Black Horse Pike Regional School District Curriculum

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

Course Name: Life Skills English (SCMD)
Course Number: 151001
PART I: UNIT RATIONALE

__WHY__ ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Elements of Fiction	**The primary goal of this unit is to establish a fundamental understanding of the genre short fiction, as well as to develop reading and language skills to improve written and spoken communication. Vocabulary will be taught in context and students will complete short writing assignments that demonstrate understanding of content of the fictional story. By the end of this unit, students will increase their ability to read with fluency and comprehension, as well as, complete authentic assessments to demonstrate their comprehension of the structure and purpose a fictional story.**
Grade Level(s): 9-12	
Essential Question(s): **Reading Literature** - Why are reading strategies important? - What are the major parts of a fictional story? - How do the characters, time and place affect the story? - What was the main idea of the story? - How does independent reading improve stamina and comprehension? **Writing** - Why do we write about the story? - How do I answer clearly? - Did I include a capital at the beginning of my sentence and a period at the end? **Speaking and Listening** - How do speakers express their thoughts and feelings? - How does a speaker communicate so others will listen and understand their message? **Language** - How does expanding one's	**Enduring Understanding(s):** Students will be able to: - define, identify and analyze how literary elements found in the short story actually generate theme. - define, identify and analyze the main idea of fictional story/book - make predictions, inferences and draw conclusions while reading - read more fluently - determine meaning of new words - describe characters and story elements - report on a topic of text - recount experiences from the text read

vocabulary improve clarity and reason in everyday communication? • How does learning grammatical convention improve clarity and reason in everyday communication?	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

Learning Target	NJCCCS or CCS
Reading Literature:	**READING LITERATURE:**
1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *Grade-Specific standard will be based on students' reading level.*	1. CCSS.ELA-LITERACY.R.2
2. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *Grade-Specific standard will be based on students' reading level.*	2. CCSS.ELA-LITERACY.R.1.
3. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *Grade-Specific standard will be based on students' reading level.*	3. CCSS.ELA-LITERACY.R.4.
4. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *Grade-Specific standard will be based on students' reading level.*	4. CCSS.ELA-LITERACY.R.3.
Writing:	**WRITING:**
5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *Grade-Specific standard will be based on students' reading level.*	5. CCSS.ELA-LITERACY.W.4
6. Write routinely over extended time frames (tome for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. *Grade-Specific standard will be based on students' reading level.*	6. CCSS.ELA-LITERACY.W.10
Speaking and Listening:	**SPEAKING AND LISTENING:**
7. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	7. CCSS.ELA-LITERACY.SL.4.

	LANGUAGE:
Grade-Specific standard will be based on students' reading level.	8. CCSS.ELA-LITERACY.L. 5
Language:	
8. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	9. CCSS.ELA-LITERACY.L. 2
Grade-Specific standard will be based on students' reading level.	
9. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	10. CCSS.ELA-LITERACY.L. 4
Grade-Specific standard will be based on students' reading level.	
10. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference material, as appropriate.**	
Grade-Specific standard will be based on students' reading level.	

Inter-Disciplinary Connections:

Encompasses Technology, Science and History

Students will engage with the following text:

*Not a text based program: We use **Achieve3000, Edmark, Quick Reads, Reading Advantage, Reading A-Z** and other **supplementary materials** based on the student's needs.

Students will write:

Informal:
- short answer response
- open-ended response
- daily warm ups
- summaries
- reflections

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities.
- **using examples from stories that everybody is familiar with (i.e., Little Red Riding Hood, Three Little Pigs)**
- **real-life application**

- note-taking strategies
- graphic organizers
- use of technology (iPad, laptops and SMART Board)

Other learning experiences could include

- alternative lesson openers
- close reading/annotation of text
- define words in text using context
- use dictionaries to define words in texts
- warm-ups
- think/pair/share activities
- small group discussion
- whole class discussion
- critical thinking activities
- plan and organize writing activities
- writing samples
- writing revision sessions
- small group cooperative learning with jigsaw/pair/group analysis of text
- independent journal writing
- vocabulary log
- independent reading
- partner reading
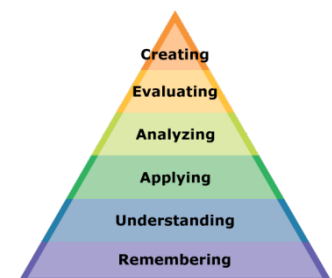- word wall
- differentiated instruction

*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Common Core State Standards coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:

- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.

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:

The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing to reading, grammar and vocabulary quizzes, exit tickets, individual conferences and performance tasks.

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc.…) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/writing assignments.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

- Use Pass/Fail Option.
- Provide checklists for answering questions/writing assignments.
- Allow students to use text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces.

Performance Assessments:

Projects and display of student work

Accommodations/Modifications:

- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected.

Black Horse Pike Regional School District Curriculum

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

| Course/Unit Title:
Informational Text

Grade Level(s):
9-12 | Unit Summary:
The primary goal of this unit is to establish a fundamental understanding of the genre informational text, as well as to develop reading and language skills to improve written and spoken communication. Vocabulary will be taught in context and students will complete short writing assignments that demonstrate understanding of content of the informational text. The goal of this unit is to provide students the skills to analyze and use information in expository text by making inferences and drawing conclusions about ideas presented. Analysis of informational texts facilitates the understanding and use of unique structures and organizational patterns in reading and writing. Students will examine teacher-selected and student-selected literature based on individual interests and abilities, providing opportunities for important personal and world connections within and across different contexts and genres. By the end of this unit, students will increase their ability to read with fluency and comprehension, as well as, complete authentic assessments to demonstrate their comprehension of the structure and purpose of informational text. |

Essential Question(s):	Enduring Understanding(s):
Reading Informational Texts	Students will be able to:
• Why are reading strategies important?	• define, identify and analyze the purpose of the informational text
• What are the major parts of an informational text?	• make predictions, inferences and draw conclusions while reading
• What do I already know about the topic?	• read more fluently
• How does this heading let me know what I will be reading about?	• determine meaning of new words
• Is the purpose of this text to inform, explain, describe, define or persuade?	• reflect on the informational text read
• What words/tone does the author use to inform me?	• providing textual evidence when presenting an opinion
• How does independent reading improve stamina and comprehension?	• report on a topic within the informational text
Writing	• recount experiences from the text read
• Why do we write about the information I just read?	
• How do I answer clearly?	
• Did I include a capital at the beginning of my sentence and a period at the end?	
• What evidence can I use from the text to support my reflection?	
Speaking and Listening	
• How do speakers express their thoughts and feelings?	
• How does a speaker communicate so others will listen and understand their message?	
Language	
• How does expanding one's vocabulary improve clarity and reason in everyday communication?	
• How does learning grammatical convention improve clarity and reason in everyday communication?	
• How can I use context clues to figure out what this word means?	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

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

Learning Target	NJCCCS or CCS
Reading Informational Text:	**READING INFORMATIONAL TEXT:**
1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *Grade-Specific standard will be based on students' reading level.*	1. CCSS.ELA-LITERACY.RI.2.
2. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *Grade-Specific standard will be based on students' reading level.*	2. CCSS.ELA-LITERACY.RI.1.
3. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *Grade-Specific standard will be based on students' reading level.*	3. CCSS.ELA-LITERACY.RI.4.
4. Read and comprehend complex literary and informational texts independently and proficiently. *Grade-Specific standard will be based on students' reading level.*	4. CCSS.ELA-LITERACY.RI.10.
Writing:	**WRITING:**
5. Draw evidence fro informational text to support analysis, reflection, and research. *Grade-Specific standard will be based on students' reading level.*	5. CCSS.ELA-LITERACY.W.9
6. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *Grade-Specific standard will be based on students' reading level.*	6. CCSS.ELA-LITERACY.W.4
7. Write routinely over extended time frames (tome for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. *Grade-Specific standard will be based on students' reading level.*	7. CCSS.ELA-LITERACY.W.10
Speaking and Listening:	**SPEAKING AND LISTENING:**
8. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. *Grade-Specific standard will be based on students' reading level.*	8. CCSS.ELA-LITERACY.SL.4.

Language:	LANGUAGE:

9. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
    *Grade-Specific standard will be based on students' reading level.
 	
10. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    *Grade-Specific standard will be based on students' reading level.
 	
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference material, as appropriate.
    *Grade-Specific standard will be based on students' reading level.
	9. CCSS.ELA-LITERACY.L. 5]
	
	10. CCSS.ELA-LITERACY.L. 2]
	
	11. CCSS.ELA-LITERACY.L. 4]

Inter-Disciplinary Connections:

[Encompasses Global Awareness, Civic Literacy, Financial Literacy, Environmental Literacy, Technology, Science and History]

Students will engage with the following text:

[*Not a text based program: We use **Achieve3000, Edmark, Quick Reads, Reading Advantage, Reading A-Z** and other **supplementary materials** based on the student's needs.
Examples of Informational/Expository Texts:
1. Newspapers
2. Brochures
3. Advertisements
4. Magazines
5. Procedural Manuals
6. Maps/Atlases
7. Guides (entertainment, health, restaurant, etc.)
8. Biographies]

Students will write:

[**Informal**:
- short answer response
- open-ended response
- daily warm ups
- summaries
- reflections]

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities.
- **real-life application**
- **note-taking strategies**
- **learning the different types of expository texts (i.e, Chronological (sequence or time order), Hierarchical (classifications and listings), Compare and Contrast, Cause and Effect, Pros and Cons, Problem and Solution)**
- **graphic organizers**
- **use of technology (iPad, laptops and SMART Board)**

Other learning experiences could include
- **alternative lesson openers**
- **close reading/annotation of text**
- **define words in text using context**
- **use dictionaries to define words in texts**
- **warm-ups**
- **think/pair/share activities**
- **small group discussion**
- **whole class discussion**
- **critical thinking activities**
- **plan and organize writing activities**
- **writing samples**
- **writing revision sessions**
- **small group cooperative learning with jigsaw/pair/group analysis of text**
- **independent journal writing**
- **vocabulary log**
- **independent reading**
- **partner reading**
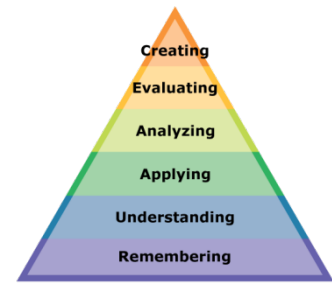- **word wall**
- **differentiated instruction**

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- Help students become self-sufficient and independent members of society.
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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:

The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing to reading, grammar and vocabulary quizzes, exit tickets, individual conferences and performance tasks.

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc.…) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/writing assignments.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

- Use Pass/Fail Option.
- Provide checklists for answering questions/writing assignments.
- Allow students to use text.

- **Read test items that do not assess reading skills to students.**
- **Extend time limits.**
- **Break problems and test sections into smaller pieces**

Performance Assessments:

Projects and display of student work

Accommodations/Modifications:

- **Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.**
- **Allow students extra time to complete projects.**
- **Provide students with an example of project for reference.**
- **Make a clear rubric for students to understand exactly what is expected.**

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Argumentative Skills	The primary goal of this unit is for students to learn the foundational concepts of argument while using their reading and language skills to improve written and spoken communication. Vocabulary will be taught in context and students will complete short writing assignments that demonstrate understanding of the issue being discussed. Students will apply their reading skills to understand an issue as a context for various perspectives, positions, and arguments. Furthermore, students will develop, practice, and apply the skills of argumentation in the context of an issue they are familiar with. By the end of this unit, in a collaborative process, students will show their developed and strengthened argumentative skills by presenting a debatable claim while including the evidence needed to support their argument.
Grade Level(s):	
9-12	

Essential Question(s):	Enduring Understanding(s):
Reading Informational Texts • How do you find valid information? • What is the main idea of the argument? • What do I already know about the topic? • Is this a fact or an opinion? • What words/tone does the author use to inform me? • What can I use as evidence for my argument? **Writing** • Am I being clear and organized with my writing? • Am I using valid reasoning to support my argument? • Did I include a capital at the beginning of my sentence and a period at the end? • How can an outline benefit my writing? • What evidence can I use from the text to support my opinion? **Speaking and Listening** • How do speakers express their opinions and claims? • How can I incorporate technology to strengthen my presentation? • How does a speaker communicate so others will listen and understand their message? **Language** • How does expanding my vocabulary improve my intended tone for my argument? • How does learning grammatical convention improve clarity and reason in everyday communication?	Students will be able to: • understand the nature of an issue • analyze arguments • evaluate arguments and develop a position • determine meaning of new words • organize an evidence-based argument • providing textual evidence when presenting an opinion • develop and strengthen argumentative writing

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

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

Learning Target	NJCCCS or CCS
Reading Informational Text: 1. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. *Grade-Specific standard will be based on students' reading level.* 2. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *Grade-Specific standard will be based on students' reading level.* 3. Read and comprehend complex literacy and informational texts independently and proficiently. *Grade-Specific standard will be based on students' reading level.* 4. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. *Grade-Specific standard will be based on students' reading level.* **Writing:** 5. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. *Grade-Specific standard will be based on students' reading level.* 6. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *Grade-Specific standard will be based on students' reading level.* 7. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. *Grade-Specific standard will be based on students' reading level.* 8. Draw evidence from literacy or informational texts to support analysis, reflection, and research. *Grade-Specific standard will be based on students' reading level.* 9. Write routinely over extended time frames (tome for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. *Grade-Specific standard will be based on students' reading level.*	**READING INFORMATIONAL TEXT:** 1. CCSS.ELA-LITERACY.RI.8. 2. CCSS.ELA-LITERACY.RI.1. 3. CCSS.ELA-LITERACY.RI.10. 4. CCSS.ELA-LITERACY.RI.9. **WRITING:** 5. CCSS.ELA-LITERACY.W1 6. CCSS.ELA-LITERACY.W.4 7. CCSS.ELA-LITERACY.W.5 8. CCSS.ELA-LITERACY.W.9 9. CCSS.ELA-LITERACY.W.10

Speaking and Listening:	SPEAKING AND LISTENING:
10. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	10. CCSS.ELA-LITERACY.SL.4.
Grade-Specific standard will be based on students' reading level.	11. CCSS.ELA-LITERACY.SL.1.
11. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	LANGUAGE:
Grade-Specific standard will be based on students' reading level.	12. CCSS.ELA-LITERACY.L. 5
Language:	
12. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	13. CCSS.ELA-LITERACY.L. 2
Grade-Specific standard will be based on students' reading level.	14. CCSS.ELA-LITERACY.L. 6
13. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Grade-Specific standard will be based on students' reading level.	
14. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
Grade-Specific standard will be based on students' reading level.	

Inter-Disciplinary Connections:

[Encompasses Public Speaking, Health, Science, Math, World Language, Technology, and History]

Students will engage with the following text:

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Students will write:

[**Informal**:
- short answer response
- open-ended response
- daily warm ups
- summaries
- reflections]

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities.

- real-life application
- teacher modeling
- paraphrasing
- summarizing
- written outlines
- note-taking strategies
- learning the different types of arguments (i.e., fact, opinion, debatable claim, evidence, and credible sources)
- graphic organizers
- use of technology (iPad, laptops and SMART Board)

Other learning experiences could include

- alternative lesson openers
- close reading/annotation of text
- define words in text using context
- use dictionaries to define words in texts
- warm-ups
- think/pair/share activities
- small group discussion
- whole class discussion
- critical thinking activities
- plan and organize writing activities
- writing samples
- writing revision sessions
- small group cooperative learning with jigsaw/pair/group analysis of text
- independent journal writing
- vocabulary log
- independent reading
- partner reading
- providing checklists for every assignment
- word wall
- differentiated instruction

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Accommodations/Modifications:

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- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
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Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

• Use Pass/Fail Option.
• Provide checklists for answering questions/writing assignments.
• Allow students to use text.
• Read test items that do not assess reading skills to students.
• Extend time limits.
• Break problems and test sections into smaller pieces

Performance Assessments:

Projects and display of student work

Accommodations/Modifications:

• Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
• Allow students extra time to complete projects.
• Provide students with an example of project for reference.
• Make a clear rubric for students to understand exactly what is expected.

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Writing	The primary goal of this unit is for students to explore the different forms of writing, as well as to develop reading and language skills to improve communication. Students will complete diverse writing assignments that demonstrate understanding of the four different writing styles (expository, descriptive, persuasive and narrative). The goal of this unit is to provide students the skills to reflect his or her personality, unique voice, and way of approaching the audience and readers when communicating in writing. By the end of this unit students will know the purpose of each type of writing piece.
Grade Level(s):	
9-12	

Essential Question(s):	Enduring Understanding(s):
Reading Informational Texts and Reading Literature	Students will be able to:
• What is my main idea?	• reflect on their thoughts and opinions in writing
• What supports what I am trying to say?	• share important and influential experiences in writing
• What do I already know about the topic?	• write about important events
• How does my topic sentence let my audience know what they will be reading about?	• organize their information before writing
• Is the purpose of of my writing to inform, explain, describe, define or persuade?	• write a good paragraph (topic sentence, supporting details, and closing sentence).
• What words/tone can I use to inform my audience?	• stay on topic when writing
• How does independent reading and writing improve stamina and comprehension?	• draft and revise their written work
Writing	• write a letter
• Why do we need to communicate in writing?	• type an email
• How do I answer clearly?	• draft and revise their written work
• Did I include a capital at the beginning of my sentence and a period at the end?	• summarize
• What evidence can I use to support my thesis?	
Speaking and Listening	
• How do speakers express their thoughts and feelings?	
• How does a speaker communicate so others will listen and understand their message?	
• How can I produce clear sentences in order to provide clarification and details?	
Language	
• How does expanding one's vocabulary improve clarity and reason in everyday communication?	
• How does learning grammatical convention improve clarity and reason in everyday communication?	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.
After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
Reading Literature:	**READING LITERATURE:**
1. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *Grade-Specific standard will be based on students' reading level.*	1. CCSS.ELA-LITERACY.R.2
2. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *Grade-Specific standard will be based on students' reading level*	2. CCSS.ELA-LITERACY.R.1.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *Grade-Specific standard will be based on students' reading level.*	3. CCSS.ELA-LITERACY.R.3.
Reading Informational Text:	**READING INFORMATIONAL TEXT:**
4. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *Grade-Specific standard will be based on students' reading level.*	4. CCSS.ELA-LITERACY.RI.2.
5. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *Grade-Specific standard will be based on students' reading level.*	5. CCSS.ELA-LITERACY.RI.1.
6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *Grade-Specific standard will be based on students' reading level.*	6. CCSS.ELA-LITERACY.RI.3.
7. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. *Grade-Specific standard will be based on students' reading level.*	7. CCSS.ELA-LITERACY.RI.8.
Writing:	**WRITING:**
8. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *Grade-Specific standard will be based on students' reading level.*	8. CCSS.ELA-LITERACY.W.3
	9. CCSS.ELA-LITERACY.W.4
	10. CCSS.ELA-LITERACY.W.10

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

   Grade-Specific standard will be based on students' reading level.

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

   Grade-Specific standard will be based on students' reading level.

Speaking and Listening:

11. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

   Grade-Specific standard will be based on students' reading level.

12. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

   Grade-Specific standard will be based on students' reading level.

Language:

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

   Grade-Specific standard will be based on students' reading level.

14. Demonstrate understanding of figurative language, word relationships. And nuances in word meanings.

   Grade-Specific standard will be based on students' reading level.

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

   Grade-Specific standard will be based on students' reading level.

SPEAKING AND LISTENING:

11. CCSS.ELA-LITERACY.SL.4.

12. CCSS.ELA-LITERACY.SL.4.

LANGUAGE:

13. CCSS.ELA-LITERACY.L. 1

14. CCSS.ELA-LITERACY.L. 5

15. CCSS.ELA-LITERACY.L. 2

Inter-Disciplinary Connections:

Encompasses Global Awareness, Health, World Language, Technology, Civic Literacy, Financial Literacy, Environmental Literacy, Science and History

Students will engage with the following text:

*Not a text based program: We use **Achieve3000, Edmark, Quick Reads, Reading Advantage, Reading A-Z** and other **supplementary materials** based on the student's needs.

Students will write:

Informal:
- short answer response
- open-ended response
- daily warm ups
- summaries
- reflections

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Students will uncover and build skills through various classroom activities.
- **real-life application**
- **note-taking strategies**
- **learning the different types of writing styles (expository, descriptive, persuasive and narrative)**
- **graphic organizers**
- **outlines**
- **use of technology (iPad, laptops and SMART Board)**

Other learning experiences could include
- **alternative lesson openers**
- **close reading/annotation of text**
- **warm-ups**
- **think/pair/share activities**
- **small group discussion**
- **whole class discussion**
- **critical thinking activities**
- **plan and organize writing activities**
- **writing samples**
- **writing revision sessions**
- **small group cooperative learning with jigsaw/pair/group analysis of text**
- **independent journal writing**
- **vocabulary log**
- **independent reading**
- **partner reading**
- **providing checklists for every assignment**
- **word wall**
- **differentiated instruction**

*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the Common Core State Standards coupled with a strong emphasis on the life skills component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on. The goal of the course is to:
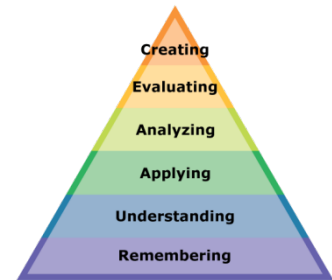
- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.

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:

The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal/paragraph writing, grammar and vocabulary quizzes, exit tickets, individual conferences and performance tasks.

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc.…) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Scribe
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/writing assignments.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

• Use Pass/Fail Option.
• Provide checklists for answering questions/writing assignments.
• Allow students to use text.
• Read test items that do not assess reading skills to students.
• Extend time limits.
• Break problems and test sections into smaller pieces

Performance Assessments:

Projects and display of student work

Accommodations/Modifications:

• Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
• Allow students extra time to complete projects.
• Provide students with an example of project for reference.
• Make a clear rubric for students to understand exactly what is expected.

Created 08-2015

Black Horse Pike Regional School District Curriculum

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Technology and Communication	This unit is designed to enhance students' basic information technology (IT) skills as well as their way to communicate effectively. Using technology, students will present their developed reading, language and writing skills (gained in previous units) to showcase their communication and technology abilities. Students will complete diverse presenting assignments that demonstrate understanding of technology and communication (i.e., be able to use internet resources to conduct independent and/or collaborative research on a selected topic). By the end of this unit, students will further develop different ways to communicate while intergrading their tech savviness skills and learn that technology is an important job skill.
Grade Level(s):	
9-12	

Essential Question(s):	Enduring Understanding(s):
Reading Informational Texts and Reading Literature	Students will be able to:
• What is the main idea of my presentation?	• be good listeners and speakers
• What information online supports what I am trying to say?	• communicate their thoughts
• What do I already know about the topic?	• respond to a speaker
• How does the first slide of my presentation let my audience know what I will be presenting about?	• speak/present to a person
• Is the purpose of me communicating to inform, explain, describe, define or persuade?	• talk/present to a group
• What words/tone can I use to inform my audience?	• understand the importance to make eye contact when talking to an audience, person or group of people
• How does independent reading and writing improve stamina and comprehension?	• troubleshoot (solve) common computer problems
Writing	• use/navigate the internet and email
• Why do we need to communicate effectively?	• use word processing software
• How do I answer question that the audience may ask clearly?	• use PowerPoint and/or Prezi
• Did I include a capital at the beginning of my sentence and a period at the end?	• create and give electronic presentations
• What evidence can I use to support my thesis?	
Speaking and Listening	
• How do speakers express their thoughts and feelings?	
• How does a speaker communicate so others will listen and understand their message?	
• How can I produce clear sentences in order to provide clarification and details?	
• How can I integrate diverse media and formats when presenting?	
• What strategic use of digital	

media and visual displays will help express information? **Language** • How does expanding one's vocabulary improve clarity and reason in everyday communication? • How does learning grammatical convention improve clarity and reason in everyday communication?	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE

 THE LEARNING TARGETS.

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

Learning Target	NJCCCS or CCS
Reading Literature:	**READING LITERATURE:**
1. **Integrate and evaluate content presented on diverse formats and media, including visually and quantitatively, as well as in words.** *Grade-Specific standard will be based on students' reading level.*	1. CCSS.ELA-LITERACY.R.7
2. **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** *Grade-Specific standard will be based on students' reading level*	2. CCSS.ELA-LITERACY.R.1.
3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** *Grade-Specific standard will be based on students' reading level.*	3. CCSS.ELA-LITERACY.R.3.
Reading Informational Text:	**READING INFORMATIONAL TEXT:**
4. **Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** *Grade-Specific standard will be based on students' reading level.*	4. CCSS.ELA-LITERACY.RI.7.
5. **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** *Grade-Specific standard will be based on students' reading level.*	5. CCSS.ELA-LITERACY.RI.1.
6. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** *Grade-Specific standard will be based on students' reading level.*	6. CCSS.ELA-LITERACY.RI.3.

Writing:

7. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

   Grade-Specific standard will be based on students' reading level.

8. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

   Grade-Specific standard will be based on students' reading level.

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

   Grade-Specific standard will be based on students' reading level.

10. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

    Grade-Specific standard will be based on students' reading level.

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

    Grade-Specific standard will be based on students' reading level.

Speaking and Listening:

12. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

    Grade-Specific standard will be based on students' reading level.

13. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

    Grade-Specific standard will be based on students' reading level.

14. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

    Grade-Specific standard will be based on students' reading level.

15. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

    Grade-Specific standard will be based on students' reading level.

16. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

    Grade-Specific standard will be based on students' reading level.

WRITING:

7. CCSS.ELA-LITERACY.W.6

8. CCSS.ELA-LITERACY.W.7

9. CCSS.ELA-LITERACY.W.4

10. CCSS.ELA-LITERACY.W.8

11. CCSS.ELA-LITERACY.W.10

SPEAKING AND LISTENING:

12. CCSS.ELA-LITERACY.SL.2.

13. CCSS.ELA-LITERACY.SL.4.

14. CCSS.ELA-LITERACY.SL.5.

15. CCSS.ELA-LITERACY.SL.3.

16. CCSS.ELA-LITERACY.SL.6.

Language:	LANGUAGE:
17. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Grade-Specific standard will be based on students' reading level.* 18. Demonstrate understanding of figurative language, word relationships. And nuances in word meanings. *Grade-Specific standard will be based on students' reading level.* 19. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *Grade-Specific standard will be based on students' reading level.* 20. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. *Grade-Specific standard will be based on students' reading level.*	17. CCSS.ELA-LITERACY.L. 1 18. CCSS.ELA-LITERACY.L. 5 19. CCSS.ELA-LITERACY.L. 2 20. CCSS.ELA-LITERACY.L. 4

Inter-Disciplinary Connections:

Encompasses Global Awareness, Health, World Language, Technology, Civic Literacy, Financial Literacy, Environmental Literacy, Science and History

Students will engage with the following text:

*Not a text based program: We use **Achieve3000, Edmark, Quick Reads, Reading Advantage, Reading A-Z** and other **supplementary materials** based on the student's needs.

Students will write:

Informal:
- short answer response
- open-ended response
- daily warm ups
- summaries
- reflections

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

<u>How</u> will students uncover content and build skills?

Students will uncover and build skills through various classroom activities.
- **real-life application**
- **note-taking strategies**
- **graphic organizers**
- **outlines**
- **use of technology (iPad, laptops and SMART Board)**
- **use of PowerPoint and/or Prezi**

Other learning experiences could include
- **alternative lesson openers**
- **close reading/annotation of text**
- **warm-ups**
- **think/pair/share activities**
- **small group discussion**
- **whole class discussion**
- **critical thinking activities**
- **plan and organize writing activities**
- **writing samples**
- **writing revision sessions**
- **small group cooperative learning with jigsaw/pair/group analysis of text**
- **independent journal writing**
- **vocabulary log**
- **independent reading**
- **partner reading**
- **providing checklists for every assignment**
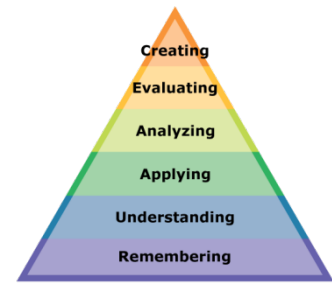- **word wall**
- **differentiated instruction**

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- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

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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.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Formative Assessments:

The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, Prezi presentation, PowerPoint presentation, poster presentation, exit tickets, individual conferences and performance tasks.

Accommodations/Modifications:

- Use multimedia equipment (iPads, laptops, etc.…) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Scribe
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Go over presentation rubric
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/writing assignments.

Summative Assessments:

State assessments (DLM), "hands-on" tests and written tests

Accommodations/Modifications:

- Use Pass/Fail Option.
- Provide checklists for answering questions/writing assignments.
- Allow students to use text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

Projects and display of student work

Accommodations/Modifications:

- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected.