes● Tests● Essays● Vocabulary Quiz● Short-constructed responses● Research paper● Literary Analysis● Expository Essay● Group project <p>Formative Assessments</p> <ul style="list-style-type: none">● Conference questions● Do Now● Exit tickets● Turn and Talk● Summaries● Observation of group work <p>Benchmark Assessments (fall, winter, spring)</p> <ul style="list-style-type: none">● Edconnect benchmarks | <ul style="list-style-type: none">● “Song of the Sky Loom”● from <i>The New England Primer</i>, from the Iroquois Constitution,● from <i>The Very Brief Relation of the Devastation of the Indies</i>,● from <i>The General History of Virginia, New England, and the Summer Isles</i>● <i>Historical Documents and The Founding Fathers</i>: (including but not limited to) “The Declaration of ,” “The Speech in the Virginia Convention,” “The Autobiography of Ben Franklin,” etc <p>Classroom Materials and Digital Resources</p> <ul style="list-style-type: none">● Reader’s Notebook● Writer’s Notebook● Graphic Organizers● Chromebooks● Promethean technology <p>Word Study/ Spelling/Vocabulary</p> <ul style="list-style-type: none">● vocabulary.com |
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New Jersey Student Learning Standards

READING

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

WRITING

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.



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D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. 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.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

Interdisciplinary Connections

- Students will research Early American history and write an essay on how it reflects on Native American Literature.
- Compare and Contrast the way Americans in this century treat the environment versus the way the Native Americans respected the environment in the 1600s and research scientific and technological evidence.



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- Students will connect literature to the time period when developing essays based upon science/technology advancements, feminism, politics, historical, social and economic aspects of the time; or biographical/psychological aspects of the work. They will analyze how the economic, social, and political conditions of a time period can affect the labor market.

21st Century Life and Careers: 9.1.12.A.5

History 6.1-6.3

Science HS-ESS1

Literacy in History/Social Studies, Science and Technical Subjects

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.



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RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

RST.9-10.6. Determine the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

NJLSA.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.

NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integrated Differentiation/Accommodations/Modifications for ELA (Alternate Modes of Instruction and Support)

**Modifications to Support
Gifted and Talented Students**

**Modifications to Support
English Language Learners**

Modifications to Support



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| | | Students with IEPs/504s and At-Risk Learners |
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| <p>Integrate Higher Order Thinking Skills through research and extension projects specific to that unit of study.</p> <p>Connect, analyze and synthesize literature to local, national and international stories and events.</p> <p>Research the historical and cultural background as well as the biography of author to see how they relate to events in story and enhance and deepen understanding of novel and its themes.</p> <p>Have students role play an interview between two characters</p> <p>Have students pick a particular scene and analyze in depth.</p> | <p>Graphic organizers</p> <p>Think-Pair-Write-Share to provide written and oral language processing</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the unit.</p> <p>Give students a chance to Turn and Talk to process information before responding to the whole class.</p> <p>Native Language Supports (peer, online assistive technology, bilingual dictionary, Google translate)</p> <p>Students listen to selection on CD-ROM. Have them visualize while listening. Have students reread passage to discuss how the audio helped them visualize the story.</p> <p>Students take notes of their ideas Have them meet in groups to discuss notes, ask</p> | <p>Students use post-its to summarize the main action in each paragraph or chapter. Students combine their notes into a chart to review key elements in the passage.</p> <p>Modify guided reading questions</p> <p>Unit specific vocabulary and literary terms</p> <p>Use graphic organizers with some of the information partially completed</p> <p>Provide wait time</p> <p>Give students a chance to Turn and Talk to process information before responding to the whole class.</p> <p>By utilizing individual student assessment results, the teacher will provide small group or remedial instruction to review essential questions/big ideas, to provide additional explanations and examples.</p> |
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| | questions, clarity confusion, and make predictions. | Provide writing templates specific to the genre. Include a framework for organizing informational writing. |
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Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

Textbook: Literature and the Language Arts: The American Tradition

Newsela.com

Vocabulary.com

Turnitin.com

Infotrac.galegroup.com

Jstor.org

Search.epnet.com

Scienceflix.digital.scholastic.com

Questiaschool.com

belsnj.follettdestiny.com