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# Cliffside Park Public Schools

**GRADE:** 11

**Unit Name:** Unit 2 Reading Literature/Writing Literary Essays- Medieval Literature

**Duration:** 2 Months

**Enduring Understandings:**

Readers will understand Medieval society and culture  
Readers will recognize structure of frame story, allegory, ribald, fabliau, legend, and morality play  
Readers will use tactics to uncover viable research via the internet  
Readers will explain the literary significance of Geoffrey Chaucer

**Essential Questions:**

How was the Medieval Society flawed?  
What is the hierarchy of modern society?  
What values are revealed about Medieval Society in literature?  
What role did the Catholic Church play in Medieval Society?

<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Analyzing complex characters</li><li>Using text evidence to validate opinions</li><li>Close reading</li></ul>	<p><b>Assessments:</b></p> <p><b>Summative</b></p> <ul style="list-style-type: none"><li>Guided reading questions</li><li>Reader's and Writer's Notebook</li></ul>	<p><b>Resources:</b></p> <p><b>Literature and the Language Arts: British Literature</b></p> <ul style="list-style-type: none"><li><i>Arthur's Legends</i></li></ul>
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<ul style="list-style-type: none"><li>● Engaging in discussions</li><li>● Monitoring and repairing comprehension</li><li>● Making inferences</li><li>● Synthesizing</li><li>● Determining themes</li><li>● Determining importance of historical/cultural contexts within literature</li><li>● Use the texts to evaluate their message regarding the nature of Medieval life</li><li>● Evaluate the role of religion in Medieval society and its literature</li><li>● Evaluate the battle between good and evil as internalized during the Medieval period</li><li>● Uncover and articulate examples of satire as used by Chaucer</li><li>● Recognize the elements of a frame story, allegory, ribald, fabliau, legend, and morality play</li><li>● Utilize library resources to research the Knights of the round table and apply knowledge to the legends</li><li>● Detect hypocrisy in characters</li><li>● Demonstrate understanding of thesis and be able to prove the statement</li><li>● Develop clear topic sentences</li><li>● Develop strong body paragraphs</li></ul>	<ul style="list-style-type: none"><li>● Quizzes</li><li>● Tests</li><li>● Essays</li><li>● Vocabulary Quiz</li><li>● Short-constructed responses</li><li>● Research paper</li><li>● Literary Analysis</li><li>● Argumentative Essay</li><li>● Group project on Canterbury Tales</li></ul> <p><b>Formative</b></p> <ul style="list-style-type: none"><li>● Conference questions</li><li>● Do Now</li><li>● Turn and Talk</li><li>● Summaries</li><li>● Observation of group work</li><li>● Exit tickets</li></ul> <p><b>Benchmarks</b> (fall, winter, spring)</p> <ul style="list-style-type: none"><li>● Edconnect benchmarks</li></ul>	<p><b>Classroom Novels:</b></p> <ul style="list-style-type: none"><li>● <i>Canterbury Tales</i></li><li>● Everyman</li></ul> <p><b>Digital Texts</b></p> <ul style="list-style-type: none"><li>● newsela.com</li></ul> <p><b>Classroom Materials and Digital Resources</b></p> <ul style="list-style-type: none"><li>● Reader's Notebook</li><li>● Writer's Notebook</li><li>● Graphic Organizers</li><li>● Chromebooks</li><li>● Promethean technology</li></ul> <p><b>Word Study/ Spelling/Vocabulary</b></p> <ul style="list-style-type: none"><li>● vocabulary.com</li></ul>
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<ul style="list-style-type: none"><li>• Determine clear and strong sources</li><li>• Understand the function of parallel structure</li><li>• Identify and repair fragmented and run-on sentences</li><li>• Utilize information and develop a strong essay</li><li>• Compare personal knowledge of legends to written legends</li><li>• Draw connections between multiple texts for comparison/contrast of themes, characters, etc</li><li>• Sentence Structure</li><li>• Demonstrate command of conventions of standard English grammar and spelling</li><li>• Clarify meaning of unknown and multiple-meaning words and phrases.</li><li>• Acquire and use grade-appropriate general academic and domain-specific words and phrases.</li></ul>		
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### 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.**
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**
- W.11-12.7. 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.**



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**W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).**

**W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

### **21<sup>st</sup> 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.

**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.



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### **Interdisciplinary Connections:**

- 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.
- Students will work in groups to research and understand Middle English and the role of Catholicism in Medieval England. Students will compare literature to events in history and create a project highlighting how literature is affected by events occurring in society at the time in which an author lives; how an author is impacted by his surroundings (text to life connection, author's purpose). Students choose their topic. They will analyze how economic conditions and societal changes influence employment trends and future education.

### **21st Century Life and Careers: 9.2.12.C.4**

#### **History 6.1-6.3**

#### **Science HS-ESS1, HS-LS4**

### **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.



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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.

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.

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.

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.





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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.

## 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 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 record descriptive phrases; 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>Reading Skill Graphic Organizer</p> <p>Use a 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. Give students a chance to Turn and Talk to process information before responding to the whole class.</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>Students create an Anticipation Guide where they respond to the events of the story.</p> <p>Modify guided reading questions</p> <p>Use graphic organizers with some of the information partially completed.</p>



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<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>Challenge students to create and perform a monologue based on a scene from the story.</p> <p>Have students pick a particular scene and analyze in depth.</p>	<p>Native Language Supports (peer, online assistive technology, bilingual dictionary, Google translate)</p> <p>Anticipation guide before reading to determine what the student knows about topic.</p> <p>Dialogue journal to help the student write frequently &amp; informally.</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 questions, clarify confusion, and make predictions.</p>	<p>Provide wait time</p> <p>Give students a chance to Turn and Talk to process information</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> <p>Utilize visual aids such as charts, maps, and timelines and provide explicit instruction in how to analyze or use the data or information.</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



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Turnitin.com  
Infotrac.galegroup.com  
Jstor.org  
Search.epnet.com  
Scienceflix.digital.scholastic.com  
Questiaschool.com