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Cliffside Park Public Schools

GRADE: 11H

Unit Name: Unit 5 Reading Literature/Writing Literary Essays

Duration: 2 Months

Enduring Understandings:

Readers will examine structure of *Wuthering Heights* or *Heart of Darkness*
Readers will understand elements of storm vs. calm
Writers will complete a character analysis
Readers will understand the revenge theme
Readers and Writers will evaluate the importance of setting
Writers will compare film adaptations

Essential Questions:

Can a hero transform from being a hero to an anti-hero?
What are the characteristics of the Romantic movement?
What are the consequences of revenge?
Why is point of view so important in *Wuthering Heights*?
What inspires writers?
What is meant by a semi-autobiographical novel?
Can secondary characters change heroes into anti-heroes?
What is industrialism?
How do all the works connect to the theme of hero and the antihero?



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<p>Skills:</p> <ul style="list-style-type: none">● Analyzing complex characters● Using text evidence to validate opinions● Close reading● Engaging in discussions● Monitoring and repairing comprehension● Making inferences● Synthesizing● Determining themes● Determining importance of historical/cultural contexts within literature● Responding to text in oral and written form● Evaluate characters● Analyze flashbacks● Understand supernatural elements● Compare and contrast narrators● Compare and contrast film adaptations● Understand themes● Detect the author's bias● Uncovering the death motif● Prepare for exam● Brainstorm to develop ideas● Use of knowledge to create presentation● Demonstrate understanding of thesis and be able to prove the statement	<p>Assessments:</p> <p>Summative</p> <ul style="list-style-type: none">● Guided reading questions● Reader's and Writer's Notebook● Quizzes● Tests● Vocabulary Quiz● Short-constructed responses● Research paper● Literary Analysis● Argumentative Essay● Group project <p>Formative</p> <ul style="list-style-type: none">● Conference questions● Do Now● Turn and Talk● Exit tickets● Summaries● Observation of group work <p>Benchmarks (fall, winter, spring)</p> <ul style="list-style-type: none">● Edconnect benchmarks	<p>Resources:</p> <p>Classroom Novels</p> <ul style="list-style-type: none">● Wuthering Heights● George Orwell Essays● Heart of Darkness <p>Digital Texts</p> <ul style="list-style-type: none">● newsela.com <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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- Become familiar with many new words for vocabulary building
- Explain descriptive imagery
- Evaluating the characters' motives
- 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.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

New Jersey Student Learning Standards

READING



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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.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

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.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

WRITING

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.



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- 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.**
 - 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.**
 - C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
 - D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**
 - 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.**
 - F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).**
- W.11-12.4. 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.11-12.5. 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.**

21st Century Themes and Skills/Career Ready Practices

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.



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CRP7: Employ valid and reliable research strategies
CRP 11: Use technology to enhance productivity.

2014 NJCCCS - Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Interdisciplinary Connections:

Students will connect *Wuthering Heights*, *Sons and Lovers* or *Heart of Darkness* to the history of Industrialism.

Students will give presentation in groups on class struggles.

Students will connect literature to Industrialism 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.



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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.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

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.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RST.11-12.1. 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.

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.



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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*.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

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

NJSLSA.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.

NJSLSA.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.

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



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Integrated Differentiation/Accommodations/Modifications for ELA <i>(Alternate Modes of Instruction and Support)</i>		
Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Students with IEPs/504s and At-Risk Learners
<p>Integrate Higher Order Thinking Skills through research and extension projects specific to that unit of study.</p> <p>Have students analyze the story for figurative language and ask students to comment on the use of language and how it accentuates the story.</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>Think-Pair-Write-Share</p> <p>Provide wait time</p> <p>Give students a chance to Turn and Talk</p> <p>Native Language Supports (peer, online assistive technology, bilingual dictionary, Google translate)</p> <p>Students listen to selection on CD-ROM.</p> <p>Students take notes of their ideas Have them meet in groups to discuss notes, ask questions, clarify confusion, and make predictions.</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>Provide wait time so students process orally presented information and questions relating to the unit. Give students a chance to Turn and Talk to process information before responding to the whole class.</p> <p>Provide writing templates specific to the genre. Include a framework for organizing informational writing.</p>



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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: British Literature

Newsela.com

Vocabulary.com

Turnitin.com

Infotrac.galegroup.com

Jstor.org

Search.epnet.com

Scienceflix.digital.scholastic.com

Questiaschool.com