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Cliffside Park Public Schools

GRADE:

12

Unit Name: Unit 4 Reading Literature/Writing Narrative

Duration: 6-8 weeks

Essential Questions:

How can roles dictated by society harm us?

What are the negatives of conformity?

What is Hubris, and how can it lead to one's downfall?

Can humans make their own choices via free will, or are their fates determined by the gods?

What is the American dream and how is it defined today?

Can people get away with living a lie? Or, does the truth always come out?

How is success defined?

Enduring Understandings:

Readers can recognize the aspects of an epic and an epic hero.

Readers can understand gender roles from the early 1900's to today.

Readers can identify insanity as it applies to male versus female.

Readers can recognize the role of one's identity and how it is perceived by others.

Readers can understand the structure of a novel or play.

Readers can identify, analyze and discuss successes and failures through the characters.



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<p>Skills:</p> <ul style="list-style-type: none">● Analyzing complex characters● Using text evidence to validate opinions● 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● Close reading skills; fluency; analyze how particular elements of a story interact:● 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.● Define elements of an epic and an epic hero.● 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	<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● Narrative/Literary/Analytical Essay● Student Debate <p>Formative</p> <ul style="list-style-type: none">● Conference questions● Do Now● Exit tickets● Turn and Talk● Summaries● Observation of group work <p>Benchmark Assessments (fall, winter, spring)</p> <ul style="list-style-type: none">● Edconnect benchmarks	<p>Resources:</p> <p>The Language of Literature Textbook</p> <ul style="list-style-type: none">● Yellow Wallpaper <p>Classroom Novels:</p> <ul style="list-style-type: none">● Death of a Salesman● 12 Angry Men, Reginald Rose● Ordinary People, Judith Guest <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">• 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 grammar and spelling• Clarify meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content.• Acquire and use grade-appropriate general academic and domain-specific words and phrases. | | |
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New Jersey Student Learning Standards:

READING

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

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

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

WRITING NARRATIVE

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.

- A. 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.**
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**
- C. 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).**
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

Production and Distribution of Writing

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



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ongoing feedback, including new arguments or information.

READING LITERATURE

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.11-12.8. (Not applicable to literature)



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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.

LANGUAGE

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Interdisciplinary Connections:

- Students will compare/contrast a static and dynamic character by researching and using knowledge of characterization and text evidence.
- 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 work in groups to compile a court case based on either the *Yellow Wallpaper* or in defence of Willy Loman (on his emotional state) from *Death of a Salesman*. This should include witness statements, plaintiff, defense, and jury decisions by playing assigned role in the mock trial.



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- Students will take a theme from what they are studying in Science or Social Studies to weave into their narrative. Students will research to add facts to their fictional tale. They will analyze how the economic, social, and political conditions of a time period can affect the labor market.

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.



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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.

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.



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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. 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.

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.

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



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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.

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 Our Learners (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) When introducing the story, use a Think-Pair-Write-Share to provide	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. Have students use post-its to summarize the main action in each paragraph or chapter. Then have students combine their notes into a chart to review key elements in the passage.



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<p>Explore concepts in depth. Encourage independent study/research</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>Invite students to explore different points of view on a topic</p> <p>Challenge students to create and perform a monologue based on a scene from the story.</p>	<p>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>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 & informally.</p> <p>Students listen to selection on CD-ROM. Have them visualize while listening. Have students reread passage to discuss how</p>	<p>Have students create an Anticipation Guide where they respond to the events of the story.</p> <p>Modify guided reading questions</p> <p>Unit specific vocabulary and literary terms pre-taught before reading.</p> <p>Use graphic organizers with some of the information partially completed by the teacher in order for student to have comprehension support. Allow for Student Choice: Students demonstrate understanding through drawings, projects, Google slides, oral responses/presentations, etc.</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>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> <p>Provide writing templates specific to the genre. Include a framework for organizing informational writing.</p> <p>Provide additional set of materials or online access so that students can annotate and/or utilize resources at school and home.</p>
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<p>Have students pick a particular scene and analyze in depth.</p>	<p>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>Students can listen to selection on CD-ROM. Have them visualize while listening. Have students reread passage. Discuss how the audio helped them visualize the story.</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: The Language of Literature
Class novels
Vocabulary.com
Turnitin.com
Infotrac.galegroup.com
Jstor.org
Search.epnet.com
Scienceflix.digital.scholastic.com
Questiaschool.com
belsnj.follettdestiny.com