

Course Name: Life Skills English (SCMD)

Course Number: 151001

ONE

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Elements of Fiction</p>	<p>Unit Summary: The primary goal of this unit is to establish a fundamental understanding of the short fiction genre, while developing reading and language skills to improve both written and spoken communication. Students will be taught vocabulary in context, and will complete short writing assignments that demonstrate their understanding of the content of a 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.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s): Reading Literature</p> <ul style="list-style-type: none"> ● 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? <p>Writing</p> <ul style="list-style-type: none"> ● 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? <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● How do speakers express their thoughts and feelings? 	<p>Enduring Understanding(s):</p> <p>Enduring Understanding(s): Students will be able to:</p> <ul style="list-style-type: none"> • 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

- 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?

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

After each target, identify the New Jersey Student Learning Standards that are applicable

<p><u>Learning Target</u> <u>Reading Literature:</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><u>Writing:</u></p> <p>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.</p> <p>6. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. *Grade Specific standard will be based on students’ reading level.</p> <p><u>Speaking and Listening:</u></p> <p>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. *Grade Specific standard will be based on students’ reading level.</p> <p><u>Language:</u></p> <p>8. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *Grade Specific-standard will be based on students’ reading-level.</p> <p>9. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *Grade Specific standard will be based on students’ reading level.</p> <p>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.</p> <p>DML Learning Targets</p>	<p><u>NJSLS:</u> <u>Reading</u> <u>1. CCSS.ELA LITERACY.R.2</u></p> <p><u>2. CCSS.ELA LITERACY.R.1.</u></p> <p><u>3. CCSS.ELA LITERACY.R.4.</u></p> <p><u>4. CCSS.ELA LITERACY.R.3</u></p> <p><u>WRITING:</u> <u>5. CCSS.ELA LITERACY.W.4</u></p> <p><u>6. CCSS.ELA LITERACY.W.10</u></p> <p><u>Speaking and Listening:</u> 7. CCSS.ELA LITERACY.SL.4.</p> <p><u>Language:</u> 8. CCSS.ELA LITERACY.L.5</p> <p>9. CCSS.ELA LITERACY.L.2</p> <p>10. CCSS.ELA LITERACY.L.4</p> <p><u>DLM Standards</u> <u>Reading:</u> 1. EE.RI.9-10.2</p> <p>2. EE.RI.9-10.1</p> <p>3. EE.RI.11-12.1</p> <p>4. EE.RI.9-10.4</p> <p>5. EE.RI.11-12.4</p> <p>6. EE.RL.11-12.3</p>
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<p>Reading Literature:</p> <p>1. Determine the central idea of the text and select details to support it. *Grade Specific- standard will be based on students’ reading level.</p> <p>2. Determine which citations demonstrate what the text says explicitly as well as inferentially. *Grade Specific- standard will be based on students’ reading level.</p> <p>3. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding. *Grade Specific- standard will be based on students’ reading level.</p> <p>4. Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech. *Grade Specific- standard will be based on students’ reading level.</p> <p>5. Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text. *Grade Specific- standard will be based on students’ reading level.</p> <p>6. Determine how characters, the setting or events change over the course of the story or drama. *Grade Specific- standard will be based on students’ reading level.</p> <p>Writing:</p> <p>7. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. *Grade Specific- standard will be based on students’ reading level.</p> <p>8. Use complete, simple sentences, as well as compound and other complex sentences as appropriate. *Grade Specific standard will be based on students’ reading level.</p>	<p>Writing:</p> <p>7. EE.W.11-12.2.a</p> <p>8. EE.W.11-12.2.c</p>
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Inter-Disciplinary Connections:

Encompasses Technology, Science and History

Students will engage with the following text:

Not a text based program. The following resources are used: **Achieve3000, Edmark, Quick Reads, Reading A-Z and other supplementary materials based on the students’ individual 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 including the following:

- Using examples from classic stories such as **The Little Red Riding Hood** and **The Three Little Pigs**
- Real-Life Applications
- Note taking strategies
- Graphic organizers (for both reading and writing)
- Use of technology such as iPads, Laptops, google applications, SMARTboard interactive technology

Other learning experiences could include:

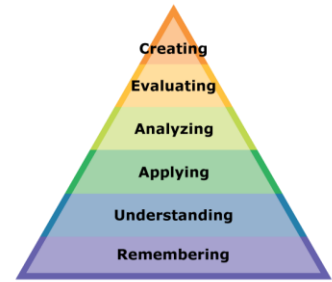
- Alternative lesson openers
- Close reading/ annotation of the text
- Define words in the text using context clues
- Use dictionaries to define words in texts
- Warm ups
- Think/Pair Share Activities
- Small group discussions
- Whole class discussions
- Critical thinking Activities
- Plan and organize writing activities
- Writing Samples
- Writing revision sessions
- Small group cooperative learning with jigsaw/ pair. group analysis of text
- Independent journal writing
- Vocabulary log
- Partner Reading
- Word Wall
- Tiered learning activities
- Text-evidence matching activities
- Text evidence ranking activities.
- Many Hands-on activities

*** 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 it adaptable to each student's needs. The curriculum focuses on the both DML and Common Core State Standards 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 an 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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*** 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 working together, questioning strategies, self and peer assessments, students record keeping, quizzes, warm-ups, class discussion, summary/ reaction/ journal writing, grammar and vocabulary quizzes, exit tickets, individual conferences and performance tasks

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include “hands-on” activities (games and projects) within lectures/activities.
- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports, tapes, projects, or other means to lessen about 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 students 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” test and written tests

Accommodations/Modifications:

- Use pass/fail option
- Provide checklists for answering questions/writing assignments
- Allow students to use exit 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 students 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.
- Break project into step by step instructions and provide the steps as the students complete the steps.

Black Horse Pike Regional School District Curriculum Template

TWO

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Informational Text	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 both written and spoken communication. Vocabulary will be taught in context and the students will complete short writing assignments to demonstrate understanding of the content of the informational text.
Grade Level(s): 9-12	The goal of the unit is to provide the students the skills to analyze and use information in expository text by making inferences and drawing conclusions about the ideas presented in the text. The 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 in 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 texts.
Essential Question(s): Reading Literature <ul style="list-style-type: none"> ● Why are reading strategies important? ● What are the major parts of an 	Enduring Understanding(s): Students will be able to: <ul style="list-style-type: none"> ● define, identify and analyze the purpose of the informational text ● make predictions, inferences and draw conclusions while reading ● read more fluently ● determine meaning of new words ● reflect!on the informational text read ● providing textual evidence when presenting an opinion

<p>informational text?</p> <ul style="list-style-type: none"> ● What do I already know about the topic? ● How does this heading let me know what I will be reading about? ● Is the purpose of this text to inform, explain, describe, define or persuade? ● What words/tone does the author use to inform me? ● How does independent reading improve stamina and comprehension? <p>Writing</p> <ul style="list-style-type: none"> ● Why do we write about information we just read? ● How do 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? <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● How do speakers express their thoughts and feelings? ● How does a speaker communicate so others will listen and understand their message? <p>Language</p> <ul style="list-style-type: none"> ● How does expanding one's vocabulary improve clarity and 	<ul style="list-style-type: none"> ● report on a topic within the informational text ● recount experiences from the text read
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<p>reason in everyday communication?</p> <ul style="list-style-type: none"> ● 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? 	
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<p><u>Learning Target</u> <u>Reading Literature:</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4. Read and comprehend complex literary and informational texts independently and proficiently. *Grade Specific- standard will be based on students’ reading level.</p> <p>5. Draw evidence from informational text to support analysis, reflection, and research. *Grade Specific- standard will be based on students’ reading level.</p> <p><u>Writing:</u></p> <p>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.</p> <p>7. 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</p>	<p><u>NJSLS:</u> <u>Reading</u> <u>Informational Text:</u></p> <p>1.CCSS.ELA LITERACY.RI.2</p> <p>2.CCSS.ELA LITERACY.RI.1</p> <p>3. CCSS.ELA LITERACY.RI.4.</p> <p>4. CCSS.ELA LITERACY.RI.10.</p> <p>5.CCSS.ELA LITERACY.W.9</p> <p><u>Writing:</u> 6.CCSS.ELA LITERACY.W.4</p> <p>7.CCSS.ELA LITERACY.W.10</p> <p><u>Speaking and</u> <u>Listening:</u> 8. CCSS.ELA LITERACY.SL.4.</p>
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<p>a range of tasks, purposes, and audiences. *Grade Specific- standard will be based on students’ reading level.</p> <p>Speaking and Listening:</p> <p>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.</p> <p>9. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *Grade Specific standard will be based on students’ reading level.</p> <p>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.</p> <p>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.</p> <p>DML Learning Targets</p> <p>Reading:</p> <ol style="list-style-type: none"> Determine the central idea of the text and select details to support it. *Grade Specific standard will be based on students’ reading level. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding. *Grade Specific standard will be based on students’ reading level. Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech. *Grade Specific standard will be based on students’ reading level. Determine whether the claims and reasoning enhance the author's argument in an informational text. *Grade Specific standard will be based on students’ reading level. <p>Writing:</p> <ol style="list-style-type: none"> Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, factual, or multimedia information as appropriate. *Grade Specific standard will be based on students’ reading level. 	<p>Language: 9.CCSS.ELA LITERACY.L.5</p> <p>10.CCSS.ELA LITERACY.L.2</p> <p>11.CCSS.ELA LITERACY.L.4</p> <p>DLM Standards: Reading:</p> <ol style="list-style-type: none"> EE.RI.9-10.2 EE.RI.11-12.1 EE.RL.9-10.4 EE.RI.11-12.8 <p>Writing:</p> <ol style="list-style-type: none"> EE.W.11-12.2
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Interdisciplinary 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 AYZ 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

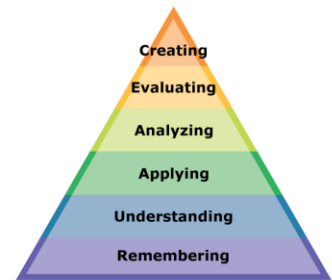
- writing samples
- writing revision sessions
- small group cooperative learning with jigsaw/pair/group analysis of text
- independent journal writing
- vocabulary log
- independent reading
- partner reading
- word wall
- differentiated instruction

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



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

THREE

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Argumentative Skills</p>	<p>Unit Summary: The primary goal of this unit is for students to learn the foundational concepts of argument while using their reading and language skills to</p>
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<p>Grade Level(s): 9-12</p>	<p>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.</p>
<p>Essential Question(s): Reading Informational Texts:</p> <ul style="list-style-type: none"> ● 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? <p>Writing</p> <ul style="list-style-type: none"> ● 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? <p>Speaking and Listening</p>	<p>Enduring Understanding(s): Students will be able to:</p> <ul style="list-style-type: none"> ● 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

<ul style="list-style-type: none"> ● 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? <p>Language</p> <ul style="list-style-type: none"> ● How does expanding my vocabulary improve my intended tone for my argument? ● How does learning grammatical convention improve clarity and reason in everyday communication? 	
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<p><u>Learning Target</u> <u>Reading Informational Text:</u> 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.</p> <p>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.</p> <p>3. Read and comprehend complex literacy and informational texts independently and proficiently. *Grade Specific- standard will be based on students’ reading level.</p> <p>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.</p>	<p>NJSLS: <u>Reading</u> <u>Informational Text:</u></p> <p>1. CCSS.ELA LITERACY.RI.8.</p> <p>2. CCSS.ELA LITERACY.RI.1.</p> <p>3. CCSS.ELA LITERACY.RI.10.</p> <p>4. CCSS.ELA LITERACY.RI.9</p> <p><u>Writing:</u></p>
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<p>*Grade Specific- standard will be based on students’ reading level.</p> <p>Writing:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>8. Draw evidence from literary or informational texts to support analysis, reflection, and research. *Grade Specific standard will be based on students’ reading level.</p> <p>9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. *Grade Specific standard will be based on students’ reading level.</p> <p>Speaking and Listening:</p> <p>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. *Grade Specific-standard will be based on students’ reading-level.</p> <p>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. *Grade Specific standard will be based on students’ reading level.</p> <p>Language</p> <p>12. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *Grade Specific standard will be based on students’ reading level.</p> <p>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.</p> <p>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.</p>	<p>5. CCSS.ELA LITERACY.W1</p> <p>6. CCSS.ELA LITERACY.W.4</p> <p>7.CCSS.ELA LITERACY.W.5</p> <p>8. CCSS.ELA LITERACY.W.9</p> <p>9.CCSS.ELA LITERACY.W.10</p> <p>Speaking and Listening:</p> <p>10. CCSS.ELA LITERACY.SL.4.</p> <p>11.CCSS.ELA LITERACY.SL.1.</p> <p>Language:</p> <p>12.CCSS.ELA LITERACY.L. 5</p> <p>13.CCSS.ELA LITERACY.L. 2</p> <p>14. CCSS.ELA LITERACY.L 6</p> <p>DLM Standards:</p> <p>Reading:</p> <p>1. EE.RI.9-10.8</p> <p>2. EE.RL.11-12.1</p> <p>3. EE.RL.11-12.2</p> <p>4. EE.RI.11-12.9</p> <p>Writing:</p> <p>5. EE.W.11-12.2.b</p> <p>6. EE.W.11-12.2.c</p>
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DML Learning Targets

7. EE.W.11-12.2.a

Reading:

- 1. Determine how the specific claims support the argument made in an informational text.**
*Grade Specific standard will be based on students' reading level.
- 2. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.**
*Grade Specific standard will be based on students' reading level.
- 3. Recount the main events of the text which are related to the theme or central idea.**
*Grade Specific standard will be based on students' reading level.
- 4. Compare and contrast arguments made by two different texts on the same topic.**
*Grade Specific standard will be based on students' reading level.

Writing:

- 5. Develop the topic with relevant facts, details, or quotes.**
*Grade Specific standard will be based on students' reading level.
- 6. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.**
*Grade Specific standard will be based on students' reading level.
- 7. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.**
*Grade Specific standard will be based on students' reading level.

Interdisciplinary 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 AYZ** 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
- teacher Modeling
- Paraphrasing
- Summarizing
- Written Outlines
- Note-taking strategies
- learning 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:

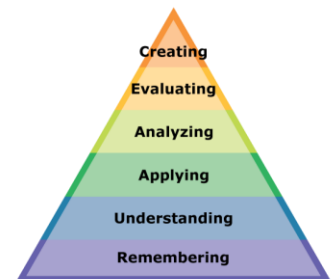
- Alternative lesson openers
- Close reading/annotation of text
- Define words in text using context
- Use dictionaries to define words in text
- Warm-ups
- Think/Pair/Share Activities
- Writing Samples
- Small Group Discussions
- Whole Class Discussions
- Critical Thinking Activities
- Plan and Organize Writing Activities
- Writing Revision Samples
- 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 provide opportunities to learn and practice daily living skills.
- to specifically meet the educational needs of students as written in their IEPs.

* **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 experimental 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

FOUR

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
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<p style="text-align: center;">Writing</p>	<p style="text-align: center;">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.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s): Reading Informational Texts and Literature:</p> <ul style="list-style-type: none"> ● What is my main idea? ● What supports what I am trying to say? ● What do I already know about the topic? ● How does my topic sentence let my audience know what they will be reading about? ● Is the purpose of my writing to inform, explain, describe, define or persuade? ● What words/tones can I use to inform my audience? ● How does independent reading and writing improve stamina and comprehension? <p>Writing</p> <ul style="list-style-type: none"> ● Why do we need to communicate in writing? ● How do I answer clearly? ● Did I include a capital at the beginning of my sentence and a period at the end? 	<p>Enduring Understanding(s):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● reflect on their thoughts and opinions in writing ● share important and influential experiences in writing ● write about important events ● organize their information before writing ● write a good paragraph (topic sentence, supporting details, and closing sentence). ● stay on topic when writing ● draft and revise their written work ● write a letter ● type an email ● draft and revise their written work ● summarize

<ul style="list-style-type: none"> ● What evidence can I use to support my thesis? <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● 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? <p>Language</p> <ul style="list-style-type: none"> ● 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? 	
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<p><u>Learning Target</u> <u>Reading Literature:</u> 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. 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.</p>	<p><u>NJSLS:</u> <u>Reading Literature:</u> 1. CCSS.ELA LITERACY.R .2 2. CCSS.ELA(LITERACY.R .1.</p>
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<p>*Grade Specific standard will be based on students' reading level</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>*Grade Specific standard will be based on students' reading level.</p> <p><u>Informational Text</u></p> <p>4. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>*Grade Specific standard will be based on students' reading level.</p> <p>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.</p> <p>*Grade Specific standard will be based on students' reading level.</p> <p>6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>*Grade Specific standard will be based on students' reading level.</p> <p>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.</p> <p>*Grade Specific standard will be based on students' reading level.</p> <p>Writing:</p> <p>8. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.</p> <p>*Grade Specific standard will be based on students' reading level.</p> <p>9. Produce clear and coherent Writing in which the development, organization, and style are appropriate to the task, purpose and audiences.</p> <p>*Grade Specific standard will be based on students' reading level.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p>*Grade Specific standard will be based on students' reading level.</p> <p>Speaking and Listening:</p> <p>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.</p> <p>*Grade Specific standard will be based on students' reading level.</p> <p>12. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>*Grade Specific standard will be based on students' reading level.</p> <p>Language:</p> <p>13. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>*Grade Specific standard will be based on students' reading level.</p>	<p>3. CCSS.ELA LITERACY.R .3.</p> <p><u>Informational Text:</u></p> <p>4. CCSS.ELA LITERACY.R I.2.</p> <p>5. CCSS.ELA LITERACY.R I.1.</p> <p>6. CCSS.ELA LITERACY.R I.3</p> <p>7. CCSS.ELA LITERACY.R I.8.</p> <p><u>Writing:</u></p> <p>8. CCSS.ELA LITERACY. W.3</p> <p>9. CCSS.ELA LITERACY. W.4</p> <p>10. CCSS.ELA LITERACY. W.10</p> <p><u>Speaking and Listening:</u></p> <p>11. CCSS.ELA LITERACY.SL.4.</p> <p>12. CCSS.ELA LITERACY.S L.4.</p> <p><u>Language:</u></p> <p>13. CCSS.ELA LITERACY.L . 1</p> <p>14. CCSS.ELA LITERACY. L. 5</p> <p>15. CCSS.ELA LITERACY.L . 2</p>
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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.

DML Learning Targets

Reading:

1. Determine how the specific claims support the argument made in an informational text.

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

2. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.

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

3. Recount the main events of the text which are related to the theme or central idea.

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

4. Compare and contrast arguments made by two different texts on the same topic.

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

Writing:

5. Develop the topic with relevant facts, details, or quotes.

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

6. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.

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

7. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.

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

DLM Standards:

Reading:

1. EE.RI.9-10.8

2. EE.RL.11-12.1

3. EE.RL.11-12.2

4. EE.RI.11-12.9

Writing:

5. EE.W.11-12.2.b

6. EE.W.11-12.2.c

7. EE.W.11-12.2.a

Interdisciplinary 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 AYZ** and other **supplementary materials** based on the student's needs.

Students will write:

Informal:

- Short Answer Response
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- 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 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 text
- Warm-ups
- Think/Pair/Share Activities
- Writing Samples
- Small Group Discussions
- Whole Class Discussions
- Critical Thinking Activities
- Plan and Organize Writing Activities
- Writing Revision Samples
- 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

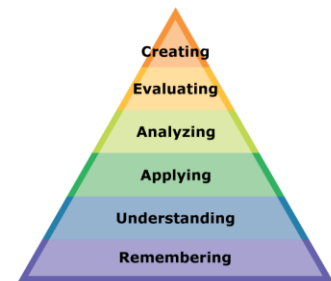
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course is taken in a unique educational setting based on the “learn by doing” theory; therefore, most experiences are hands on. The goal of the course is to:

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

*** 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 experimental 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.
- 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

FIVE

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Technology and Communication</p>	<p>Unit Summary: 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</p>
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<p>Grade Level(s): 9-12</p>	<p>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 integrating their tech savviness skills and learn that technology is an important job skill.</p>
<p>Essential Question(s): Reading Informational Texts:</p> <ul style="list-style-type: none"> ● What is the main idea of my presentation? ● What information online supports what I am trying to say? ● What do I already know about the topic? ● How does the first slide of my presentation let my audience know what I will be presenting about? ● Is the purpose of me communicating to inform, explain, describe, define or persuade? ● What words/tone can I use to inform my audience? ● How does independent reading and writing improve stamina and comprehension? <p>Writing</p> <ul style="list-style-type: none"> ● Why do we need to communicate effectively? ● How do I answer question that the 	<p>Enduring Understanding(s): Students will be able to:</p> <ul style="list-style-type: none"> ● be good listeners and speakers ● communicate their thoughts ● respond to a speaker ● speak/present to a person ● talk/present to a group ● understand the importance to make eye contact when talking to an audience, person or group of people ● troubleshoot (solve) common computer problems ● use/navigate the internet and email ● use word processing software ● use PowerPoint and/or Prezi ● create and give electronic presentations

audience may ask clearly?

- **Did I include a capital at the beginning of my sentence and a period at the end?**
- **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?**

<ul style="list-style-type: none"> ● How does learning grammatical convention improve clarity and reason in everyday communication? 	
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.**

After each target, identify the New Jersey Student Learning Standards that are applicable

<p><u>Learning Targets</u> <u>Reading Literature:</u></p> <p>1. 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.</p> <p>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</p> <p>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.</p> <p><u>Reading Informational Text:</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p><u>Writing:</u></p> <p>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.</p> <p>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.</p>	<p>NJSLS: <u>Reading Literature:</u></p> <p>1. CCSS.ELA LITERACY.R. 7</p> <p>2. CCSS.ELA LITERACY.R. 1.</p> <p>3. CCSS.ELA LITERACY.R. 3.</p> <p><u>Reading Informational text</u></p> <p>4. CCSS.ELA LITERACY.RI. 7.</p> <p>5. CCSS.ELA LITERACY.RI. 1.</p> <p>6. CCSS.ELA LITERACY.RI. 3</p> <p><u>Writing:</u></p> <p>7. CCSS.ELA LITERACY.W. 6</p> <p>8. CCSS.ELA LITERACY.W. 7</p>
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<p>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.</p> <p>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.</p> <p>11. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. *Grade Specific standard will be based on students’ reading level.</p> <p>Speaking and Listening:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Language:</p> <p>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.</p> <p>18. Demonstrate understanding of figurative language, word relationships. And nuances in word meanings. *Grade Specific standard will be based on students’ reading level.</p> <p>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.</p> <p>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.</p>	<p>9. CCSS.ELA LITERACY.W.4</p> <p>10. CCSS.ELA LITERACY.W.8</p> <p>11. CCSS.ELA LITERACY.W.10</p> <p><u>Speaking and Listening:</u></p> <p>12. CCSS.ELA LITERACY.SL.2</p> <p>13. CCSS.ELA LITERACY.SL.4.</p> <p>14. CCSS.ELA LITERACY.SL.5</p> <p>15. CCSS.ELA LITERACY.SL.3.</p> <p>16. CCSS.ELA LITERACY.SL.6.</p> <p>Language:</p> <p>17. CCSS.ELA LITERACY.L.1</p> <p>18. CCSS.ELA LITERACY.L.5</p> <p>19. CCSS.ELA LITERACY.L.2</p> <p>20. CCSS.ELA LITERACY.L.4</p>
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DML Learning Targets

Reading:

- 1. Determine how the specific claims support the argument made in an informational text.**
*Grade Specific standard will be based on students' reading level.
- 2. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.**
*Grade Specific standard will be based on students' reading level.
- 3. Determine how characters change or develop over the course of a text.**
*Grade Specific standard will be based on students' reading level.
- 4. Recount the main events of the text which are related to the theme or central idea.**
*Grade Specific standard will be based on students' reading level.
- 5. Compare and contrast arguments made by two different texts on the same topic.**
*Grade Specific standard will be based on students' reading level.

Writing:

- 6. Develop the topic with relevant facts, details, or quotes.**
*Grade Specific standard will be based on students' reading level.
- 7. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.**
*Grade Specific standard will be based on students' reading level.
- 8. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, factual, or multimedia information as appropriate.**
*Grade Specific standard will be based on students' reading level.

DLM Standards:

Reading:

1. EE.RI.9-10.8
2. EE.RL.11-12.1
3. EE.RL.9-10.3
4. EE.RL.11-12.2
5. EE.RI.11-12.9

Writing:

6. EE.W.11-12.2.b
7. EE.W.11-12.2.c
8. EE.W.11-12.2.a

Interdisciplinary 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 AYZ** 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
- teacher Modeling
- Paraphrasing
- Summarizing
- Written Outlines
- Note-taking strategies
- learning 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 text
- Warm-ups
- Think/Pair/Share Activities
- Writing Samples
- Small Group Discussions
- Whole Class Discussions
- Critical Thinking Activities
- Plan and Organize Writing Activities
- Writing Revision Samples
- 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 provide opportunities to learn and practice daily living skills.
- to specifically meet the educational needs of students as written in their IEPs.

* 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, 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 experimental 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 of 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