Cliffside Park Public Schools

GRADE: 12AP

Unit Name: Unit 2 Reading Literature

Duration: 2 Months

Enduring Understandings:

Readers can appreciate literary existentialism.
Readers can recognize the elements of the play.
Readers can identify various poetic devices.
Readers can describe attitude.
Readers can understand tone.

Essential Questions:

What aspects of existentialism can be applied to the two previous plays studied?
How do characters within the play develop and evolve?
How does the author use elements of a play to create effect within the play?
How much control do we have over our lives?
How do we form and shape our identities?
How does an author create mood by using poetic devices?
Why is poetry more effective in relating feelings than other types of writing?
How do different types of poetry on the same subject change the effect that they have on the reader?
How does poetry connect to your perspective regarding the world?

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Focus of Standards

Skills:
- Analyzing complex characters
- Using text evidence to validate opinions
- How setting shapes the characters; how plot shapes the characters;
- Analyze how author develops and/or contracts points of view of different character or narrator.
- Analyze how a poem's form or structure contributes to its meaning
- Determine the meaning of words and phrases and analyze impact of rhyme, alliteration, in specific verses, stanzas or sections of a story or drama
- Identify a variety of literary concepts and techniques as they are used in Existentialist literature and poetry
- Distinguish between the different types of poetry and give examples of each
- Recognize styles used by different authors and different periods
- Interpret author's meaning in poems.
- Making inferences
- Synthesizing
- Determining themes
- Determining importance of historical/cultural contexts within

Assessments:
Summative
- Guided reading questions
- Reader's and Writer's Notebook
- AP Style Quizzes
- Tests
- AP Question 3 Essays
- Vocabulary Quiz
- Short-constructed responses
- Research paper
- Narrative/Analytical Essay
- Argumentative Essay
- Student Debate

Formative
- Conference questions
- Exit tickets
- Do Now
- Turn and Talk
- Summaries
- Observation of group work

Benchmarks (fall, winter, spring)
- Edconnect benchmarks

Resources:
Classroom Novels:
The Metamorphosis
Rosencrantz & Guildenstern are Dead

Textbook:
Literature & Composition: Reading, Writing, Thinking, Second Edition
-Poetry Unit

Digital Texts
- newsela.com

Classroom Materials and Digital Resources

- Reader's Notebook
- Writer's Notebook
- Graphic Organizers
- Chromebooks
- Promethean technology

Word Study/
Spelling/Vocabulary

- vocabulary.com

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literature
- Responding to text in oral and written form
- Analyze how a poem's form or structure contributes to its meaning
- Identify a variety of literary concepts and techniques as they are used in Greek literature
- Evaluate choices of tragic hero and connection to consequences.
- Develop a thesis.
- Employ proper search techniques using library and internet sources.
- Support a thesis using primary and secondary sources.
- Develop strong body paragraphs with well-structured supporting details
- Determine clear and strong sources
- Develop clear introductions and conclusions
- Understand the function of parallel structure
- Identify and repair fragmented and run-on sentences
- Write a conclusion that ties thesis to supporting details.
- Sentence Structure
- Demonstrate command of conventions of standard English spelling and grammar

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• 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

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.11-12.3. 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.**
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 focusing on addressing what is most significant for a specific purpose and audience.

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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.

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.

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:

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- Students will work in groups to connect the themes of the poems or short stories they are reading to their historical background of the time period.
- Students will write a personal narrative and research historical background to add details to story
- Students will create a short story using story elements; they will research historical era or a region to add dimension to their stories.
- Students will research a time period and author's biography to understand how historical and biographical background integrates with literature. Students can research to integrate realistic elements into their fictional piece of writing.
- Students will connect literature and develop an essay 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 economic conditions and societal changes influence employment trends and future education.

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- **21st Century Life and Careers: 9.2.12.C.4**
- **History 6.1-6.3**
- **Science HS-ESS1, HS-LS4**
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- **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.

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- 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.
- 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.

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- 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**
Connect, analyze and synthesize literature to local, national and international stories and events. 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. Have students pick a particular scene and analyze in depth.	Graphic Organizers Give students a chance to Turn and Talk Native Language Supports (peer, online assistive technology, bilingual dictionary, Google translate) Students take notes of their ideas and meet in groups to discuss notes, ask questions, clarity confusion, and make predictions.	Graphic organizers Students use post-its to summarize the main action in each paragraph or chapter. Students create an Anticipation Guide where they respond to the events of the story. Provide wait time Give students a chance to Turn and Talk

Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks,classroom resources, digital tools, links to websites and videos)
Classroom novels

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Newsela.com
Vocabulary.com
Turnitin.com
Infotrac.galegroup.com
Jstor.org
Search.epnet.com
Scienceflix.digital.scholastic.com
Questiaschool.com
belsnj.follettdestiny.com