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# Cliffside Park Public Schools

**GRADE:** 11

**Unit Name:** Unit 5 Reading Literature/Writing Literary Essays

**Duration:** 2 Months

**Essential Questions:**

- How does poetry connect to your perspective regarding the world?
- How do these texts connect to the concepts presented by the longer pieces studied?
- How do all of the works studied this year connect to the theme of good vs. evil?
- How do all of the works studied this year connect to the theme of perspective?

**Enduring Understandings:**

- Readers will recognize aspects of various forms of British poetry and short story
- Readers will use techniques of character development, theme, plot, figurative language, voice, etc. as they apply to short stories and poetry
- Writers will use various forms of poetry to compose original poems
- Writers will use various parts of a short story to write original short stories

<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><li>Engaging in discussions</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><li>Quizzes</li></ul>	<p><b>Resources:</b></p> <p><b>Literature and the Language Arts: The British Tradition</b></p> <ul style="list-style-type: none"><li><i>Paradise Lost</i></li><li><i>The Faerie Queene</i></li></ul>
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<ul style="list-style-type: none"><li>• Monitoring and repairing comprehension</li><li>• Finding word meaning</li><li>• Making inferences</li><li>• Synthesizing</li><li>• Determining themes</li><li>• Determining importance of historical/cultural contexts within literature</li><li>• Responding to text in oral and written form</li><li>• Analyze aspects of various forms of British poetry and short story</li><li>• Analyze techniques of character development, theme, plot, figurative language, voice, etc., as they apply to short story and poetry</li><li>• Recognize connections between texts studied</li><li>• Connect themes as applied to all texts studied</li><li>• Use cited evidence to create presentation</li><li>• Demonstrate understanding of thesis and be able to prove the statement</li><li>• Incorporate parts of a plot, conflict, point of view, and theme to write story</li><li>• Sentence Structure (simple, compound, complex, compound-complex);</li></ul>	<ul style="list-style-type: none"><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><li>• Edconnect benchmarks</li></ul> <p><b>Formative</b></p> <ul style="list-style-type: none"><li>• Conference questions</li><li>• Exit tickets</li><li>• Do Now</li><li>• Turn and Talk</li><li>• Summaries</li><li>• Observation of group work</li></ul> <p><b>Benchmarks</b> (fall, winter, spring)</p> <ul style="list-style-type: none"><li>• Edconnect benchmarks</li></ul>	<p><b>Digital Texts</b></p> <ul style="list-style-type: none"><li>• newsela.com</li></ul> <p><b>Classroom Library Materials</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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<p>independent-dependent classes; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)</p> <ul style="list-style-type: none"><li>● Demonstrate command of conventions of standard English grammar and spelling</li><li>● Clarify meaning of unknown and multiple-meaning words and phrases based.</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

**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).**



BOE Approved 8/18

## Cliffside Park Public Schools

GRADE: 11

**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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- 1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.**
- 2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**
- 3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).**
- 4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**



BOE Approved 8/18

## Cliffside Park Public Schools

GRADE: 11

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

**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.**

### **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.



BOE Approved 8/18

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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:** RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.5, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9, NJLSA.W2; RST.11-12.1, RST.11-12.2, RST.11-12.5, RST.11-12.6, NJLSA.W2

Students will learn about the important historical events of the time periods in which various British short stories and poetry were written in order to understand the context of the story and the relevance of the themes (text to world connections, text to self connections, author's purpose)

Students will connect literature to the Anglo-Saxon 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. Paper length will be 2-4 pages.



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**GRADE: 11**

Students will work in groups to research different time periods in British history that connect to the short stories and poetry studied in class. They will research and create a variety of projects that they may pick from a list of choices (differentiated projects).

<b>Integrated Differentiation/Accommodations/Modifications for ELA</b> <i>(Alternate Modes of Instruction and Support)</i>		
<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Students with IEPs/504s and At-Risk Learners</b>
<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>Reading Skill Graphic Organizer</p> <p>Think-Pair-Write-Share to provide written and oral language processing</p> <p>Provide wait time</p> <p>Give students a chance to Turn and Talk to process information before responding</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>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>Use graphic organizers with some of the information partially completed by the teacher in order for student to have comprehension support.</p> <p>Provide wait time</p> <p>Give students a chance to Turn and Talk to process information before responding.</p>



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GRADE: 11

<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>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>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

New Jersey Student Learning Standards (2016) - <http://www.state.nj.us/education/cccs/2016/ela/g05.pdf>

New Jersey Student Learning Standards - Technology (2014) - <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) - <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Newsela.com

Vocabulary.com

Turnitin.com

Infotrac.galegroup.com

Jstor.org

Search.epnet.com

Scienceflix.digital.scholastic.com



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