



Garfield Public Schools

Aligned to the 20__ New Jersey Student Learning Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Overview

Content Area: ELA

Unit Title: Literature: Native Americans and European Explorers

Target Course/Grade Level: Grade 10

Duration: Week 1 to Week 3

Description: This unit commences with the beginnings of literature traced back to the exploration of North America as the New World. The background materials and selected writings of this course explore Native American literature as well as contributions of the native tribes to the successful assimilation of the European settlers to the Jamestown and Plymouth Bay colonies. Native American writings and myths provide a unique perspective into this time period while the works of our first settlers add historical and contemporary views of this important period in American history. Through reading short stories and Native American literature, the students will fully understand the concepts of symbolism, irony, oral tradition and origin myths. Upon conclusion of the unit, the students will write a process essay to demonstrate mastery of concepts Prose Constructed Response format.

Enduring Understandings

- Creation Myths
- Early Settler Life
- Cultural and historical significance of Native American and colonial documents
- Reading Folk Literature
- Read "How Holocaust Survivors Rebuilt Their Lives After 1945" <https://www.iwm.org.uk/history/how-holocaust-survivors-rebuilt-thier-lives-after-1945> (Holocaust)
- Importance of early literature and influence
- Historical narrative
- Relationship between Native Americans and settlers
- Read *The Absolutely True Diary of a Part Time Indian*

Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

NJ: Grades 9-10

Reading: Literature

RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

Computer Science and Design Thinking

8.2.12.ETW.4

Career Readiness, Life Literacy, & Key Skills:

9.1.12.CFR.1

9.4.12.CI.1



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RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Ready Practices

Act as a responsible and contributing citizen and employee.

Apply appropriate academic and technical skills.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

SEL Competencies

Self-Awareness

Self-Management

Social Awareness

Responsible Decision Making

Relationship Skills

Interdisciplinary New Jersey Student Learning Standards- Social Studies

6.1.12.HistoryCC.1.a

Essential Questions

What was the importance of myth to the Native Americans?

Can you differentiate between an origin myth and a creation myth?

How are myths transmitted through time?

How do the Native Americans show advancement in judgment and leadership through the literature?

What is historical fiction?

How does a visual representation of history help to bring the period to life?

Why was the New Land attractive to the English settlers?

How did the Puritan ethic shape the Plymouth Bay colony?

How do we, as humans, overcome adversity? What tactics do we use to get through hard times, difficult situations, and general injustice?

What are the experiences of Native American people on and off reservations in modern times?

Student Learning Objectives

Students will...



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Students Will

- Understand the historical and cultural context and perspectives of early American writing
- Explore the key idea of origin
- Analyze characteristics of a creation myth
- Analyze characteristics of a trickster tale
- Explore the key idea of heritage
- Analyze characteristics of a memoir
- Explore the key idea of why some survive
- Analyze a slave narrative
- Examine information pertaining to the first American colonies and their contribution to literature.
- Formulate a summary of general knowledge to evaluate early American literary selections with confidence.
- Demonstrate an understanding of underlying problems, hardships, and motivations for colonization by early American settlers.
- Understand the experiences of Native American people on and off the reservations in modern times
- Understand how humans, overcome adversity and get through hard times, difficult situations, and general injustice.

Suggested Activities

-Cooperative Learning Groups – In groups of three, students will create their own creation myth. There are three elements to the project: a written portion, a poster which explains their myth, and an oral presentation which the groups will present to the class.

-During each presentation, students will assess groups using the provided questionnaires.

-After each group presents their myth, they will answer the self-assessment questionnaires.

-Read and analyze creation myths

-Read early and analyze settler literature selections

-Assessment/ Group Project

-Discuss Early Settler Selections

-Class will discuss creation myth

-Class Discussions to allow students to understand and explain the creation myth studied and relate to current literature

-Compare and contrast response: Compare the early settlers to the Holocaust survivors from the article “How Holocaust Survivors Rebuilt Their Lives After 1945” and compare the obstacles that both groups had to overcome in their lives. (Holocaust)

-Compare and contrast response: Be able to read the following story and compare the characteristics of the Asian American/Pacific Islander culture to that of the Native Americans <https://blog.reedsy.com/short-story/8bjzpl/> - or select another story from this site: <https://blog.reedsy.com/creative-writing-prompts/general/write-about-a-character-human-or-robot-who-no-long/> (Asian American/Pacific Islander)

Read *The Absolutely True Diary of a Part Time Indian* (Diversity/Equity)

Materials

Turnitin.com
Laptops
McDougal Literature anthology
Classzone.com
MLA Format
Media Center



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Study Island

Resources: Utilizing technology: one to one use of computers:

IXL

Newsela PRO

SRI to assess lexile level

The Absolutely True Diary of a Part Time Indian Novel

Assessments

Unit Assessment: Creation Myth-Students write a story, make a poster, and present their own creation myth (Group work)

- Required District/State Assessments
- Benchmarks
- Short Constructed response questions
- Multiple Choice Questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Quick writes
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) Homework
- Concept Mapping
- Role Playing



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| Modifications | | | | |
|------------------------------------|----------------------|----------------------|------------------------------------|----------------------|
| English Language Learners | Special Education | At-Risk | Gifted and Talented | 504 |
| Scaffolding | Word walls | Teacher tutoring | Curriculum compacting | Word walls |
| Word walls | Visual aides | Peer tutoring | Challenge assignments | Visual aides |
| Sentence/paragraph frames | Graphic organizers | Study guides | Enrichment activities | Graphic organizers |
| Bilingual dictionaries/translation | Multimedia | Graphic organizers | Tiered activities | Multimedia |
| Think alouds | Leveled readers | Extended time | Independent research/inquiry | Leveled readers |
| Read alouds | Assistive technology | Parent communication | Collaborative teamwork | Assistive technology |
| Highlight key vocabulary | Notes/summaries | Modified assignments | Higher level questioning | Notes/summaries |
| Annotation guides | Extended time | Counseling | Critical/Analytical thinking tasks | Extended time |
| Think-pair- share | Answer masking | | Self-directed activities | Answer masking |
| Visual aides | Answer eliminator | | | Answer eliminator |
| Modeling | Highlighter | | | Highlighter |
| Cognates | Color contrast | | | Color contrast |
| | | | | Parent communication |
| | | | | Modified assignments |
| | | | | Counseling |

MODIFICATIONS



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Unit Overview

Content Area: ELA

Unit Title: Literature Puritans and Colonial Society

Target Course/Grade Level: Grade 10

Duration: Week 4- Week 7

Description:

When the original settlers colonized America they began recording things, starting American literature. This literature is mostly in the form of journals, diaries, and propaganda back to the old land because they had little time for any other type of writing. Students first study vocabulary relevant to these works and take a quiz on it. They read certain selections from the text book and discuss each in class. After reading, the students are broken up into groups. In these groups they create mock brochures that a colonist would send back to England about the new world. A cumulative test is also given at the end of the unit.

Enduring Understandings

- Elements of drama and poetry
- Puritan life/Religious influence on literature
- History behind the time period
- Experience leads to the writing of literature
- The type of writing that is produced is directly influenced by the environment of the writer
- Author based literary theory relegates the reader to understand the author and his surroundings before understanding a piece of literature
- The flow of a culture is directly influenced by its predecessors

Learning Targets



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New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. 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.

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

Career Readiness, Life Literacy and Key Skills

9.4.12.CT.2

Computer Science and Design Thinking

8.2.12.ITH.1

Career Ready Practices

Apply appropriate academic and technical skills.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

SEL Competencies

Self-Awareness

Self-Management

Social Awareness

Responsible Decision Making

Relationship Skills

Interdisciplinary New Jersey Student Learning Standards- Social Studies

6.1.12.CivicsPI.1.a

6.1.12.CivicsPD.1.a

Essential Questions

What do we value?

What were the Puritan beliefs?

How does Puritan culture affect modern American culture?

How did the Puritan work ethic become the American Dream?



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Student Learning Objectives

Students will...

- Explore the key idea of what we value
- Analyze figurative language
- Clarify meaning in older poetry
- Explore the key idea of morality
- Analyze Religious Persuasion (sermons)
- Analyze Emotional Appeals
- Identify and Analyze conventions of Drama
- Draw conclusions about characters

Suggested Activities

- Read the story The Interesting Narrative of the Life of Olaudah Equiano (Amistad).
- Read various Puritan selections and answer questions
- Understand the elements in poems, short stories and drama
- Travel brochure project
- Cumulative test on the unit
- Active participation in class discussions

Materials

Turnitin.com
Laptops
McDougal Literature anthology
Classzone.com
MLA Format
Media Center
E editions of the newspaper
Study Island

Resources: Utilizing technology: one to one use of computers:

IXL
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SRI to assess Lexile level

Assessments



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- Required District/State Assessments
- Benchmarks
- Short Constructed response questions
- Multiple Choice Questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Quick writes
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) Homework
- Concept Mapping
- Role Playing
- Student Conferencing
- Using context to figure out meaning: Share the story of Olaudah Equiano, an 11-year old boy who was kidnapped into slavery from his home in Nigeria in 1789. As you read, ask questions that will help students understand unfamiliar expressions used by Equiano:
 - What do you think, does the expression "...and she used to take particular pains to form my mind" mean? (She used to take time to teach me.)
 - What's another word for the italicized words in this statement from Equiano: "for they sometimes took those opportunities of our parents' absence to *attack and carry off* as many as they could seize." (kidnap)
 - Can you translate the meaning of "Immediately, on this, I gave the alarm of the rogue" in the context of the story? (He called out to others to warn them of a kidnapper nearby.)
 - What does the expression "when none of the grown people were nigh" mean? (when no grownups were near)
 - What does the italicized expression mean in this sentence: " ...and without giving us time to cry out, or make resistance, *they stopped our mouths...*" (They might have put something into the children's mouths so they couldn't make any noise; or they might have covered the children's mouths.) (**Amistad**)



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| Modifications | | | | |
|------------------------------------|----------------------|----------------------|------------------------------------|----------------------|
| English Language Learners | Special Education | At-Risk | Gifted and Talented | 504 |
| Scaffolding | Word walls | Teacher tutoring | Curriculum compacting | Word walls |
| Word walls | Visual aides | Peer tutoring | Challenge assignments | Visual aides |
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| Bilingual dictionaries/translation | Multimedia | Graphic organizers | Tiered activities | Multimedia |
| Think alouds | Leveled readers | Extended time | Independent research/inquiry | Leveled readers |
| Read alouds | Assistive technology | Parent communication | Collaborative teamwork | Assistive technology |
| Highlight key vocabulary | Notes/summaries | Modified assignments | Higher level questioning | Notes/summaries |
| Annotation guides | Extended time | Counseling | Critical/Analytical thinking tasks | Extended time |
| Think-pair- share | Answer masking | | Self-directed activities | Answer masking |
| Visual aides | Answer eliminator | | | Answer eliminator |
| Modeling | Highlighter | | | Highlighter |
| Cognates | Color contrast | | | Color contrast |
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Unit Overview

Content Area: ELA

Unit Title: The Crucible

Target Course/Grade Level: Grade 10

Duration: Week 8-Week 12

Description:

Arthur Miller's play revolving around the Salem Witch Trials deals with the themes of love, secrecy, betrayal and honor. As students read, they will be exposed to these themes and the timeless impressions they leave. The play will be read and a test will be given at the end of each act. Students will also be given background information on Salem and the witch trials of 1692. Finally, the events that occurred in Miller's own life time regarding the McCarthy hearings will also be tied in to the play.

Enduring Understandings

- Love
- Justice
- Secrecy
- Honor
- Redemption
- The danger of a society that is guided by fear and superstition rather than reason and compassion.
- How the parts of a drama combine to form a cogent whole.
- The danger of false accusations



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Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

W.9-10.2. 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.

W.9-10.5. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

Career Readiness, Life literacy, & key Skills

9.4.12.IML.7

Computer Science and Design Thinking

8.2.12.EC.3

Career Ready Practices

Apply appropriate academic and technical skills.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

SEL Competencies

Self-Awareness

Self-Management

Social Awareness

Responsible Decision Making

Relationship Skills

Interdisciplinary New Jersey Student Learning Standards- Social Studies

6.2.12.CivicsHR.6.a



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L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Essential Questions

- What is a tragic hero?
- Who are the victims?
- What is the dilemma that the community faces?
- What are the internal and external conflicts?
- How do the events in the play parallel the events of the McCarthy hearings?

Student Learning Objectives

Students will...

- Be able to identify whether or not Abigail is a victim of the Puritan society or if she is the originator of most of the accusations of witchcraft.
- Be able to identify who is the tragic hero of the play.
- Explore the history of the Salem witch trials and the McCarthy hearings
- Identify what creates hysteria and the mob mentality

Suggested Activities

- At the discretion of the teacher various methods of assessment will be utilized in order to measure the students' comprehension of the material. These assessments will be administered after the class has covered what the teacher evaluates to be is a significant enough amount of material. The assessment could measure an act, several acts or the whole play.
- Read "Muslims in American, Post 9/11" and discuss how Muslims in America face their own "Crucible". Use the following articles: <https://www.apa.org/monitor/2011/09/Muslims> <https://www.pewresearch.org/religion/2017/07/26/findings-from-pew-research-centers-2017-survey-of-us-muslims/> (Diversity/Equity)

Materials

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Classzone.com
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Resources: Utilizing technology: one to one use of computers:



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IXL

Newsela PRO

SRI to assess Lexile level

Assessments

Unit Assessment: Crucible: Essay writing and Escape Room activity

- Required District/State Assessments
- Benchmarks
- Short Constructed response questions
- Multiple Choice Questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Quick writes
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) Homework
- Concept Mapping
- Role Playing
- Student Conferencing



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| Modifications | | | | |
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| Read alouds | Assistive technology | Parent communication | Collaborative teamwork | Assistive technology |
| Highlight key vocabulary | Notes/summaries | Modified assignments | Higher level questioning | Notes/summaries |
| Annotation guides | Extended time | Counseling | Critical/Analytical thinking tasks | Extended time |
| Think-pair- share | Answer masking | | Self-directed activities | Answer masking |
| Visual aides | Answer eliminator | | | Answer eliminator |
| Modeling | Highlighter | | | Highlighter |
| Cognates | Color contrast | | | Color contrast |
| | | | | Parent communication |
| | | | | Modified assignments |
| | | | | Counseling |

MODIFICATIONS



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Unit Overview

Content Area: ELA

Unit Title: Writers of the Revolution

Target Course/Grade Level: Grade 10

Duration: Week 12- Week 15

Description:

Students continue to learn how important literature is to history, specifically to the development of America. Background notes of the history of America during this period and the role literature played (i.e., speeches, propaganda to get into the war, journals, newspapers, and biographies) are given. The class concentrates on Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, and Phyllis Wheatly among others. After working on vocabulary, students study writings from these people in small groups. This unit's purpose is to provide students with the opportunity to see how the important themes of Freedom and Tyranny have played a role in not only American History but in the shaping of the world and World Literature.

Enduring Understandings

- America's history in writing
- America's founding fathers
- Historical context
- To research the observances of the early Americans in order to understand who we are today.
- To understand the thinking of the early Americans.
- Literature reflects the history from which it comes.
- The themes in Literature that assign meaning.

Learning Targets



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New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. 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.

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

Computer Science and Design Thinking

8.2.12.ITH.2

Career Readiness, Life Literacy, & Key Skills

9.1.12.FP.5

9.4.12.CI.1

9.4.12.CT.2

Career Ready Practices

Attend to personal health and financial well-being.

Communicate clearly and effectively and with reason.

Consider the environmental, social and economic impacts of decisions.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Plan education and career paths aligned to personal goals.

SEL Competencies

Self-Awareness

Self-Management

Social Awareness

Responsible Decision Making

Relationship Skills

Interdisciplinary New Jersey Student Learning Standards- Social Studies

6.1.12.HistoryCA.2.a

6.1.12.HistoryCC.2.b

Essential Questions

When is it time to take action?

When is Rebellion justified?

Whose side are you on?



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Who gets to make the rules?
Is perfection possible?

Student Learning Objectives

Students will...

- Explore the key idea of a decisive moment
- Analyze rhetorical device
- Explore the key idea of rebellion
- Analyze a persuasive argument
- Analyze a significant public legal document
- Explore the key idea of loyalty
- Analyze persuasive techniques
- Explore the key ideas of authority
- Explore the key idea of self – improvement
- Analyze the characteristics of an autobiography

Suggested Activities

Read and Analyze Persuasive Historical Pieces

Students will demonstrate their knowledge of material in the form of a formal assessment, essay, or project

Students will participate in class discussion

Materials

Turnitin.com

Laptops

McDougal Literature anthology

Classzone.com

MLA Format

Media Center

E editions of the newspaper

Study Island

Resources: Utilizing technology: one to one use of computers:

IXL

Newsela PRO

SRI to assess lexile level

Assessments



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Unit Assessment: Write a response to Patrick Henry's speech either in support of it or contradicting it.

- Required District/State Assessments
- Benchmarks
- Short Constructed response questions
- Multiple Choice Questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Quick writes
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) Homework
- Concept Mapping
- Role Playing
- Student Conferencing

| Modifications | | | | |
|---------------------------|-------------------|---------|---------------------|-----|
| English Language Learners | Special Education | At-Risk | Gifted and Talented | 504 |



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| | | | | |
|------------------------------------|----------------------|----------------------|------------------------------------|----------------------|
| Scaffolding | Word walls | Teacher tutoring | Curriculum compacting | Word walls |
| Word walls | Visual aides | Peer tutoring | Challenge assignments | Visual aides |
| Sentence/paragraph frames | Graphic organizers | Study guides | Enrichment activities | Graphic organizers |
| Bilingual dictionaries/translation | Multimedia | Graphic organizers | Tiered activities | Multimedia |
| Think alouds | Leveled readers | Extended time | Independent research/inquiry | Leveled readers |
| Read alouds | Assistive technology | Parent communication | Collaborative teamwork | Assistive technology |
| Highlight key vocabulary | Notes/summaries | Modified assignments | Higher level questioning | Notes/summaries |
| Annotation guides | Extended time | Counseling | Critical/Analytical thinking tasks | Extended time |
| Think-pair- share | Answer masking | | Self-directed activities | Answer masking |
| Visual aides | Answer eliminator | | | Answer eliminator |
| Modeling | Highlighter | | | Highlighter |
| Cognates | Color contrast | | | Color contrast |
| | | | | Parent communication |
| | | | | Modified assignments |
| | | | | Counseling |

MODIFICATIONS



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Unit Overview

Content Area: ELA

Unit Title: Birth of Democracy

Target Course/Grade Level: Grade 10

Duration: Week 16-Week 19

Description:

The Transcendentalist movement existed to break thinkers and writers free from traditional schools of thought. The writing of this time period shows the diversion toward new thought, and students will read in class and respond to these fresh ideas. As the unit progresses, students will be exposed to Literature dealing with themes of darkness, good vs. evil, and comparative belief systems. Students will be tested on stories as the unit progresses, and different activities will be used to illustrate themes and plot structure.

Enduring Understandings

- Revolution
- Responsibility
- The human condition
- Nationalism
- Transcendentalism
- Revolution through writing is a strong concept
- Responsibility to a goal is a motivator for some of the most important literature in history
- The human condition has been molded through different types of literature throughout history
- Nationalism provides a background for pertinent American literature
- The LGBTQ revolution is comparable to the writing revolution of the birth of democracy **LGBTQ**

Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

Computer Science and Design Thinking

8.2.12.EC.2

Career Readiness, Life Literacy and Key Skills

9.1.12.CFR.1

9.4.12.CI.1

9.4.12.CT.2



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and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. 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

Career Ready Practices

Act as a responsible and contributing citizen and employee.

Apply appropriate academic and technical skills.

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Plan education and career paths aligned to personal goals.

Work productively in teams while using cultural global competence.

SEL Competencies

Self-Awareness

Self-Management

Social Awareness

Responsible Decision Making

Relationship Skills

Interdisciplinary New Jersey Student Learning Standards- Social Studies

6.1.12.HistoryCC.2.b

6.1.12.HistoryUP.2.c

6.1.12.HistoryCA.2.a

Essential Questions

- Can the price of progress be too high?
- Is it patriotic to protest one's government?
- Where do people look for truth?
- Are you willing to pay any price for democracy?
- What can learn about death through life?
- What gives life purpose?

Student Learning Objectives

Students will...

- Explore the key idea of consequences



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- Identify and analyze satire
- Identify and analyze imagery
- Explore the key idea of purpose
- Identify various elements of poetry
- Identify and analyze mood
- Explore the key idea of ideals
- Analyze transcendentalism
- Explore the key idea of nonconformity
- Explore the key idea of expectations
- Analyze author's perspective
- Explore the key ideas of things that are terrifying, safety, and grief
- Analyze unity of effect, allegory, and sound devices
- Explore the key idea of gothic spirit
- Interpret a symbol

Suggested Activities

- Various Literatures from the time period.
- Read and analyze different selections from the time period
- Read have an understanding of the time period
- Take an assessment, write essay, and/or complete project to demonstrate their understanding of the unit
- Participate in class discussion
- Listen to classmates views
- Read LGBTQ articles on <https://blog.reedsy.com/short-stories/lgbtq/> and compare someone from the LGBTQ revolution to an early writer of democracy (LGBTQ)

Materials

Turnitin.com
Laptops
McDougal Literature anthology
Classzone.com
MLA Format
Media Center
E editions of the newspaper
Study Island

Resources: Utilizing technology: one to one use of computers:

IXL
Newsela PRO
SRI to assess lexile level



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Assessments

Unit Assessment: Cumulative test on multiple short stories read throughout the unit.

- Required District/State Assessments
- Benchmarks
- Short Constructed response questions
- Multiple Choice Questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Quick writes
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) Homework
- Concept Mapping
- Role Playing
- Student Conferencing



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| Modifications | | | | |
|------------------------------------|----------------------|----------------------|------------------------------------|----------------------|
| English Language Learners | Special Education | At-Risk | Gifted and Talented | 504 |
| Scaffolding | Word walls | Teacher tutoring | Curriculum compacting | Word walls |
| Word walls | Visual aides | Peer tutoring | Challenge assignments | Visual aides |
| Sentence/paragraph frames | Graphic organizers | Study guides | Enrichment activities | Graphic organizers |
| Bilingual dictionaries/translation | Multimedia | Graphic organizers | Tiered activities | Multimedia |
| Think alouds | Leveled readers | Extended time | Independent research/inquiry | Leveled readers |
| Read alouds | Assistive technology | Parent communication | Collaborative teamwork | Assistive technology |
| Highlight key vocabulary | Notes/summaries | Modified assignments | Higher level questioning | Notes/summaries |
| Annotation guides | Extended time | Counseling | Critical/Analytical thinking tasks | Extended time |
| Think-pair- share | Answer masking | | Self-directed activities | Answer masking |
| Visual aides | Answer eliminator | | | Answer eliminator |
| Modeling | Highlighter | | | Highlighter |
| Cognates | Color contrast | | | Color contrast |
| | | | | Parent communication |
| | | | | Modified assignments |
| | | | | Counseling |

MODIFICATIONS



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| Unit Overview |
|---|
| Content Area: ELA |
| Unit Title: Julius Caesar |
| Target Course/Grade Level: Grade 10 |
| Duration: Week 20- Week 24 |
| Description: This unit's purpose is to provide students with the opportunity to see how the important themes of Freedom and Tyranny have played a role in not only American History but in the shaping of the world and World Literature. William Shakespeare's life and times are introduced through class discussion and a video to familiarize students with the most important English playwright. To ensure that students understand the historical basis of the play, Julius Caesar's life and political involvement are presented to them. Once they are familiar with this information, they are ready to assume roles and read aloud. Class discussion will consist of relating events, analyzing characterization, explaining the importance of the setting, and tracing the themes. Students will learn literary terms that are unique to the drama such as soliloquy, monologue, foil, and aside. Questions on content and character are answered at the end of each act and tests are given at appropriate intervals. After the unit is completed, students will write a personal response to how the story of Julius Caesar is thematically connected to the American Revolution. |
| Enduring Understandings |
| <ul style="list-style-type: none">• Manipulation• Loyalty• Murder• Conspiracy• Tragedy• Ambition• Tyranny |



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- Jealousy
- Betrayal
- Honor
- Murder is often prompted by ambition, jealousy, and tyranny and is carried out with conspiracy
- Manipulation may shift one's loyalty which may result in betrayal
- Honor is an important trait to behold
- A conspiracy is a network of opinions, individual perspectives, and motives

Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
 RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

Computer Science and Design Thinking

8.2.12.EC.2

Career Readiness, Life Literacy & Key Skills:

9.1.12.CFR.1

9.4.12.CI.1

9.4.12.CT.2

Career Readiness Practices:

Act as a responsible and contributing citizen and employee.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Work productively in teams while using cultural global competence.

SEL Competencies

Self-Awareness

Self-Management

Social Awareness

Responsible Decision Making

Relationship Skills



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W.9-10.2. 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

Interdisciplinary New Jersey Student Learning Standards- Social Studies

6.2.12.HistoryCC3.3.c

Essential Questions

- What was life like during this time period?
- What were the social classes?
- What was the government of the time?
- What was the purpose of a monarchy?
- How is a monarchy different from a democracy?

Student Learning Objectives

Students will...

- Explore the background of the Elizabethan Age and examine the life of William Shakespeare.
Have an understanding of characters, their motivations, personalities, traits, etc.
Analyze plot and themes within the play
Understand dramatic elements within drama
Answer questions at the conclusion of each act
- Explore and discuss the art of manipulation
- Be able to demonstrate an understanding of characterization.
Have an understanding of the components of an interview.
- Find the parallels between the events of Julius Caesar with the events leading up to the American Revolution

Suggested Activities

Materials

Turnitin.com
Laptops
McDougal Literature anthology
Classzone.com
MLA Format
Media Center



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E editions of the newspaper

Study Island

Resources: Utilizing technology: one to one use of computers:

IXL

Newsela PRO

SRI to assess lexile level

Assessments

Unit Assessment: Write a persuasive letter to Brutus convincing him to murder Caesar. Unit test and essay follows.

- Required District/State Assessments
- Benchmarks
- Short Constructed response questions
- Multiple Choice Questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Quick writes
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) Homework
- Concept Mapping
- Role Playing
- Student Conferencing



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| Modifications | | | | |
|------------------------------------|----------------------|----------------------|------------------------------------|----------------------|
| English Language Learners | Special Education | At-Risk | Gifted and Talented | 504 |
| Scaffolding | Word walls | Teacher tutoring | Curriculum compacting | Word walls |
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| Think-pair- share | Answer masking | | Self-directed activities | Answer masking |
| Visual aides | Answer eliminator | | | Answer eliminator |
| Modeling | Highlighter | | | Highlighter |
| Cognates | Color contrast | | | Color contrast |
| | | | | Parent communication |
| | | | | Modified assignments |
| | | | | Counseling |

MODIFICATIONS



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| Unit Overview | |
|---|---|
| Content Area: ELA | |
| Unit Title: Literature, Realism, Regionalism, Naturalism | |
| Target Course/Grade Level: Grade 10 | |
| Duration: Week 25-30 | |
| Description: The Nineteenth Century encompassed a great amount of social, economic and environmental change within the United States. The literature of the this time period demonstrates this change in its shift from the idealistic themes of Romanticism to the depiction of everyday people and how they interact in society as presented in Realism and Naturalism. The evolution of the American voice seen prior to the Civil War continued to grow and change as the country grew and developed. | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • Romanticism • Realism • Naturalism • American literature has been influenced by the changing social, economic, and environmental climates in the country • Historical events such as the Civil War has influenced American literature | |
| Learning Targets | |
| New Jersey Student Learning Standards & Practices NJ: 2016 SLS: English Language Arts RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says | Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies Career Readiness, Life literacy & Key Skills |



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explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. 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

W.9-10.6. Use technology, including the Internet, to produce, share,

and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9.1.12.CFR.1

9.2.12.CAP.13

9.4.12.CI.1

Career Ready Practices

Act as a responsible and contributing citizen and employee.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity.

Computer Science and Design Thinking

8.2.12.ETW.4

SEL Competencies

Self-Awareness

Self-Management

Social Awareness

Responsible Decision Making

Relationship Skills

Interdisciplinary New Jersey Student Learning Standards- Social Studies

6.1.12.HistoryUP.2.b

Essential Questions

- How did America's expansion help shape literature?
- How was literature influenced by realism and naturalism?
- How did the gender roles in society help influence early American writing?

Student Learning Objectives



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Students will...

- Learn rhyme scheme, rhythm, and meter and at the same time will learn to appreciate the value of free verse
- Demonstrate an understanding of regionalism, realism, and naturalism
- Be exposed to the literature from the American regional and naturalistic authors such as Mark Twain, Walt Whitman, and Emily Dickinson

Suggested Activities

- Read poetry from textbook
- Research poems from two authors in the book and explain their meaning in writing assignment that will consist of a rough draft, peer editing, and the final draft.
- Students can be put into groups and be responsible for evaluating two of Dickinson's poetry in depth. They will teach their discoveries to the class.
- Write an essay demonstrating that they comprehend the meaning of regionalism/realism and its influences on Mark Twain, the first American Author.
- Read the short story "The Celebrated Jumping Frog of Calaveras County" by Twain and discuss his region's influence on his writing.
- Create a "History of Slavery Timeline" that includes many of the events that are part of the Amistad story *plus* other important events (story found here: https://www.educationworld.com/a_lesson/lesson043.shtml). Possible resources include this [Slavery Timeline](#). ([Amistad](#))

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Study Island

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IXL
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SRI to assess lexile level

Assessments



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Unit Assessments:

-Students will present poems to class in a group.

-Write an editorial or newspaper article

-Write about specific character trait and how relates to someone in history from the unit.

- Required District/State Assessments
- Benchmarks
- Short Constructed response questions
- Multiple Choice Questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Quick writes
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) Homework
- Concept Mapping
- Role Playing
- Student Conferencing



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| Modifications | | | | |
|------------------------------------|----------------------|----------------------|------------------------------------|----------------------|
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| Visual aides | Answer eliminator | | | Answer eliminator |
| Modeling | Highlighter | | | Highlighter |
| Cognates | Color contrast | | | Color contrast |
| | | | | Parent communication |
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| | | | | Counseling |

MODIFICATIONS



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| Unit Overview |
|---|
| Content Area: ELA |
| Unit Title: Learning Through Research |
| Target Course/Grade Level: Grade 10 |
| Duration: Week 31- Week 38 |
| Description: In this unit, students review the step by step process of writing a research paper. After selecting a topic and finding an appropriate research strategy, they create a preliminary outline to aid them in conducting research. Students practice setting up bibliography cards for their research materials and learn to set up note cards with an effective outline. The importance of documentation and the MLA style of documentation are taught next. Once their basic research is completed, students revise their outline and write their first draft. Editing their work is strongly encouraged before they type their final copy. At the end of each major step in this process, students submit their work for evaluation. Their final paper reflects that they have learned and understood the basic steps of writing a research paper. |
| Enduring Understandings |
| <ul style="list-style-type: none">• Gathering information• Evaluating the sources• Organizing notes• Documenting references• Writing, revising, editing• The number of resources may provide greater support for the validity of the research• The quality of one's research is dependent on the quality of the sources used• Research works within a process• Knowing how to reference or cite research documents is guided by criteria |



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- Process writing applies to research paper as it does to the essay

Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. 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.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. 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.9-10.7. 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

Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies

Career Readiness, Life Literacy & Key Skills

9.1.12.CFR.1

9.1.12.FP.5

9.4.12.CT.2

Computer Science and Design Thinking

8.2.12.ITH.3

Career Ready Practices

Apply appropriate academic and technical skills.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity.

SEL Competencies

Self-Awareness

Self-Management

Social Awareness

Responsible Decision Making

Relationship Skills

Interdisciplinary New Jersey Student Learning Standards- Social Studies



Garfield Public Schools

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appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

6.1.12.HistoryCA.2.a

Essential Questions

- What is the basis for selecting a topic to research?
- What is the purpose of a research paper?
- What is the proper technique for documenting sources?
- How do sources help build a research paper?
- What does a strong research paper look like?
- How does an outline support effective structure and organization for the paper?
- How are transitions handled as the writing moves from paragraph to paragraph?

Student Learning Objectives

Students will...

- Choose a topic and conduct preliminary research to narrow or broaden its scope. They will retrieve information and evaluate the sources as to their usefulness and reliability.
- Students will verify goals by creating bibliography cards for all references acquired.
- Note-taking techniques will help the student to write effective note cards which will play an important role in creating a strong outline. As a result of extensive reading researching, the student will now also be able to revise the first thesis statement and compose a stronger one.
- Students will write strong paragraphs and follow research paper guidelines for structure and format. The introductory and concluding paragraphs are essential to creating positive lasting impressions for the reader. Within the text itself, every paragraph should be well-developed and logically connected. The rough draft must show note-card numbers of reference the sources that were used in the paper.
- This is the review and assessment portion of the unit. Following the rough (first) draft, there is nothing left to do but to revise, edit, and type the final version. The entire process has incorporated the MLA format which is to be used in all aspects of the research paper. Careful attention must be given to all instructions concerning the submission of the paper itself and the assignments along the way.



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- This is the review and assessment portion of the unit. Following the rough (first) draft, there is nothing left to do but to revise, edit, and type the final version. The entire process has incorporated the MLA format which is to be used as well in the final paper. Careful attention must be given to all instructions concerning the submission of the paper itself and the assignments along the way.
- Informational Essay Response: **(Climate Change)** Be able to write an informative essay using information found in the following article, describing what students can do to stop climate change. Students will include information from the article in their essays. They may also research additional resources to include more information: "Climate Change Can't be Fought if People Don't Know What It Is" <https://newsela.com/read/opinion-climate-change-education/id/19361/>

Suggested Activities

- Research the topic, evaluate the sources, and create at least 10 bibliography cards. Consult electronic as well as print media.
- Select and focus a topic and write a preliminary thesis statement
- Compile and use the note cards to create an outline that exhibits logical development of ideas. The topic outline demonstrates progression from thesis statement and builds to a conclusion. It should highlight the main points and adhere to the principles of parallel structure.
- Write the final thesis statement as the result of extensive research and note-taking.
- Write a rough draft which includes an effective introduction and conclusion and note-card references within the body of the paper. The text should not be perfect as it will be polished for the final version.

Materials

Turnitin.com
Laptops
McDougal Literature anthology
Classzone.com
MLA Format
Media Center
E editions of the newspaper
Study Island
Resources: Utilizing technology: one to one use of computers:
IXL
Newsela PRO
SRI to assess lexile level

Assessments



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Unit Assessment:

Write a clear, concise introductory paragraph which ends with the thesis statement.

- This is the review and assessment portion of the unit. Following the rough (first) draft, there is nothing left to do but to revise, edit, and type the final version. The entire process has incorporated the MLA format which is to be used as well in the final paper. Careful attention must be given to all instructions concerning the submission of the paper itself and the assignments along the way.

After the revising and editing stage, check for appropriate documentation and type the research paper by meticulously adhering to final instructions and the MLA guidelines. Submit all work, including previously graded assignments.

| Modifications | | | | |
|------------------------------------|----------------------|----------------------|------------------------------------|----------------------|
| English Language Learners | Special Education | At-Risk | Gifted and Talented | 504 |
| Scaffolding | Word walls | Teacher tutoring | Curriculum compacting | Word walls |
| Word walls | Visual aides | Peer tutoring | Challenge assignments | Visual aides |
| Sentence/paragraph frames | Graphic organizers | Study guides | Enrichment activities | Graphic organizers |
| Bilingual dictionaries/translation | Multimedia | Graphic organizers | Tiered activities | Multimedia |
| Think alouds | Leveled readers | Extended time | Independent research/inquiry | Leveled readers |
| Read alouds | Assistive technology | Parent communication | Collaborative teamwork | Assistive technology |
| Highlight key vocabulary | Notes/summaries | Modified assignments | Higher level questioning | Notes/summaries |
| Annotation guides | Extended time | Counseling | Critical/Analytical thinking tasks | Extended time |
| Think-pair- share | Answer masking | | Self-directed activities | Answer masking |
| Visual aides | Answer eliminator | | | Answer eliminator |
| Modeling | Highlighter | | | Highlighter |
| Cognates | Color contrast | | | Color contrast |
| | | | | Parent communication |
| | | | | Modified assignments |
| | | | | Counseling |



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MODIFICATIONS

Content Area: ELA

Unit Title: Novel Study

Target Course/Grade Level: Grade 10

Duration: Ongoing

Description:

Throughout the course of the year the students read multiple novels. These texts will provide the vehicle to implement the following standards into instruction:

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 : Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

In addition, skills identified as necessary for state identified standardized assessments will be embedded in instruction

Climate Change LGBTQ Diversity/Equity Asian American/Pacific Islanders

Enduring Understandings



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- Supporting analysis through textual evidence
- Identify the development of theme or central idea with a novel
- Analyze how complex characters develop over the course of a text
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- Analyze the cumulative impact of specific word choices on meaning and tone.
- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Interdisciplinary New Jersey Student Learning Standards

Career Readiness, Life Literacy, & Key Skills

9.2.12.CAP.6

9.4.12.CI.1

SEL Competencies

Self-awareness

Self-management

Social awareness

Career Ready Practices

Act as a responsible and contributing citizen and employee.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

Technology Standards:

• 8.2.12.ED.1: 8.2.12.ED.2: 8.2.12.ED.3: 8.2.12.ED.4: 8.2.12.ED.5:

8.2.12.ED.6: 8.2.12.ITH.1: 8.2.12.ITH.2: 8.2.12.ITH.3: 8.2.12.NT.1:

8.2.12.NT.2: 8.2.12.ETW.1: 8.2.12.ETW.2: 8.2.12.ETW.3: 8.2.12.EC.1:

8.2.12.EC.2: 8.2.12.EC.3: 8.2.12.ETW.4:



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RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.2. 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
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Social Studies:
6.1.12.HistorySE.2.a

Essential Questions

- How does citing strong and thorough textual evidence support analysis of what the text says explicitly as well as inferences drawn from the text?
- How does determining a theme or central idea of a text and analyzing it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text?
- How do complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme?
- How does determining the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone?
- How does analyzing how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise?
- How does analyzing a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature?
- How does analyzing the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment?
- How does analyzing how an author draws on and transforms source material in a specific work?

Student Learning Objectives



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Students will...

- Through the written and spoken word cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determining a theme or central idea of a text and analyzing it in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Identify how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone?
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Analyze how an author draws on and transforms source material in a specific work.
- Transfer skills from this unit and apply to standardized testing

Suggested Activities

- Complete graphic organizers.
- Write Essay
- Complete Study questions
- Students will be required to complete independent reading from an assigned list each marking period
- Research Activities will be integrated throughout the curriculum

Materials

Turnitin.com
Lap Tops
McDougal Literature anthology
Classzone.com
MLA Format
Media Center
Digital editions of the newspaper
Study Island
Classroom libraries for independent reading



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Resources: Utilizing technology: one to one use of computers:

IXL

Newsela PRO

SRI to assess lexile level

Assessments

Formative:

- *Weekly vocab quizzes*
- *Daily Do-Nows (Journal Entries)*
- *Exit Slips*
- *Concept Maps*
- *Pop Quizzes*

Summative:

- *Final Project*
- *Final Paper*
- *Final Presentation*
- *Benchmark/Final Unit Test*

Modifications

| | | | | |
|---------------------------|-------------------|---------|---------------------|-----|
| English Language Learners | Special Education | At-Risk | Gifted and Talented | 504 |
|---------------------------|-------------------|---------|---------------------|-----|



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|--|--|--|--|---|--|
| Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates | Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast | Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling | Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities | Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling | |
| <h2><u>MODIFICATIONS</u></h2> | | | | | |
| | | | | | |