



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: Essay Writing	
Target Course/Grade Level: Grade 12	
Duration: Week 1-Week 3	
Description: Essay writing strives to introduce and reinforce students to the basic writing formats commonly used in college and career assignments. Students will write, peer edit, revise, and complete papers for purposes including: description/exposition, observation, argument, comparison, and criticism. Basics of research skills will be also reinforced. MLA formatting will be enforced and mastered.* Writing an effective resume and cover letter. Components of this unit may be used throughout the school year to allow for appropriate timely composition.	
Enduring Understandings	
<ul style="list-style-type: none"> Essays demand certain styles for particular purposes. This unit provides an overview of the writing styles necessary for college and career. All students who write well and feel confident about their ability to organize and structure essays will be able to generate quality writing for college level courses or career. 	
Learning Targets	
New Jersey Student Learning Standards & Practices NJ: 2016 SLS: English Language Arts 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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 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.	Interdisciplinary New Jersey Student Learning Standards Social Studies: <ul style="list-style-type: none"> 6.1.12.GeoHE.13.a RST.11-12.2 RST.11-12.3 RST.11-12.7 WHST.11-12.1 SL.11-12.1 SEL Competencies Recognize one's feelings and thoughts Recognize the impact of one's feelings and thoughts on one's own behavior Recognize one's personal traits, strengths and limitations Self-awareness & Social Awareness Self-management



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

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

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

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).

Responsible Decision-Making

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

9.4.12.CI.1
9.4.12.GCA.1
9.4.12.IML.2
9.4.12.IML.8
9.4.12.IML.9
9.1.12.FP.5

Technology Standards:

8.2.12.EC.1

Essential Questions

College and Career:

- How well do we know our strengths and weaknesses?
- Which are we most aware of?
- Which do we focus on most?
- How do I write a personal statement which "shows" who I am rather than "telling" who I am?
- What kind of information should I include in a college application essay?
- What is the proper format for a college application essay?
- How do you format a cover letter?
- What important elements are required in a resume?



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Memoir:

- What are your fondest memories?
- What negative memories do you have?
- What or who has impacted your life in a positive or negative way?
- Who or what has defined you as the person you are today?

Persuasive Essay:

- What is my opinion on this specific topic?
- What is a solid thesis statement?
- How do I write an effective thesis statement?
- What resources are available for me to research my topic?
- What information do I include to support my thesis?
- How do I persuade people to agree with my thesis?

Personal Response:

- Have you ever seen a painting that made you feel different than any other painting you've ever seen?
- How did it make you feel?
- Did it remind you of something or someone?
- Did it bring you back to a specific time and place?

Compare and Contrast Essay:

- What does it mean to compare and contrast two or more items?
- What are the steps involved with comparing and contrasting two or more items?
- What information should I be looking for when comparing and contrasting two or more items?
- How do I map-out/plan an effective essay?

Student Learning Objectives

Students will...

College Essay-Expository Writing-Write a personal statement/essay for the college application process

Taken from the Common Application 2018:



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Option 1: *Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it.* If this sounds like you, then please share your story.

Option 2: *The lessons we take from failure can be fundamental to later success.* Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?

Option 3: Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?

Option 4: *Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, and an ethical dilemma—anything that is of personal importance, no matter the scale.* Explain its significance to you and what steps you took or could be taken to identify a solution.

Option 5: Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

Memoir- Write a descriptive, introspective essay reflecting personal growth

Students will collect ideas by listing important events, places, or items important to their lives. Once lists are completed, students will choose the best "trigger" for their topic. Topics must reflect not only an emotional memory, but also a life moment that caused a significant change in their thought or action process. Essays will be descriptive and introspective. Read the following story for an example: "Black and White"

<https://blog.reedsy.com/short-story/8rn8rx/> (Asian American/Pacific Islander –and- Diversity/Equity)

Persuasive Essay: Arguing a point with research to express an opinion and persuade the reader to accept that opinion

Students will use research to support an opinion. Students will choose a topic of personal importance and write an essay designed to sway a reader to consider and possibly even adopt their opinion on said topic. Papers will include a statement of position, supporting evidence, opposing viewpoints, and a solution or suggestion for realization of their opinion.

Personal Response: Write a response related to a given topic or task

In many classroom disciplines, students are asked to react to a specific experience. For this paper, students will choose a work of art, a piece of music, etc. that speaks to them in an emotional way. The paper is designed to introduce the artwork and artist and move smoothly to the personal connection experienced by the writer. The format of this paper easily adapts to other reaction assignments. Comparison/**Contrast Response: Find common themes and/or similarities and differences between media**

Being able to compare and contrast information is a useful skill for all college level writers. For this assignment, students will write a compare and contrast essay related to literary characters they've been exposed to, two films which share a common theme, multiple literary themes



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they've been exposed to, etc. The format/topic for this paper will be left to the teacher's discretion. After recording similarities and differences on a Venn diagram, students will formulate a comprehensive comparison of common or contrasting elements. The paper's format will include multiple comparisons bordered by an overall introduction and conclusion.

Research Essay: Research the Amistad and write an essay about it. Invite a small group of students to work independently on a report about Mendeland, its people, and its customs so others in the class will have a better idea of the culture from which the Amistad slaves came.

https://www.educationworld.com/a_lesson/lesson043.shtml (Amistad)

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 articles on NewsELA: For example- What Can I Do as a Teenager to Stop Climate Change?

<https://newsela.com/read/how-to-help-tackle-climate-change/id/2001025185/>

Content:

- grammar and mechanics of standard English
- effective essay writing skills
- self and peer editing skills
- publishing written work

Suggested Activities

Performance Expectations:

- Students will work in pairs to edit each other's work.
- Students will plan and write several essays using graphic organizers and standard conventions of English.
- Students will apply steps involved with the writing process to a specific written work.

Materials



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- TurnItIn.com
- Laptops
- McDougal Literature anthology
- Classzone.com
- MLA Format
- Media Center
- Electronic editions of the newspaper
- StudyIsland.com
- Peer editing
- Application of research techniques to written work (according to the assignment and teacher discretion)
- Application of writing process to several five paragraph essays(according to the assignment and teacher discretion)
- Daily journal assignments

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

IXL

Newsela PRO

SRI to assess lexile level

Assessments

Unit Assessment: Students will create a portfolio including the above mentioned types of essay writing throughout the unit. They will reflect and revise all types and recognize their growth through the editing process

- 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



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- Graphic organizers
- Presentations (incorporating Web 2.0 tools)

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: Early British Literature: Beowulf
Target Course/Grade Level: Grade 12
Duration: Week 4- Week 7
Description: Students will develop an understanding of the origins and roots of the English language and its culture. Following a basic overview of the Anglo-Saxon period, students will read the epic poem <i>Beowulf</i> relating it to the belief system of the time. How the Anglo-Saxon period influenced modern English language and culture will also be explored.
Enduring Understandings
<ul style="list-style-type: none">• The Anglo Saxon belief system• Symbolism (Good vs. Evil)• The development of the English language and culture• Students will develop an understanding of how the Anglo-Saxon period has influenced English language and culture.• They will also develop an understanding of the Anglo-Saxon belief system and stories told via oral tradition.• Heroism, religion, good vs. evil and daily life of the time will be discussed.
Learning Targets



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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; provide an objective summary of the text.

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.11-12.7. 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.11-12.2. 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.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.11-12.7. 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).

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

Interdisciplinary New Jersey Student Learning Standards

SEL Competencies

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Career Ready Standards:

9.4.12.IML.8

9.1.12.FP.5

Career Readiness Practices:

- Utilize Critical Thinking to make sense of problems and persevere in solving them
- Consider the environmental, social and economic impacts of decisions
- Model Integrity, ethical leadership and effective management
- Demonstrate creativity and innovation

Tech Standards:

- 8.2.12.EC.1

Interdisciplinary Standards - History

- 6.1.12.HistoryCC.3.a
- 6.1.12.CivicsPR.2.a
- 6.1.12.HistorySE.2.a
- 6.1.12.HistoryUP.16.a
- RST.11-12.7
- WHST.11-12.1
- SL.11-12.1



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Essential Questions

The Anglo-Saxon Period:

- How did Anglo-Saxon society develop?
- What was life like during the Anglo-Saxon period?
- How did the English language evolve during the Anglo-Saxon period?
- What traits and characteristics were important to the Anglo-Saxons?
- How has the Anglo-Saxon period shaped our understanding of heroes and villains today?

“Grendel Attacks the Danes”

- What Anglo-Saxon traits are evident in this section?
- How is Grendel portrayed?
- What does Grendel symbolize?
- What is the tone of this section?

“The Coming of Beowulf”

- How did Beowulf hear of the Danes' troubles?
- Who was Beowulf, and where did he come from?
- What was your first impression of Beowulf?
- How does Beowulf represent Anglo-Saxon culture and beliefs?

“The Battle with Grendel”

- How does the Anglo-Saxon belief system apply to Grendel's character?
- How does the Anglo-Saxon belief system apply to Beowulf's character?
- What does Grendel's arm symbolize?
- What is the significance of Grendel escaping back to the moor?

“The Battle with Grendel's Mother”

- What does Grendel's mother represent in terms of the Anglo-Saxon belief system?
- Why does Grendel's Mother seek revenge?
- What role does fate play in "The Battle with Grendel's Mother?"
- What Anglo-Saxon traits does Beowulf show in "The Battle with Grendel's Mother?"

“The Battle with the Dragon”



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- What does the Dragon represent?
- How does fate affect the outcome of the battle?
- How does Beowulf embody the Anglo-Saxon vision of a hero?
- Can Beowulf be considered a Christ figure?

"The Funeral Fire"

- How does Beowulf's death impact Wiglaf?
- Is Wiglaf rewarded by fate?
- What examples from the text insinuate that Beowulf's death will bring difficult times for the Geats?
- How do the Anglo-Saxons honor their fallen heroes?

Other:

- How does the Anglo-Saxon belief system impact the text?
- How would you characterize Beowulf? The Dragon? Grendel? Grendel's Mother? Wiglaf?
- How does symbolism tie into the story?
- Is Beowulf a Christ figure?
- How does fate tie into the story?

Student Learning Objectives

Students will...

Beowulf: "Grendel Attacks the Danes" Students will read this section aloud in the oral tradition of the Anglo-Saxon period. Major ideas evident in this section focus on good vs. evil and the Anglo-Saxon belief system.

Beowulf: "The Coming of Beowulf" Students will read "The Coming of Beowulf" The focus will be characterizing Beowulf in relation to the Anglo-Saxon belief system.

Beowulf: "The Battle with Grendel" Students will read "The Battle with Grendel" The focus will be symbolism and how the Anglo-Saxon belief system can be applied to the major characters, (Beowulf & Grendel), in this scene.

Beowulf: "The Battle with Grendel's Mother" Students will read "The Battle with Grendel's Mother" out loud during class. Focal points will be symbolism, the Anglo-Saxon belief system, and revenge.

Beowulf: "The Battle with the Dragon" Students will read "The Battle with the Dragon" out loud during class. Focal points will be heroism, fate, Beowulf as a Christ figure, and the Anglo-Saxon belief system.

Beowulf: "The Funeral Fire" Students will read "The Funeral Fire" out loud during class. Focal points will be fate, the Anglo-Saxon belief system, and foreshadowing.



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Content:

- reading for information
- analyzing text
- using context clues
- the Anglo-Saxon period
- the origins of the English language
- grammar and mechanics of standard English
- effective essay writing skills
- self and peer editing skills
- publishing written work

-Students will apply close reading skills to a given text. They will be able to read for longer periods of time building stamina for college/career reading/writing.

-Students will use context clues to determine meaning of unfamiliar vocabulary. Students will examine the roots of the English language through exposure to Anglo-Saxon literature.

Suggested Activities

Students will read information regarding the history of the Anglo-Saxon period. Students will analyze the influence of this period on literature. Students will link literature of the Anglo-Saxon period to contemporary culture.

- Students will revise, edit, and publish written work according to grammar and mechanics of standard English.
- Students will use peer editing techniques to evaluate and edit each other's work.

Materials

- TurnItIn.com
- Laptops
- McDougal Literature anthology
- Classzone.com
- MLA Format
- Media Center
- Electronic editions of the newspaper
- Application of research techniques to written work using MLA format
- Application of writing process to several forms of essays (according to the assignment and teacher discretion)
- Daily journal assignments

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



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IXL

Newsela PRO

SRI to assess lexile level

Assessments

Unit Assessment:

-Students will write an effective essay related to *Beowulf*.

-Write a mini epic poem wherein you are the hero.

-Write an essay in which you explore how Beowulf is the true embodiment of an Anglo-Saxon hero and warrior through his demonstration of loyalty, adherence to the importance of patriarchal lineage, supreme confidence, and bravery.

- 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



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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: Morals: The Morality Play

Target Course/Grade Level: Grade 12

Duration: Week 8- Week 9

Description:

The literary term allegory will be defined and examined in detail with examples of both traditional and contemporary allegories being provided through text and digital media sources. Students will read the Morality Play *Everyman* to understand how the play's theme is an extension of allegory.

Enduring Understandings

- An allegory is a literary work in which all or most of the characters, settings, and events symbolize ideas, qualities, and purposes beyond themselves.
- Morality Plays are plays that dramatize points of religious doctrines, examine morals at great length, and portray morals as the essence of eternal salvation for the soul. Morality plays have been in existence since the 13th century and are still performed in parts of present day Europe and Scandinavia
- Traditional and contemporary allegories, both physical and abstract.
- How the abstract characters and themes in a morality play represent an extended allegory.

Learning Targets



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New Jersey Student Learning Standards & Practices

NJ: 2016 SLS: English Language Arts

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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.11-12.1. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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.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.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

SEL Competencies

Recognize one's personal traits, strengths and limitations

Utilize positive communication and social skills to interact effectively with 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).

Tech Standards: 8.2.12.EC.1

Consider the environmental, social and economic impacts of decisions. Utilize critical thinking to make sense of problems and persevere in solving them.

Work productively in teams while using cultural global competence.

Essential Questions

What is an allegory?

How are characters used to represent ideas in an allegory?

What are the different forms an allegory may take? (Fables, parables, etc.)

What are some examples of an allegory?

What happens to us when we die?

Does the life we have led make any difference?

What abstract ideas and figures do the characters in *Everyman* represent?



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What relevance does the theme of *Everyman* have to today's world?
What characters would you suggest adding to the play?

Student Learning Objectives

Students will...

The student will be able to define the literary term **allegory** and analyze examples provided in traditional literature and contemporary media.

-The student will read and analyze the morality play, ***Everyman*** to understand how abstract characters relate to **allegory**.

Content:

- elements of an **allegory**
- symbolism
- characterization
- fables
- parable
- grammar and mechanics of standard English
- effective essay writing skills
- self and peer editing skills
- publishing written work

Suggested Activities

-Students will read information and examples pertaining to **allegory** via a variety of sources including text, handouts, Key note Power points

-Students will apply information covered in class to a comprehensive assessment. At the discretion of the teacher, the assessment may take a variety of forms. (Essay, multiple choice, short answer, etc.)

-Students will read the morality play ***Everyman***

Materials

- TurnItIn.com
- Laptops
- McDougal Literature anthology
- Classzone.com
- MLA Format
- Media Center
- Electronic editions of the newspaper
- Application of research techniques to written work (according to the assignment and teacher discretion)
- Application of writing process to several five paragraph essays (according to the assignment and teacher discretion)



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- Daily journal assignments
- *Everyman*

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

IXL

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SRI to assess lexile level

Assessments

Unit Assessment:

-Students will apply knowledge of the text to a comprehensive project/assessment. At the discretion of the teacher, projects/assessments may take a variety of forms including: essay, multiple choice, short answer, etc. Student may choose to write their own modern morality play

- 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



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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 Middle Ages: The Canterbury Tales

Target Course/Grade Level: Grade 12

Duration: Week 10- Week 13

Description:

Students will develop an understanding of the Middle Ages and how this period has influenced modern English language and culture. Following a basic introduction to the Middle Ages, students will read specific excerpts from Chaucer's *Canterbury Tales*. The concepts of irony, hypocrisy, and virtue will be explored through characterizing specific individuals from the text. The relevance of the *Canterbury Tales* in today's world will also be examined.

Enduring Understandings

- Students will come to understand the influence of the Middle Ages regarding modern language, literature, and culture.
- They will also come to understand the concepts of hypocrisy, irony, and symbolism in relation to human nature.
- People are not always what they seem or should be. Chaucer points out the hypocritical nature of man through the characterization of individuals presented in *The Canterbury Tales*.
- He also points out how society's values and virtues don't always coincide with people's actions.

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

Interdisciplinary New Jersey Student Learning Standards

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).



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explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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.

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

W.11-12.10. 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

L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Consider the environmental, social and economic impacts of decisions.

Model integrity, ethical leadership and effective management.

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

SEL Competencies

Recognize and identify the thoughts, feelings and perspectives of others

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

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

- **Career Readiness Standards:** Creativity and Innovation, Critical Thinking and Problem-solving, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics
- **SEL Competencies Standards:** Self-awareness & Social awareness
- **CRPs**
- Utilize Critical Thinking to make sense of problems and persevere in solving them
- Consider the environmental, social and economic impacts of decisions
- Model Integrity, ethical leadership and effective management
- Demonstrate creativity and innovation
- **Social Emotional Learning Competencies**
- Self-awareness
- Self-management
- Social Awareness



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- Responsible Decision-Making
- Relationship Skills
- **Tech Standards:** 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. **Interdisciplinary Standards - History**
- **6.1.12.HistoryCC.3.a**
- 6.1.12.CivicsPR.2.a
- 6.1.12.HistorySE.2.a
- 6.1.12.HistoryCA.2.a
- 6.1.12. CivicsDP.3.c
- 6.1.12.HistoryUP.3.a
- 6.1.12.HistoryUP.3.b
- 6.1.12.CivicsDP.4.b
- **6.1.12.HistoryCA.7.a**
- **6.1.12.CivicsHR.8.a**
- 6.1.12.CivicsDP.11.a

Essential Questions

- What was life like during the Middle Ages?
- How did the English language evolve following the Anglo-Saxon period?
- What was Feudalism?
- What were the Crusades?
- What was the Magna Carta?
- What influence did the French have on the English?
- Who was Geoffrey Chaucer?
- What characters in *The Canterbury Tales* seem most hypocritical in their demeanor and actions?
- How does symbolism tie into what we think certain characters should be like?
- What is ironic about the actions of specific characters?
- What is Chaucer trying to say about human nature?
- How does the term irony apply to "The Pardoner's Tale?"
- What does the Pardoner's Tale suggest in regards to human nature?
- What does this tale reveal about the Pardoner's character?
- How does the Wife of Bath feel about a woman's role in life?



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- How does the Wife of Bath apply her personal beliefs to her tale?
- How does the term satire apply to the Wife of Bath's Tale?
- How could you apply the terms hypocrisy, irony, and satire to *The Canterbury Tales*?
- What was Chaucer's message regarding humanity?
- What was Chaucer's message regarding power and influence?
- How is Chaucer's work relevant to modern history?

Student Learning Objectives

Students will...

- Students will be able to read and analyze information related to the Middle Ages. Information will be applied to a study guide and a test.

-Students will read the Prologue to *The Canterbury Tales* out loud during class. As students read they will characterize the people presented in this section. This will be done via a variety of techniques and methods. Students will apply the concepts of symbolism, irony, and hypocrisy to characters and situations they encounter.

-Students will read "The Pardoner's Tale" and "The Wife of Bath's Tale", (*The Canterbury Tales*), out loud during class. They will apply the terms characterization, hypocrisy, and irony to both tales.

Suggested Activities

Content:

- reading for information
- using context clues
- the Middle Ages
- analyzing text
- hypocrisy
- satire
- irony
- characterization
- corruption
- note taking skills
- symbolism
- grammar and mechanics of standard English
- effective essay writing skills
- self and peer editing skills
- publishing written work



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-Students will apply basic reading skills to a given text. They will be able to read out loud, during class, for varying periods of time.

-Students will use context clues to determine meaning of unfamiliar vocabulary. Students will examine the roots of the English language through exposure to Anglo-Saxon literature.

-Students will read information regarding the history of the Anglo-Saxon period. Students will analyze the influence of this period on literature. Students will link literature of the Anglo-Saxon period to contemporary culture.

-Students will revise, edit, and publish written work according to grammar and mechanics of standard English. Students will use peer editing techniques to evaluate and edit each other's work.

Materials

- TurnItIn.com
- Laptops
- McDougal Literature anthology
- Classzone.com
- MLA Format
- Media Center
- Electronic editions of the newspaper
- StudyIsland.com
- Peer editing
- Application of research techniques to written work (according to the assignment and teacher discretion)
- Application of writing process to several five paragraph essays (according to the assignment and teacher discretion)
- Daily journal assignments

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

IXL

Newsela PRO

SRI to assess lexile level

Assessments

Unit Assessment:

-Student will add a modern character to the prologue using Chaucer's style to demonstrate understanding of the author's technique and purpose.

-Students will apply knowledge of the text to a comprehensive project/assessment. At the discretion of the teacher, projects/assessments may take a variety of forms including essay, multiple choice, short answer, etc. Students will support their ideas with examples and evidence from the text. Students will publish final copies of their projects/assignments according to specific guidelines and requirements identified by the teacher.



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-Quarterly assessment- MP 1 Building a Borderless World

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: Shakespeare's World

Target Course/Grade Level: Grade 12

Duration: Week 14- Week 19

Description:

Shakespeare is a multiple week unit designed to provide students with an overview of the English Renaissance, William Shakespeare's life, and William Shakespeare's works. After a brief introduction to the history and times of Shakespeare, the class will read *Macbeth*, *Hamlet* or *Othello*, *Twelfth Night* at the teacher's discretion. Examination of Shakespeare's sonnets will also be a major component of this unit.

Enduring Understandings

- Elizabethan Historical Background
- Elizabethan Drama Basics
- Structure of Tragedy
- Elizabethan writing can be deciphered by 21st century minds.
- Plot and theme are relevant despite age and attitude of classic authors

Learning Targets

New Jersey Student Learning Standards & Practices

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.

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

Career Ready Practices



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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.

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.11-12.4. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Act as a responsible and contributing citizen and employee.

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.

- **Career Readiness Standards:** Creativity and Innovation, Critical Thinking and Problem-solving, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics
- **SEL Competencies Standards:** Self-awareness & Social awareness
- **CRPs**
- Utilize Critical Thinking to make sense of problems and persevere in solving them
- Consider the environmental, social and economic impacts of decisions
- Model Integrity, ethical leadership and effective management
- Demonstrate creativity and innovation
- **Social Emotional Learning Competencies**
- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills
- **Tech Standards:** 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. **Interdisciplinary Standards - History**



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- **6.1.12.HistoryCC.3.a**
- 6.1.12.CivicsPR.2.a
- 6.1.12.HistorySE.2.a
- 6.1.12.HistoryCA.2.a
- 6.1.12. CivicsDP.3.c
- 6.1.12.HistoryUP.3.a
- 6.1.12.HistoryUP.3.b
- 6.1.12.CivicsDP.4.b
- **6.1.12.HistoryCA.7.a**
- **6.1.12.CivicsHR.8.a**

Essential Questions

- What do you know about Elizabethan England?
- What is the historical background of England's royals?
- How was the theater of Elizabethan time different from theaters of today?
- How was the Elizabethan theater limited by the time period?
- What makes a tragedy a tragedy? (What are the essential elements of a tragedy?)
- What makes Shakespeare a master at understanding the human psyche?
- How do Shakespeare's characters embody the elements of tragedy?
- How is Shakespearian tragedy relevant to the understanding of modern man?
- What is a sonnet?
- What are the components of a sonnet?
- What are the keys to interpreting sonnets?
- How do Shakespeare's sonnets reflect the time period in which they were written?
- What do I know about The English Renaissance?
- What do I know about William Shakespeare's life?
- Can I effectively analyze/interpret one of Shakespeare's sonnets?
- Can I apply information from the unit to a comprehensive assessment?
- What is a thesis statement?
- How do I write an effective thesis statement?
- What information should be included in the body of a five-paragraph essay?
- How do I write an effective conclusion for my essay?



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- What should I be looking for when editing my own work, or somebody else's work?

Student Learning Objectives

Students will...

- **Students will visualize and connect background information with the literature of Shakespeare.**
Students will review various handouts and texts that outline information related to the Elizabethan Period. Information will include a historical background of the royals, social conventions and limitations of the time, drama, the theater, etc.
- **Demonstrate understanding of theme and plot in a Shakespearean tragedy. (*Macbeth* or *Hamlet*)** Students will read a Shakespearean tragedy. At the teacher's discretion, students can read aloud, analyze, and discuss the play. Several written projects/responses will also be incorporated into this section of the unit. According to teacher discretion, a variety of interpretive projects can also be incorporated into this unit. (role playing, interpretive summaries, group projects, posters, etc.)
- Students will read and respond to Shakespearean Sonnets. Information and sonnets presented in class will be analyzed and discussed in a variety of activities. Activities, specific sonnets, etc. will be left to the discretion of the teacher.
- Students will be given a comprehensive evaluation regarding the unit. It will encompass background materials, elements of drama, plot, analysis, and sonnet basics. Students will be asked to analyze a sonnet through this evaluation.
- **Writing a coherent essay**
Students will write a comprehensive essay related to the unit that has an introduction with a thesis statement, a body, and a conclusion. After a rough draft of the essay is completed, peer editing will take place. Upon completion of the revision process, a final copy of the essay will be completed. Essays may take one of the following forms at the teacher's discretion: compare/contrast, persuasive, or research.
- **Read an article titled *Shakespeare in Transition: Pedagogies of Transgender Justice and Performance***
<https://www.jstor.org/stable/10.3366/j.ctvrs912p.7?seq=1> Students will demonstrate an understanding as to how Shakespeare can be used as a historical documentation of gender fluidity in order to validate the legitimacy of transgender youth. **LGBTQ**

Suggested Activities

Content:

- using context clues
- history of Elizabethan England
- reading for information
- Elizabethan Drama/Theater
- Elements of drama (monologue, soliloquy, aside, etc.)
- tragedy
- plot
- ambition/power
- characterization
- irony



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- the elements of poetry
- the elements and components of a sonnet
- responding to literature in a variety of formats (class discussions, essays, dramatic performances, etc.)
- mechanics and conventions of standard written English
- the steps involved with the writing process
- Elements of an effective essay (thesis, etc.)
- self and peer editing skills
- publishing written work
- research skills

Materials

- TurnItIn.com
- Laptops
- McDougal Literature anthology
- Classzone.com
- MLA Format
- Media Center
- Electronic editions of the newspaper
- StudyIsland.com
- Peer editing
- Application of research techniques to written work (according to the assignment and teacher discretion)
- Application of writing process to several five paragraph essays (according to the assignment and teacher discretion)
- Daily journal assignments

Assessments

Unit Assessment:

- Analyze how the structure of the Globe Theater influenced the way Shakespeare wrote his plays.
- Write an essay about a modern tyrant and connect it to McBeth or a Shakespearean figure
- Students will analyze and apply information related to Shakespeare and the English Renaissance.
- Students will use context clues to determine the meaning of unfamiliar vocabulary.
- Students will analyze/discuss, (in a variety of written formats and class discussions), several Shakespearean sonnets.
- Students will plan and write an effective essay.
- Students will work in groups to peer edit each other's work



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- 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

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: Poetry of England's Victorian Age	
Target Course/Grade Level: Grade 12	
Duration: Week 20- Week 22	
Description: This unit is designed to provide students with an overview of England's Victorian Age through poetry. After a brief introduction to the history surrounding Victorian England, the classes will explore a variety of poems from this particular period. Examination of the elements of poetry will also be a major component of this unit.	
Enduring Understandings	
<ul style="list-style-type: none"> the elements of poetry the history of Victorian England the influence of England's Romantic period Understand the elements of poetry through exploring poets and poetry of England's Victorian Age. Love, emotion, and the experience of being human will be tied into this unit 	
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.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). RL.11-12.9. 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.11-12.1. 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, Career Readiness Practices, SEL Competencies Career Ready Practices Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Use technology to enhance productivity. Work productively in teams while using cultural global competence. <ul style="list-style-type: none"> Career Readiness Standards: Creativity and Innovation, Critical Thinking and Problem-solving, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.



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RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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

W.11-12.1a. 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.11-12.2. 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.11-12.5. 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 11–12 on page 55.)

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics
- **SEL Competencies Standards:** Self-awareness & Social awareness
- **CRPs**
- Utilize Critical Thinking to make sense of problems and persevere in solving them
- Consider the environmental, social and economic impacts of decisions
- Model Integrity, ethical leadership and effective management
- Demonstrate creativity and innovation
- **Social Emotional Learning Competencies**
- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills
- **Tech Standards:** 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. **Interdisciplinary Standards - History**
- **6.1.12.HistoryCC.3.a**
- 6.1.12.CivicsPR.2.a
- 6.1.12.CivicsDP.11.a
- 6.1.12.CivicsHR.11.a
- 6.1.12.HistoryCC.11.d
- 6.1.12.HistorySE.14.a
- 6.1.12.HistorySE.14.b
- 6.1.12.HistorySE.15.b
- **6.1.12.HistoryUP.16.a**
- *RST.11-12.2*
- *RST.11-12.3*



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- *RST.11-12.7*
- *WHST.11-12.1*
- *SL.11-12.1*

Essential Questions

- What do I know about Victorian England?
- How has England's Romantic period influenced other time periods?
- What are the essential elements of a poem?

Specific Works:

- Why is this poem characterized as a Victorian Age poem?
- What human emotions are expressed in this particular poem?
- How does this poem relate to the experience of being human?
- What imagery/symbolism is present in this poem?
- What moral, theme, or message is the author trying to express through this poem?

Written Response/Essay/Group Project:

- What is a thesis statement?
- How do I write an effective thesis statement?
- What information should be included in the body of a five-paragraph essay?
- How do I write an effective conclusion for my essay?
- What should I be looking for when editing my own work, or somebody else's work?
- How can I apply the elements of poetry to the assignment/project at hand?
- What specifics from the poem will I need to focus on?
- How can I interpret specific information from the poem in relationship to the assignment/project at hand?
- How will specific tasks be delegated within my group?
- What specific tasks will I focus on within my group?

Student Learning Objectives

Students will...

- Students will review various handouts and texts that outline information related to England's Victorian Age. Information will include a historical background of the period, social conventions and limitations of the time, etc. At the teacher's discretion, information will be



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applied to a study guide and a comprehensive assessment. The assessment may take a variety of forms including: multiple choice, short answer, etc.

- Students will demonstrate an understanding of poetic elements via applying those elements to Victorian Age works read and discussed in class. Alfred Lord Tennyson's "In Memoriam" and "Crossing the Bar", Robert Browning's "My Last Duchess" and Emily Bronte's "Remembrance" are just some of the works teachers may choose to explore. At the discretion of the teacher, students will apply such knowledge to a variety of assessments (essay, short answer)

Students will write a comprehensive essay related to the unit that has an introduction with a thesis statement, a body, and a conclusion. After a rough draft of the essay is completed, peer editing will take place. Upon completion of the revision process, a final copy of the essay will be completed. Essays may take one of the following forms at the teacher's discretion: compare/contrast, argumentative, or research.

Suggested Activities

Content:

- using context clues
 - history of Victorian England
 - reading for information
 - the elements of poetry
 - responding to literature in a variety of formats (class discussions, essays, dramatic performances, etc.)
 - mechanics and conventions of standard written English
 - the steps involved with the writing process
 - elements of an effective essay (thesis, etc.)
 - self and peer editing skills
 - publishing written work

 - Students will analyze and apply information related to England's Victorian Age.

 - Students will use context clues to determine the meaning of unfamiliar vocabulary.

 - Students will analyze/discuss, (in a variety of written formats and class discussions), several Victorian Age poems.

 - Students will plan and write an effective five paragraph essay.

 - Students will work in groups to peer edit each other's work
- Students will write poems in the style of the poets being read.



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Mentor texts:

“The Passionate Shepherd to his Love”

“The Nymph’s Reply”

*** At the teacher’s discretion, a class project may be assigned in lieu of or in addition to the essay.**

Materials

- TurnItIn.com
- Laptops
- McDougal Literature anthology
- Classzone.com
- MLA Format
- Media Center
- Electronic editions of the newspaper
- Application of research techniques to written work (according to the assignment and teacher discretion)
- Application of writing process to several five paragraph essays (according to the assignment and teacher discretion)
- Daily journal assignments

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

IXL

Newsela PRO

SRI to assess lexile level

Assessments

Unit Assessment:

Students will demonstrate an understanding of poetic elements through writing a comprehensive essay discussing several notable poetic works. At the teacher’s discretion, a variety of interpretive projects can be incorporated into this result for the unit. Poetry writing, interpretive summaries, group projects, posters, etc. are just some of the options the teacher may explore.

- Required district/ state assessments
- Benchmarks
- Short-constructed response questions
- Multiple choice questions
- Academic/ domain specific vocabulary



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- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Portfolio
- Observation
- Exit slips
- Graphic organizers
- Presentations
- **Suggested activity:** Read the following article and write an open-ended response comparing Victorian Poetry to Holocaust British Poetry (An Elegy for Myself: British Poetry and the Holocaust): <https://academic.oup.com/english/article-abstract/41/171/213/507207?redirectedFrom=fulltext> (Holocaust)

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: Plays from the Modern Period	
Target Course/Grade Level: Grade 12	
Duration: Week 24- Week 26	
Description: In this unit, students will be introduced to elements of drama such as soliloquy, aside, protagonist. Students will apply knowledge of these elements to a comprehensive project or assessment related to the unit. According to the discretion of the teacher, projects/assessments may take a variety of forms including: essay, short answer, RST.	
Enduring Understandings	
<ul style="list-style-type: none"> Literary terms specific to drama Students will come to understand dramatic terminology including: soliloquy, aside, characters, protagonist, antagonist, conventions, dialogue, monologue, conflict, catharsis, exposition, introduction, revelation, complication, rising action, climax, falling action, anti-climax, and resolution. 	
Learning Targets	
New Jersey Student Learning Standards & Practices NJ: 2016 SLS: English Language Arts RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RL.11-12.9. 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. RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed. RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)	Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies 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. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. <ul style="list-style-type: none"> Career Readiness Standards: Creativity and Innovation, Critical Thinking and Problem-solving, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy



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documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

****RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

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.

A. 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.

B. 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.

C. 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.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

- **9.1.12.FP.5:** Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- **9.4.12.DC.3:** Evaluate the social and economic implications of privacy in the context of safety, law, or ethics
- **SEL Competencies Standards:** Self-awareness & Social awareness
- **CRPs**
- Utilize Critical Thinking to make sense of problems and persevere in solving them
- Consider the environmental, social and economic impacts of decisions
- Model Integrity, ethical leadership and effective management
- Demonstrate creativity and innovation
- **Social Emotional Learning Competencies**
- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills
- **Tech Standards:** 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. **Interdisciplinary Standards - History**
- **6.1.12.HistoryCC.3.a**
- 6.1.12.CivicsPR.2.a
- 6.1.12.HistorySE.2.a
- 6.1.12.HistoryCA.2.a
- 6.1.12. CivicsDP.3.c



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consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

Essential Questions

General:

- How is drama different from prose?
- What are the elements of drama?
- What are the elements of plot?
- What are some of the common speech devices used in a dramatic presentation?

Related to Specific Works:

- What makes this drama a comedy/tragedy?
- How would you characterize individuals presented in the play?
- What moral or message is the author trying to make regarding human nature/the human psyche?
- How can this particular work be related to humankind as a whole?
- What is the overall plot of the work at hand?

Written Response/Essay/Group Project:

- What is a thesis statement?
- How do I write an effective thesis statement?
- What information should be included in the body of a five-paragraph essay?
- How do I write an effective conclusion for my essay?
- What should I be looking for when editing my own work, or somebody else's work?
- How can I apply the elements of drama to the assignment/project at hand?
- What specifics from the play will I need to focus on?
- How can I interpret specific information from the play in relationship to the assignment/project at hand?
- What moral or message is presented in this play?
- How will specific tasks be delegated within my group?
- What specific tasks will I focus on within my group?



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Student Learning Objectives

Students will...

The student will read and analyze information related to the elements of drama via a variety of formats. (text, notes, power-point presentations, etc.) At the teacher's discretion, information will be applied to a study guide and a comprehensive assessment. The assessment may take a variety of forms including: short constructed response, essay, Oral presentation.

Students will demonstrate an understanding of dramatic elements via applying those elements to a dramatic work read and discussed in class. George Bernard Shaw's *Pygmalion* and Samuel Beckett's *Waiting for Godot* are just some of the works teachers may choose to explore. At the discretion of the teacher, students will apply such knowledge to a variety of assessments (essay, short answer, multiple choice, etc.)

Students will write a comprehensive essay related to the unit that has an introduction with a thesis statement, a body, and a conclusion. After a rough draft of the essay is completed, peer editing will take place. Upon completion of the revision process, a final copy of the essay will be completed. Essays may take one of the following forms at the teacher's discretion: compare/contrast, persuasive, or research.

Students will demonstrate an understanding of dramatic elements. At the teacher's discretion, a variety of interpretive projects can be incorporated into this result for the unit. Role playing, interpretive summaries, group projects, and posters are just some of the options the teacher may explore.

Suggested Activities

the elements of drama: protagonist\antagonist, plot, setting, characterization, etc.

- reading for information
- analyzing text
- using context clues
- irony
- responding to literature in a variety of formats: class discussions, essays, dramatic performances, etc.
- mechanics and conventions of standard written English
- the steps involved with the writing process
- Elements of an effective essay (thesis, etc.)
- self and peer editing skills
- publishing written work

Materials

- TurnItIn.com
- Laptops
- McDougal Literature anthology
- Classzone.com
- MLA Format



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- Media Center
- Electronic editions of the newspaper
- Application of research techniques to written work (according to the assignment and teacher discretion)
- Application of writing process to several five paragraph essays (according to the assignment and teacher discretion)
- Daily journal assignments

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

IXL

Newsela PRO

SRI to assess lexile level

Assessments

Unit Assessments:

Students will connect characters to themselves and write character essays based on the main figures in the various works read throughout the unit.

- Students will analyze and apply information regarding the elements of drama.
- Students will use graphic organizers to record and organize information related to the elements of drama.
- Students will use pictures, visual aids, and graphic organizers to analyze and comprehend text.
- Students will work in groups to peer edit each other's work.
- Students will plan and write an essay using the mechanics and conventions of standard English.
- Students will analyze\discuss, (in a variety of written formats and discussions), dramatic works presented in class.

- Required district/ state assessments
- Benchmarks
- Short-constructed response questions
- Multiple choice questions
- Academic/ domain specific vocabulary
- Quizzes
- Journals
- Essays
- Quick writes



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- Accountable talk
- Projects
- Portfolio
- Observation
- Exit slips
- Graphic organizers
- Presentations

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: Short Stories

Target Course/Grade Level: Grade 12

Duration: Week 27- Week 30

Description:

This unit will be a journey through the basics of storytelling. At the teacher's discretion, students will read various selections that reinforce understanding of plot, character, theme, conflict, setting, and the author's purpose.

Enduring Understandings

- Structure and elements of the short story
- The use of exposition
- The elements of plot
- Through exposure to a variety of short stories, students will come to understand the elements of a short story including plot, setting, etc.

Learning Targets

New Jersey Student Learning Standards & Practices
NJ: 2016 SLS: English Language Arts

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



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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.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.7. 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.)

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.11-12.7. 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).

L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

Career Ready Practices

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.

Work productively in teams while using cultural global competence.

- **Career Readiness Standards:** Creativity and Innovation, Critical Thinking and Problem-solving, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics
- **SEL Competencies Standards:** Self-awareness & Social awareness
- **CRPs**
- Utilize Critical Thinking to make sense of problems and persevere in solving them
- Consider the environmental, social and economic impacts of decisions
- Model Integrity, ethical leadership and effective management
- Demonstrate creativity and innovation
- **Social Emotional Learning Competencies**
- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills
- **Tech Standards:** 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals,



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businesses, and governments have an ethical role in decisions that are made. **Interdisciplinary Standards - History**

- 6.1.12.CivicsPR.2.a
- 6.1.12.HistorySE.2.a
- 6.1.12.HistoryCA.2.a
- 6.1.12. CivicsDP.3.c
- 6.1.12.HistoryUP.3.a
- 6.1.12.HistoryUP.3.b
- 6.1.12.CivicsDP.4.b
- 6.1.12.CivicsDP.11.a
- 6.1.12.CivicsHR.11.a

Essential Questions

What are the essential components and elements of a short story?

Specific Works:

- What is the author's message regarding this particular short story?
- What is the moral of this particular short story?
- Can I identify and apply specific literary elements presented in this short story?

Written Responses/Projects: (according to teacher discretion)

- How can I apply the elements of a short story to this particular paper/project?
- Which elements of a short story am I being asked to focus on for this paper/project?
- How can I apply steps involved with the writing process to this particular paper/project?
- Have I effectively incorporated self and peer editing skills into this paper/project?
- Is the final product of my paper/project the best it can possibly be?

Group Work: (according to teacher discretion)

- What role am I being asked to fill in relationship to group work?
- How can I facilitate/delineate specific roles within the group?

Student Learning Objectives

Students will...



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Students will demonstrate an understanding of the elements of short story via applying those elements to a variety of short stories read and discussed in class. D.H. Lawrence's "The Rocking Horse Winner", James Joyce's "Araby", and Elizabeth Bowen's "The Demon Lover" are just some of the works teachers may choose to explore.

- Students will write a comprehensive essay related to the unit that has an introduction with a thesis statement, a body, and a conclusion. Upon completion of the revision process, a final copy of the essay will be published. Essays may take one of the following forms at the teacher's discretion: compare/contrast, persuasive, or research.

Students will revise, edit, and publish written work according to grammar and mechanics of standard English. Students will use peer editing techniques to evaluate and edit each other's work.

At the teacher's discretion, written work may take a variety of forms including an essay or a class project related to the unit.

- * At the teacher's discretion, a class project may be assigned in lieu of or in addition to the essay.

Suggested Activities

Content:

- basic reading skills
- use of context clues
- elements of a short story
- writing and publishing a comprehensive essay
- editing and peer editing skills
- analyzing and responding to literature

Performance Expectations:

- Students will apply close reading skills to a given text. They will be able to read for increased periods of time to build stamina
- Students will use context clues to determine meaning of unfamiliar vocabulary.
- Students will analyze and apply information regarding the elements of short story.
- Students will plan and write a comprehensive essay using the mechanics and conventions of standard English.
- Students will analyze\discuss, (in a variety of written formats and discussions), short stories presented in class.
- Students will work in groups to peer edit each other's work.



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Materials

- The Demon Lover"
- "Shooting an Elephant"
- TurnItIn.com
- Laptops
- McDougal Literature anthology
- Classzone.com
- MLA Format
- Electronic editions of the newspaper
- Application of research techniques to written work MLA
- Application of writing process to several comprehensive essays (according to the assignment and teacher discretion)
- Daily journal assignments

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

IXL

Newsela PRO

SRI to assess lexile level

Assessments

Unit Assessment: Analyze the time period and how it impacts the content of the short stories and author's purpose through a comprehensive essay

- 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)

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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RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Attend to personal health and financial well-being.

Consider the environmental, social and economic impacts of decisions.

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity.

- **Career Readiness Standards:** Creativity and Innovation, Critical Thinking and Problem-solving, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics

- **CRPs**

- Utilize Critical Thinking to make sense of problems and persevere in solving them
- Consider the environmental, social and economic impacts of decisions
- Model Integrity, ethical leadership and effective management
- Demonstrate creativity and innovation

- **Social Emotional Learning Competencies**

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

- **Tech Standards:** 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals,



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E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

businesses, and governments have an ethical role in decisions that are made.

Interdisciplinary Standards - History

- **6.1.12.HistoryCC.3.a**
- 6.1.12.CivicsPR.2.a
- 6.1.12.HistorySE.2.a
- 6.1.12.HistoryCA.2.a
- 6.1.12. CivicsDP.3.c
- 6.1.12.HistoryUP.3.a
- 6.1.12.HistoryUP.3.b
- 6.1.12.CivicsDP.4.b
- **6.1.12.HistoryCA.7.a**
- **6.1.12.CivicsHR.8.a**

Essential Questions

What are the essential components and elements of a novel?
- What is the author's message?
- What is the moral of this particular novel?
- Can I identify and apply specific literary elements presented?

Written Responses/Projects: (according to teacher discretion)

- How can I apply the elements of a novel to this particular paper/project?
- Which elements of this novel am I being asked to focus on for this paper/project?
- How can I apply steps involved with the writing process to this particular paper/project?
- Have I effectively incorporated self and peer editing skills into this paper/project?
- Is the final product of my paper/project the best it can possibly be?
- Did I use MLA format?

Group Work: (according to teacher discretion)

- What role am I being asked to fill in relationship to group work?
- How can I facilitate/delineate specific roles within the group?



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Student Learning Objectives

Students will...

Students will demonstrate an understanding of the elements of a novel via applying those elements to a variety of novels read and discussed in class. Charles Dickens, Graham Greene, and George Orwell are just some of the authors teachers may choose to explore.

- Students will apply knowledge of the elements of a novel to a variety of assessments at the teacher's discretion. (essay, short constructed response)
- Students will write a comprehensive essay related to the unit that has an introduction with a thesis statement, a body, and a conclusion. After a rough draft of the essay is completed, peer editing will take place. Upon completion of the revision process, a final copy of the essay will be completed. Essays may take one of the following forms at the teacher's discretion: compare/contrast, argument/persuasive, or research.
 - - Students will revise, edit, and publish written work according to grammar and mechanics of standard English. At the teacher's discretion, written work may take a variety of forms including an essay or a class project related to the unit.

Suggested Activities

Content:

- basic reading skills
- use of context clues
- elements of a short story
- writing and publishing a quality essay
- editing and peer editing skills
- analyzing and responding to literature

Performance Expectations:

- Students will apply basic reading skills to a given text. They will be able to read out loud, during class, for short periods of time.
- Students will use context clues to determine the meaning of unfamiliar vocabulary.
- Students will analyze and apply information regarding the elements of a novel.
- Students will plan and write an essay using the mechanics and conventions of standard English.
- Students will analyze\discuss, (in a variety of written formats and discussions), novels presented in class.
- Students will work in groups to peer edit each other's work



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Materials

- *The Spectacular Now*
- *The Handmaid's Tale*
- *1984*
- *All the Bright Places*
- *Pride & Prejudice*
- *Dracula*
- *Frankenstein*
- *Jane Eyre*
- *I am the Messenger*
- *And Then There Were None*
- *Angela's Ashes*

- TurnItIn.com
- Laptops
- McDougal Literature anthology
- Classzone.com
- MLA Format
- Electronic editions of the newspaper
- Application of research techniques to written work (according to the assignment and teacher discretion)
- Application of writing process to several five paragraph essays (according to the assignment and teacher discretion)
- Daily journal assignments

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 an essay connecting the novel to current issues presented in the world and media. Research techniques should be applied as well as literary theory.

- 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



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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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