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Cliffside Park Public Schools

GRADE: 11

Unit Name: Unit 4 Reading Literature/Writing Literary Essays-Romanticism

Duration: 2 Months

Enduring Understandings:

Readers will analyze elements of the Romantic period of literature
Readers will understand elements and implications of an epistolary novel
Readers will understand role and dangers of technology in society
Readers will determine qualities of a good parent
Readers will understand themes of responsibility, secrecy, alienation

Essential Questions:

How does society create pariahs?
What are the dangers of knowledge?
Can we go too far in terms of creating and relying on technology?
What does it mean to play God?

Skills:

- Analyzing complex characters
- Using text evidence to validate opinions

Assessments:

Summative

- Guided reading questions

Resources:

Literature and the Language Arts: British Literature



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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• Recognize connections between The Greek myth, Prometheus and Frankenstein• Judge responsibility of society and Dr. Frankenstein in the development of the monster• Evaluate the dangers of secrecy as applied to the actions of Dr. Frankenstein• Apply issues discussed in text to present day technological advances• Class Discussion of thematic elements• Critique directorial choices in cast, blocking, camera angle, costume and music as applicable if movie is a part of the class	<ul style="list-style-type: none">• Reader's and Writer's Notebook• Quizzes• Tests• Vocabulary Quiz• Short-constructed responses• Research paper• Literary Analysis• Argumentative Essay• Expository Essay• Group project on Canterbury Tales• Edconnect benchmarks <p>Formative Assessments</p> <ul style="list-style-type: none">• Conference questions• Do Now• Turn and Talk• Summaries• Observation of group work• Exit tickets <p>Benchmarks (fall, winter, spring)</p> <ul style="list-style-type: none">• Edconnect benchmarks	<ul style="list-style-type: none">• Prometheus <p>Classroom Novels:</p> <ul style="list-style-type: none">• Frankenstein <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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<ul style="list-style-type: none">• Discuss impact of directorial choices (film)• Brainstorm to develop ideas• Use of knowledge to create presentation• Demonstrate understanding of thesis and be able to prove the statement• Become familiar with new words for vocabulary building• Compare personal knowledge of legends to written legends• Draw connections between multiple texts for comparison/contrast of themes, characters, etc• Derive implications of alternative staging of the play as connected to theme• Critique directorial choices in cast, blocking, camera angle, costume and music as applicable• Discuss impact of directorial choices• Sentence Structure• Demonstrate command of conventions of standard English spelling and grammar• Clarify meaning of unknown and multiple-meaning words and phrases.		
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| <ul style="list-style-type: none">• Acquire and use grade-appropriate general academic and domain-specific words and phrases. | | |
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New Jersey Student Learning Standards

READING

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).



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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.

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).



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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.

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.

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.

CRP7: Employ valid and reliable research strategies

CRP 11: Use technology to enhance productivity.



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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 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.
- Students will work in groups to link current and past technological advancements and their impact on the world (Text to life connections).
- Students will write literary essay on social injustice in *Frankenstein*.

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



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- 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.
- 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.



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- 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.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.

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
Integrate Higher Order Thinking Skills through research and extension projects specific to that unit of study.	Reading Skill Graphic Organizer A, to make inferences (partially filled in)	Students use post-its to summarize the main action in each paragraph or chapter. Students



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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>When introducing the story, use a 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>Dialogue journal to help the student write frequently & informally.</p> <p>Students listen to selection on CD-ROM. 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>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> <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>Provide small group or remedial instruction to review essential questions/big ideas, to provide additional explanations and examples.</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