

Black Horse Pike Regional School District Curriculum Template

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

Course Name: ENGLISH LAB

Course Number: 014910/014920

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| | |
|---|--|
| Course/Unit Title: ENGLISH LAB | Unit Summary: The purpose of this course is to provide individualized remediation to 12 th - |
| Grade Level(s): 12TH | grade students who have not yet demonstrated proficiency on standardized tests that the state has deemed as fulfilling graduation requirements. |
| Essential Question(s): <ul style="list-style-type: none"> • Why should I read regularly? • What do good readers do, especially when they do not comprehend a text? • How does <i>what</i> I am reading influence <i>how</i> I should read it? • Why am I writing? For whom? • How can development of writing skills affect my future for career and career? • How do effective writers hook and hold their readers? • How are stories from other places and times about me? • How can vocabulary development improve my communication? | Enduring Understanding(s): <ul style="list-style-type: none"> • College and career writing prep develops effective communication skills, empowering one's voice and improving knowledge of norms for argument, analysis, and narration. • Sustained reading/writing builds stamina and develops confidence. • Vocabulary development improves one's ability to articulate, describe, and manipulate (thoughts, feelings, events, situations, people). • Critical reading strategies apply to college and career endeavors. • Making real-world connections to what one reads improves comprehension and ensures enduring understanding of theme. • Reflective thinking skills improve abilities to learn independently. • Speaking and listening strategies apply to college and career endeavors: interviews, presentations, collaborative projects & discussions. • Understanding and evaluating development of characters, conflicts, themes improves abilities to understand and learn from real-life experiences or stories. |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJCCCS or CCS</u> |
|--|-------------------------------------|
| <u>READING LITERATURE</u> | <u>Reading Literature</u> |
| 1. Identify theme(s). | 1. RL.11-12.2 |
| 2. Identify supporting details that develop theme(s). | 2. RL.11-12.1 |
| 3. Analyze character and setting in the development of plot. | 3. RL.11-12.3 |
| 4. Identify and analyze the author's use of literary devices. | 4. RL.11-12.4 |
| 5. Analyze organizational structure of the story and its impact on plot. | 5. RL.11-12.5 |
| 6. Make inferences regarding character motivation and personality traits. | 6. RL.11-12.3 |
| 7. Identify and analyze relationships to other texts, i.e. film, current events. | 7. RL.11-12.7 |
| 8. Identify and define new vocabulary in context. | 8. RL.11-12.4 |
| <u>READING INFORMATIONAL TEXT:</u> | <u>Reading Informational</u> |
| 1. Identify central ideas. | 1. RI.11-12.2 |
| 2. Identify and examine supporting details that work to convey main ideas. | 2. RI.11-12.1 |
| 3. Identify author's purpose. | 3. RI.11-12.2; RI.11-12.6 |
| 4. Analyze how authors consider audience when conveying their ideas. | 4. RI.11-12.6 |
| 5. Analyze text structure and evaluate effectiveness. | 5. RI.11-12.5 |
| 6. Identify and define new vocabulary in context. | 6. RI.11-12.4 |
| 7. Identify and analyze relationships of ideas within the text. | 7. RI.11-12.3; RI.11-12.6 |
| 8. Identify and analyze how language is used to convey tone. | 8. RI.11-12.4 |

WRITING:

1. Develop and maintain a specific purpose.
2. Support thesis, purpose, main ideas with appropriate evidence.
3. Organize writing to suit the purpose, task, audience.
4. Use rhetorical devices to achieve style, voice, and tone.
 - a. Rhetorical questions
 - b. Diction
 - c. Varied sentence structure
 - d. Purposeful use of punctuation
 - e. Repetition
 - f. Parallelism

Argument Writing

- Introduce the topic and claims.
- State thesis or position.
- Present and cite evidence that supports claims and counterclaims.
- Structure ideas logically to achieve purpose.
- Use qualifiers and transitions to produce coherence.

Explanatory Writing

- Introduce topic or situation.
- Use research to support main ideas.
- Establish and maintain purposeful structure.
- Use appropriate transitions to produce coherence and clarify ideas.
- Use effective diction and rhetorical devices.

Narrative Writing

- Establish purpose or theme.
- Use effective and relevant details in plot, setting, and characters to develop theme.
- Establish and develop conflict.
- Use diction to achieve mood.
- Use narrative conventions appropriately and effectively to achieve purpose.
 - a. Flashback/ Flash forward
 - b. Foreshadowing
 - c. Imagery/Figurative Language
 - d. Dialogue
 - e. Point of View
 - f. Characterization

WRITING

1. W.11-12.1a-e
2. W.11-12.2a-f
3. W.11-12.3a-e
4. W.11-12.4
5. W.11-12.5
6. W.11-12.6
7. W.11-12.8
8. W.11-12.9
9. W.11-12.10
10. L.11-12.4B
11. L.11-12.5
12. L.11-12.6

Inter-Disciplinary Connections:

Literacy skills developed in this class will support close reading of texts and promote improved competence on writing assignments in all content areas.

Students will engage with the following text:

Reviewing English Language Arts (Perfection Learning, 2015) – a workbook for students that builds literacy skills through engagement with various types of texts

Students will write:

Daily writing assignments will be based on responses to texts that students read. This practice aligns with writing assignments on standardized tests and with Common Core goals for authentic use of textual evidence in writing.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

READING LITERATURE:

1. Identify theme(s) and supporting details.
2. Analysis of character and setting, including making inferences and drawing conclusions.
3. Analysis of literary devices.
4. Analysis of plot and structure.
5. Vocabulary in context.
6. Analysis of relationships to other text and media.

Whole Group – Notes/lecture reviewing plot, characterization, setting, conflict, theme; modeling of Think Aloud technique for questioning the interaction of characters and setting within plot, word choice, making predictions; modeling of how to determine connotation, variation of definitions of new words

Small Group – Storyboarding: identify patterns/ideas in a story, provide picture and quote from text, explain significance and how it ties in to pattern/idea; continuation of Think Aloud strategies modeled by teacher including creation of questions; discussion/sharing of ideas from individual SIFTing activity (see below); Vocab in context study: students share unfamiliar words and definitions gleaned through context, compare definitions

Individual – SIFTing of text: annotation of short stories and poems for symbols, imagery, figurative language, tone, theme, turning point; identification of unfamiliar words and attempt to define; respond to guided questions on text structure and plot; practice with identifying details for support

READING INFORMATIONAL TEXT:

1. Identify main idea(s) and supporting details.
2. Analysis of language, author's purpose, and intended audience.
3. Identify, analyze, and evaluate structure.
4. Vocabulary in context.
5. Analysis of the relationships between ideas.

Whole Group –

- Read Alouds: Occasional interruptions for turn-and-talks and quick writing
- One-Sentence Summations: Identify key ideas and evidence and facilitate interpretation of sections of text
- Funneling: Use one sentence summations of text sections to create a summation of entire text
- Vocabulary Overview Guide: Identifies and categorizes key words, providing contextual clues for meaning
- Magnet Summary: Identify specific words and phrases that drive the text
- Change Frame: Organize information and show relationships, allowing for comparisons

Small Group –

- Online Collaboration: Closely analyze text using a form within Google docs as graphic organizer
- Comic Book Templates: Analyze structure of informational texts
- Semantic Maps and/or Venn Diagrams: Sequence points and identify relationships between ideas
- Think-Pair-Share: Supply peers with objective feedback as they analyze text
- Discussion Web: Closely analyze text using a focus question to develop viewpoints and understand inferences
- Questioning the Author: Evaluate point of view and language
- Save the Last Word for Me: Highlight and discuss claims and/or main ideas
- Silent Conversation: Analyze purpose, language, etc.

Individual –

- Post-It Prioritizing: Identifying key ideas and details
- Close Reading with Graphic Organizers: Identify and analyze key ideas and evidence
- Interrupted Passages: Encourage deeper analysis with detailed annotations
- Read Only, Purpose Statement, Support: Identify author's purpose and record evidence
- Paraphrasing passages: Interpreting information
- Text coding: Identify key ideas, make connections, and evaluate text
- What? So what? Now what?: Sequence points and analyze structure
- 3-2-1: Interpreting and analyzing text

WRITING:

(Instructional Types - WG: Whole Group; SG: Small Group; I: Individual)

1. Develop and maintain a specific purpose.
2. Support thesis, purpose, main ideas with appropriate evidence.
3. Organize writing to suit the purpose, task, audience.
4. Use rhetorical devices to achieve style, voice, and tone.
 - a. Rhetorical questions
 - b. Diction
 - c. Varied sentence structure
 - d. Purposeful use of punctuation
 - e. Repetition
 - f. Parallelism

Argument Writing Unit - This unit centers around a Writing Workshop plan for students to create a position on a popular topic then they will research, write, and refine through whole and small group instruction. This will eventually lead to presenting written arguments.

- Introduce the topic and claims:
 - Practice identifying topics from given informational texts, (current events, NY Time's Upfront Magazines, etc.), and write claims to both support and refute said topics. (SG)
- State thesis or position:
 - Using articles from Upfront Magazines, current events etc., develop & state positions on major arguments in the text. Share with the class and use chart paper to group/organize

sides of the issues. (I/SG)

■ **Present and cite evidence that supports claims and counterclaims:**

- *Choose a position developed from informational text and use the LMC and internet sources to identify three additional & specific sources: an extra source to support position, a source to support the counterclaim, and a source which, upon further research, proves useless to the argument. Students will justify the use of each source by identifying useful and non-useful information. Annotating sources will prove helpful in deciding what information to use. (WG/SG/I)*

■ **Structure ideas logically to achieve purpose:**

- *Presentation of several styles of argument for students to structure their positions on the issues they choose; practice identifying each of the given styles until students select one with which they are comfortable; group them according to styles or positions they choose for brainstorming and developing structures. (WG/SG/I)*

■ **Use qualifiers and transitions to produce coherence:**

- *Through the writing workshop process, students will execute good choices with writing an argument using qualifiers and transitions. If needed, small-group writing conferences & peer-editing will be held to reinforce ways to incorporate these important concepts in any argument. (SG/I)*

Explanatory Writing Unit – This unit centers on identifying the elements of a visual image and explaining their importance to the goal of the piece. This unit will center on a Writing Workshop structure and will culminate in an in-class essay on a visual image of the instructor’s choosing. Students will also use previously read informational texts to develop an explanatory essay on a topic they discovered while engaging in text. Students will develop and explanatory essay on several pieces of literature in order to develop a common idea they discovered while engaging in text.

■ **Introduce topic or situation:**

- *Through an analysis of popular memes, students will work to uncover the importance of the visual component of this extremely popular medium. Students can look up and email their favorite, (school appropriate), memes for the class to discuss and analyze. Some background and research will be presented so students are aware of the concept and history of the meme. (WG)*
- *Through a meme-generator app, students will generate memes, making sure to include the concept, the goal, and the primary rhetorical strategy behind the meme they created. (SG/I)*
- *Students will review previously read informational texts to develop an explanatory essay topic they want to explore.(I)*
- *Students will develop an explanatory essay topic on several pieces of literary text in order to develop a common idea they discovered while engaging in text. (I)*

■ **Use research to support main ideas:**

- *Using the visual component of the meme they created, students will focus solely on finding images to convey ideas similar to the ones they supported with their memes. It is the goal of this assignment to make the transition of understanding and analyzing the message of an image without the aid of text. They will discuss—in an open-ended response form—what components of the image support the message they believe the piece has, as well as support for their explanation with research on the image. (WG/SG/I)*

- *Identify common ideas in the previously read informational texts and find details in those texts to support the goal of the explanatory essay. (SG/I)*
- *Identify literary elements in the previously-read texts to provide support for the goal of the literary analysis essay. (SG/I)*
- **Establish and maintain purposeful structure:**
 - *Presentation of several examples of explanatory writing for students to structure their pieces on images they will eventually choose; practice identifying key style choices each author made; group them for identifying structure and choices. If needed, small-group writing conferences & peer-editing of mentor texts will be held to reinforce ways to incorporate these important concepts in any explanatory piece. (WG/SG/I)*
- **Use appropriate transitions to produce coherence and clarify ideas:**
 - *Presentation of several examples of explanatory writing for students to structure their pieces on images they will eventually choose; practice identifying key style choices each author made; group them for identifying structure and choices. If needed, small-group writing conferences & peer-editing of mentor texts will be held to reinforce ways to incorporate these important concepts in any explanatory piece. (WG/SG/I)*
- **Use effective diction and rhetorical devices:**
 - *Presentation of several examples of explanatory writing for students to structure their pieces on images they will eventually choose; practice identifying key style choices each author made; group them for identifying structure and choices. If needed, small-group writing conferences & peer-editing of mentor texts will be held to reinforce ways to incorporate these important concepts in any explanatory. (WG/SG/I)*

Narrative Writing Unit – This unit centers around a writing workshop unit which will culminate in students producing a narrative detailing one way they have changed since entering senior year.

- **Establish purpose or theme:**
 - *Through a variety of pre-writing exercises, students will choose a text and extend or change the text using narrative conventions. (WG/I)*
 - *Students will work to reconstruct/further develop a theme which will guide them through the writing process. While the theme will not be explicitly stated, it will be gathered by the reader through the details and conventions present in the narrative. (SG/I)*
- **Use effective and relevant details in plot, setting, and characters to develop theme:**
 - *Through employing mentor texts, students will analyze choices in plot, setting, and characters and how each of these elements grounds the narrative and helps the reader relate to the idea. If needed, small-group writing conferences & peer-editing of mentor texts will be held to reinforce ways to incorporate these important concepts in any written narrative. (WG/SG/I)*
 - *Students will decide which dominate choice the original author made and work to model that choice or develop more of their own, making sure it suits the goal of the narrative. (SG/I)*
- **Establish and develop conflict:**
 - *A whole group lesson on the importance of conflict in any story will help students identify where their conflict is or where they can insert/invent a conflict if necessary. In groups or*

pairs, students will read pieces of stories and insert, identify, or fix the conflict. (WG/SG)

■ **Use diction to achieve mood:**

- *Students will use the SAT workbooks to identify positive, negative, neutral words and learn how to choose specific words to develop aspects of the narrative. During the writing workshop, small-group conferences may be necessary to further assist students with choosing specific diction. Vocabulary books from past or current English classes will be used to add variety in choosing diction. (WG/SG/I)*

■ **Use narrative conventions appropriately and effectively to achieve purpose:**

- *The following conventions will be analyzed, reviewed, practiced, and refined in the narrative writing workshop. Students will use small-group instruction and team-teaching to assist with helping group members in developing these conventions. Pre-assessing understanding and use of these conventions will help in building the writing teams and students will be used to assist in teaching recognition and use of these conventions. Narratives written in the junior year could be used to expand strengths and develop weaknesses. (WG/SG/I)*

- a. **Flashback/ Flash forward**
- b. **Foreshadowing**
- c. **Imagery/Figurative Language**
- d. **Dialogue**
- e. **Point of View**
- f. **Characterization**

Texts for consideration –

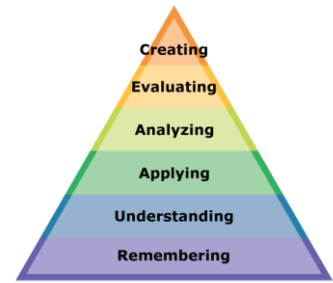
NY Time’s Upfront Magazine; Local newspapers; Achieve the Core website:

<http://achievethecore.org/page/504/common-core-informative-explanatory-writing-list-pg>

One Hundred Great Essays; This I Believe, I & II

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Diagnostic Tests, quizzes, class discussion, individual conferences

Accommodations/Modifications:

Summative Assessments:

Standardized tests will determine students placement in and removal from this course.

Accommodations/Modifications:

Performance Assessments:

Projects, presentations, final writing projects

Accommodations/Modifications: