



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 from 1800-1900: American Realism, Naturalism	
Target Course/Grade Level: Grade 11	
Duration: Week 1- Week 4	
Description: <p>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.</p>	
Enduring Understandings	
<ul style="list-style-type: none"> • Economic change • Social diversity • Person vs. nature • Regional characteristics • American Realism embraced the realities that people endured. Hardship, poverty, death – all of these themes are prominent in the fiction of the early 20th century. Nature also plays a major role, and is the driving force behind the development of American Naturalism. Finally, America was beginning to develop many different personalities, mostly influenced by the vast diversity of America's geography. This trend would go on to be known as Regionalism 	
Learning Targets	
New Jersey Student Learning Standards & Practices NJ: 2016 SLS: English Language Arts 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, and 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.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded	Interdisciplinary New Jersey Student Learning Standards 6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments. SEL Competencies Utilize positive communication and social skills to interact effectively with others Develop, implement and model effective problem solving and critical thinking skills



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novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
 RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
 W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 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.

Demonstrate an understanding of the need for mutual respect when viewpoints differ

Career Ready Practices

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Computer Science and Design Thinking

8.2.12.ETW.4

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity.

Essential Questions

- What makes Whitman and Dickinson unique compared to other American Poets?
- How do slave narratives contribute to our understanding of what it means to be American?
- How do diaries, journals, speeches and official documents contribute to our understanding of the building of the American culture?

Does history dictate literature or does literature dictate history?

Student Learning Objectives

Students will...

- Within the context of various American poets, students will learn rhyme scheme, rhythm, meter, interior rhyme and at the same time will learn to appreciate the value of free verse.
- Write a 5-paragraph essay demonstrating an understanding of the differences between poetry in free verse and that written with strict rhythm, meter and rhyme scheme.
- Demonstrate an understanding of regionalism and realism Students will write an essay demonstrating that they comprehend the meaning of regionalism/realism and its influences on Mark Twain, the first true American Author
- Will read a short story by an American author and discuss his region's influence on his writing.



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- The student will identify and explain the elements of a Short Story
- Prepare for state mandated standards-based assessments throughout the unit

Suggested Activities

- Students can write their own poetry, both individually and collaboratively once the lessons on the different poets are complete.

Texts may include but are limited to:

"I Hear America Singing"

"Beat! Beat! Drums!"

"Because I Could Not Stop for Death"

"Success is counted sweetest"

"I heard a Fly Buzz-when I died"

"Narrative of the Life of Frederick Douglass, an American Slave" (Amistad)

"Incidents in the Life of a Slave Girl" (Amistad)

"The Gettysburg Address" (Amistad)

"The Emancipation Proclamation"

"An Occurrence at Owl Creek Bridge"

"The Autograph of Mark Twain"

"The Outcasts of Poker Flat" (Diversity, Equity, Inclusion)

"The Law of Life"

"The Open Boat"

"The Yellow Wallpaper"

"The Story of An Hour"

Suggested Novel- *Cold Mountain*

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: Write an essay about a character trait and relate it to someone in history, art, music, or literature, etc.

- Required District/State Assessments
- Benchmarks
- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Role Playing
- Concept Mapping
- 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: The Harlem Renaissance 1900-1940

Target Course/Grade Level: Grade 11

Duration: Week 5 to Week 8

Description:

During the early 20th century, many Southern African Americans moved North seeking opportunity and avoid the Jim Crow era in the south. At this time many settled in Harlem. They expressed a determination to return to their African roots, and from this came some of the most important literature, art, and music in American history. The students need to know the importance of this time period, and how it affects American culture today. Literature and poetry is studied in small groups and students present their findings to the rest of the class. This improves oral skills. Research is also done to better understand this time period, its literature, and its impact on American culture.

Enduring Understandings

- racism
- oppression
- poverty
- vindication
- self-expression
- Early 20th century American voice
- Regionalism's influence on literature



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- Poetic devices

Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

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, and 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.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

Interdisciplinary New Jersey Student Learning Standards,

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Computer Science and Design Thinking

8.2.12.ETW.4

Career Readiness Practices

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

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

Recognize and identify the thoughts, feelings and perspectives of others

Evaluate personal, ethical, safety and civic impact of decisions



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Essential Questions

- Does assimilation dilute a minority culture?
- How does the cultural background of a minority group contribute to the American society?
- How does conflict inspire an artistic, creative and cultural movement?

Student Learning Objectives

Students will...

- Identify and define an octave and a sestet in a poem. These poetic elements should be defined and identified in the poem. Understanding these new elements requires background knowledge including the use of stanzas in poetry. Copious examples of sensory images are embedded in the poem and should be identified by the students.
- Define the concept of local color and examine its use in a selection. In addition, the students will recap the meaning of characterization and analyze its use in the selection.
- Read and analyze two poems from the Harlem Renaissance to foster a deeper understanding of the alienation felt by African-Americans in New York during the early 20th century. Students should focus on the use of the traditional Shakespearean sonnet to describe the non-traditional events of the time.
- Read a variety of poetry from the Harlem Renaissance to give students an opportunity to gain a tangible understanding of this historic timeframe. By dissecting the poetry of the Harlem Renaissance students will have an opportunity to apply knowledge that involves the usage of literary elements.
- Prepare for state mandated standards-based assessments throughout the unit

Suggested Activities

Texts may include but are limited to:

(Diversity, Equity, Inclusion):

“Harlem”

“The Negro Speaks of Rivers”

“I, Too”

“The Weary Blues”

“Sweat”

“My City”

“A Black Man Talks of Reaping”

“Richard Cory”



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“Miniver Cheevy”

“Nothing Gold Can Stay”

“Thank You Ma’am” (Diversity, Equity, Inclusion)

“Helen”

“Spring and All”

Supplements- “Thank You Ma’am” (Langston Hughs) (Diversity, Equity, Inclusion)

“The King of Jazz” (Donald Berthume) (Diversity, Equity, Inclusion)

Materials

Turnitin.com

Lap Tops

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

Unit Assessment: Cumulative assessment on poems, authors, and time period regarding Harlem Renaissance

- Required District/State Assessments
- Benchmarks
- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Portfolio



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- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Role Playing
- Concept Mapping

Student Conferencing

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

Unit Overview

Content Area: ELA

Unit Title: The Great American Dream: The Great Gatsby

Target Course/Grade Level: Grade 11

Duration: Week 9- Week 13

Description:

The Great American Novel, The Great Gatsby, falls into the category of Modernism, i.e. something not of the past. The focus of fiction with this novel moved from plot (outside happenings) to the under-plot (what happens inside the mind). Students will read the novel in preparation for a project which will research the time period during which the author, Fitzgerald lived. The knowledge gained from individual research will create a level of understanding which will allow for a greater enjoyment of the novel, its characters and its themes.

Enduring Understandings

- Modernism
- Romanticism
- Symbolism
- Theme



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- Anyone can achieve the American Dream of fame and fortune but the message is about motive.
- What can happen if the American Dream is achieved without moral parameters?
- How does morality govern success?

Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

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, and 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.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated

Interdisciplinary New Jersey Student Learning Standards,

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

Computer Science and Design Thinking

8.2.12.ETW.4

SEL Competencies

Recognize and identify the thoughts, feelings and perspectives of others

Develop, implement and model effective problem solving and critical thinking skills

Demonstrate an understanding of the need for mutual respect when viewpoints differ

Career Ready Practices

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).

Attend to personal health and financial well-being.

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

Model integrity, ethical leadership and effective management.



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question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

L.11-12.3. 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.

**Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.**

Essential Questions

- What makes this a classic novel?
- What concepts are realistic and relatable?
- Are the characters realistic?

Student Learning Objectives

Students will...

- Read the text independently over a period of three weeks. Upon completion of this time frame students will report to class ready to discuss the book.
- Be given an assessment sheet and a rubric regarding pertinent background information for the novel, *The Great Gatsby*. The instructions cover political, social, economic, and entertainment issues of the 1920's time period which directly relate to a more comprehensive understanding of the novel.
- Complete a variety of activities to refresh English 10 skills regarding the use of sources within a research paper or project.
- Prepare for state mandated standards-based assessments throughout the unit

Suggested Activities



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The following activities can be incorporated into the daily lessons:

- Create a newspaper that would resemble one of the times that the novel took place.
- Interview the characters of the novel and use that as a basis for an oral presentation to the class.

Materials

The Great Gatsby

Turnitin.com

Lap Tops

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

Assessments:

Unit Assessment: Poster project and essay on Great Gatsby. Options include favorite scene, writing an obituary, letter between two characters, new book cover, etc.

- Required District/State Assessments
- Benchmarks
- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk



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- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Role Playing
- Concept Mapping
- 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

Unit Overview



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Content Area: ELA	
Unit Title: Modernism 1900-1940: American Drama	
Target Course/Grade Level: Grade 11	
Duration: Week 14- Week 22	
Description: The early 20th Century encompassed a great amount of social, economic, cultural and environmental change within the United States. The literature of the time period demonstrates this change in its shift to a more modern time. It is a time period to which the students can more easily relate and an emphasis should be placed on finding theme and symbolism within the literature. Novels of this period include The Great Gatsby and Of Mice and Men. Authors include Steinbeck, Hemmingway, Fitzgerald, Porter and Cather.	
Enduring Understandings	
<ul style="list-style-type: none"> • 20th century American Literature • Theme • symbolism • conflict • resolution 	
Learning Targets	
New Jersey Student Learning Standards & Practices NJ: 2016 SLS: English Language Arts 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, and provide an objective summary of the text. 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.) RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), 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 6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer. 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. Computer Science and Design Thinking 8.2.12.ETW.4 SEL Competencies Recognize and identify the thoughts, feelings and perspectives of others Develop, implement and model effective problem solving and critical thinking skills Demonstrate an understanding of the need for mutual respect when viewpoints differ



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RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Career Readiness Practices

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

Career Ready Practices

Attend to personal health and financial well-being.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation..

Work productively in teams while using cultural global competence.

Essential Questions

- How was literature shaped by the vastly changing society?
- How were women's roles changing at the time?
- What role did government have in changing the culture?
- What are the themes of the novel?

Student Learning Objectives

Students will...

- Understand how to identify theme and meaning in a novel and relate it to one's own life.



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- Be able to identify concepts that are relatable to one's own experiences.
- Prepare for state mandated standards-based assessments throughout the unit

Suggested Activities

The following activities can be incorporated into the daily lessons:

- Collaborative learning while reading the novel.

Texts may include but are limited to:

- *The Great Gatsby*
- *Of Mice and Men* (Disability)
- *Grapes of Wrath*
- *For Whom the Bell Tolls*
- "Winter Dreams"
- "In Another Country"

Supplemental Texts

- "A Clean Well -Lighted Place"
- "Hills Like White Elephants"

Materials

Turnitin.com
Lap Tops
McDougal Literature anthology
Classzone.com
MLA Format
Media Center
E editions of the newspaper

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

IXL
Newsela PRO
SRI to assess lexile level

Assessments



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Assessments:

Unit Assessment: Of Mice and Men cumulative assessment analyzing theme and characters

- Required District/State Assessments
- Benchmarks
- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Role Playing
- Concept Mapping
- 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: Contemporary Literature: 1940- Present

Target Course/Grade Level: Grade 11

Duration: Week 23- Week 27

Description:

Students will understand how writings of this era reflect a modern age in which the uncertainty of war was woven into the literature. Other events represented and explored in the literature of the time include World War II, the Holocaust, Vietnam and the Civil Rights Movement, the Cold War and how the American Dream was perceived and pursued by various cultures and explored in literature. Contemporary literature is explored through the writing of authors such as J.D. Salinger, Tim O'Brien, Ann Moody, Martin Luther King, Amy Tan and Sandra Cisneros.

Enduring Understandings

- Poverty
- Racial and Cultural Identity
- Social Justice
- Social Conflict
- Loneliness/Isolation
- To understand and analyze historical and cultural context of Contemporary Literature.
- To understand literature's impact in conveying an understanding about modern social and cultural devastations and tragedies such as World War II, Vietnam, Holocaust and the Civil Rights Movement
- Understand "voice" and "tone" in literature and their impact on reflecting diversity in contemporary literature in the United States



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Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

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, and 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.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

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.

W.11-12.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Interdisciplinary New Jersey Student Learning Standards

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Computer Science and Design Thinking

8.2.12.ETW.4

SEL Competencies

Utilize positive communication and social skills to interact effectively with others

Develop, implement and model effective problem solving and critical thinking skills

Demonstrate an understanding of the need for mutual respect when viewpoints differ

Career Readiness Practices

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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.

Work productively in teams while using cultural global competence.



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W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions

- How does the past affect the present?
- When does action speak louder than words?
- How is life affirmed?
- How is justice achieved?
- Why is war necessary?

Student Learning Objectives

Students will...

- Gain an understanding of the importance of voice, tone and perspective in literature.
- Understand and analyze internal and external conflict and how an author uses structure (flashback, eyewitness account, first-person, conversational style) to convey ideas and details.
- Discuss and exchange thoughts concerning topics of racial equality and identity; the concept of war as a tool for advancing the beliefs of a society, the ways in which catastrophes impact society and the role of diversity in the way a society understands itself and the way that society is perceived.
- Write a multi-paragraph research paper that addresses issues reflected in Contemporary Literature.
- Understand key terms in order to better understand literature of the time.
- Prepare for state mandated standards-based assessments throughout the unit
- ***Write an editorial based on Stonewall Jackson***



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Suggested Activities

- Write first person narratives
- Compare and contrast writing of two different authors
- Compare stories of two or more authors

Texts/Articles may include but are limited to:

Go Ask Alice

Perks of Being a Wallflower (LGBTQ/Disabilities)

Bleachers (LGBTQ)

The Things they Carried (Asian American/Pacific Islander)

Catcher in the Rye

"Why a Real Soldier Never Talks"

"Coming of Age in Mississippi" (Diversity/Equity)

"Black Americans and World War II- Experiencing History: Holocaust Sources in Context" <https://perspectives.ushmm.org/collection/black-americans-and-world-war-ii> (Holocaust and Diversity)

"Teaching Stonewall" <https://www.learningforjustice.org/magazine/summer-2019/teaching-stonewall>

Materials

Turnitin.com

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McDougal Literature anthology

Classzone.com

MLA Format

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SRI to assess lexile level

Assessments



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Assessments:

Unit Assessment: Perks of Being a Wallflower- various essay topics:

-choose a character to relate to and write common traits

-inner conflicts the characters struggle with

-choose a character to be friends with and explain why

- Required District/State Assessments
- Benchmarks
- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Role Playing
- Concept Mapping
- Writing an Editorial on the Stonewall Riots (<https://www.thirteen.org/edonline/lessons/stonewall/b.html>) (LGBTQ/Disabilities)
- 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:

"Everyone Loses When Climate Change Disrupts Competitive Sports" <https://newsela.com/read/climate-change-sports/id/2001025416/>



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Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

MODIFICATIONS



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Unit Overview

Content Area: ELA

Unit Title: Reading Drama: Stagecraft

Target Course/Grade Level: Grade 11

Duration: Week 28- Week 32

Description:

The plot of a drama, like the plots of other narratives, depicts a series of related events that revolve around a central conflict. This conflict may be a struggle involving people, ideas, or forces. However, a drama or play, unlike the novel, is written to be performed by actors in front of a live audience. The concepts of dialogue, comedy, tragedy, mood, comic relief, foreshadowing, symbol and theme are just a few of the devices touched on in a dramatic lesson. The characters can be motivated to express powerful ideas or project a flavor of a particular time period. In any case, experiencing drama is an enlightening experience for students. Drama lends itself to student oral readings and discussions on the theater and film. The titles usually associated with English III are *Death of A Salesman*, *The Glass Menagerie*, *12 Angry Men* and *A Raisin in the Sun*. Discussion should also reflect the social consciousness of the 20th century and evaluation could include outside projects, targeted essays, and group presentations.

Enduring Understandings

- Understanding the genre of drama and the purpose of writing that is meant to be presented to an audience.
- Drama is meant to be viewed not read.
- Analyzing performance as an art form
- Stage direction and the proper ways to read drama
- Social Conflict and resolution
- Relationships
- Social and Cultural context



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Learning Targets

New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

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, and 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.)

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.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Interdisciplinary New Jersey Student Learning Standards

1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic.

1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.

1.4.12prof.Pr5b: Explore and discover character choices using given circumstances in devised or scripted theatre work.

1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.

1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.

Computer Science and Design Thinking

8.2.12.ETW.4

SEL Competencies

Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds

Demonstrate an understanding of the need for mutual respect when viewpoints differ

Recognize and identify the thoughts, feelings and perspectives of others

Career Ready Practices

9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Act as a responsible and contributing citizen and employee.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Use technology to enhance productivity.

Essential Questions

- How is reading drama different from reading a novel or other genres of literature?
- What effect do stage directions have on the reading of drama?



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- Are themes more clearly portrayed in drama as compared to other types of literature?

Student Learning Objectives

Students will...

- Be able to read drama aloud and silently with meaning and understanding
- Know the difference in the portrayal of meaning between different genres of literature
- Understand the purpose of stage directions and how to read around them for theme and meaning while reading drama
- Prepare for state mandated standards-based assessments throughout the unit

Suggested Activities

The following activities can be incorporated into the daily lessons:

- Students can read the drama both as a large group (whole class) and in small working groups (collaborative learning).
- When they work in small groups they can generate study questions meant for the rest of the groups to answer in order to understanding theme and meaning of the drama.

Texts may include but are limited to:

Raisin in the Sun (Diversity/Equity)

All My Sons

A View from the Bridge

12 Angry Men

Death of a Salesman

Materials

Turnitin.com

Lap Tops

McDougal Literature anthology

Classzone.com

MLA Format

Media Center

E editions of the newspaper

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

IXL

Newsela PRO

SRI to assess lexile level



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Assessments

Unit Assessment: Raisin in the Sun-Write a scene which takes place ten years into the future.

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

Target Course/Grade Level: Grade 11

Duration: Ongoing: Week 1- Week 38

Description:

Students take the skills they learned in tenth grade to create a research paper. They use research skills, integrating skills, writing, and proper MLA format. The papers are then presented to the class in an oral presentation. This strengthens writing skills to assist in the SAT and PARCC tests. Students will take practice tests and review results with their teacher. Various informational and analytic writings as well as reader response sections are included. Strategies and test prep materials are introduced to facilitate student understandings to ensure student achievement.

Enduring Understandings

- Research
- Writing in proper MLA format
- Integrating writing from various sources
- To understand any given topic students must know how to use various tools to do research.
- To earn respect in any writing field a student must know proper MLA format.
- True research comes from the ability to combine information from various sources

Learning Targets



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New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Interdisciplinary New Jersey Student Learning Standards

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

Computer Science and Design Thinking

8.2.12.ETW.4

SEL Competencies

Utilize positive communication and social skills to interact effectively with others

Develop, implement and model effective problem solving and critical thinking skills

Demonstrate an understanding of the need for mutual respect when viewpoints differ

Career Ready Practices

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)

Act as a responsible and contributing citizen and employee.

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.

Essential Questions

- Where are the best places to receive information?



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- Is your thesis statement focused enough to produce a well written research paper?
- Why is the thesis statement so important in the writing of a research paper?
- How will my PSAT score affect the SAT?
- How will my performance in the classroom facilitate my achievement on PSAT, SAT and PARCC?

Student Learning Objectives

Students will...

- Be competent in combining information in a way that clearly proves a well written thesis statement.
- Take a side to an argument and successfully prove it through a well written paper.
- Understand proper MLA format and be able to apply it to his/her own papers.

Suggested Activities

The following activities can be incorporated into the daily lessons:

- An oral presentation to share the information that was gathered through the writing of the research paper.
- Collaborative working through the brainstorming part of the paper.

Materials

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McDougal Literature anthology
Classzone.com
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Unit Assessments: *Use research skills and MLA format to write a research paper* using various types of sources

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

Student Conferencing



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