

ELL English INTERMEDIATE Level - Curriculum Syllabus, Semester 1

Unit Summary: How our experiences shape us using short stories and novels (Semester 1)

This unit is designed to aid English Language Learner (ELL) students in understanding the important elements of a short story and a novel with a particular focus on analysis of characters and the portrayal of cultural and societal views. It seeks to guide students in how to interpret the main ideas that are developed in a story through the evaluation of character and conflict development; setting and point of view; plot and literary devices. Students will be encouraged to learn the basics of text annotation and transition into independent readers. Students will refine speaking and listening skills, sentence construction and vocabulary development.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How can a person's decisions change his/her life?

How do we form and shape our identities?

How do our experiences shape us?

When should an individual take a stand in opposition to an individual or larger group?

SKILLS & STANDARDS

Reading (Fiction)	Writing	Speaking & Listening	Language
<p><u>Close reading of texts</u> Character Development: (protagonist, antagonist, static, dynamic) Analyze how complex characters develop over the course of the text, interact with other characters and advance the plot. Cite textual evidence to support analysis as well as make inferences (RL.9-10.1 and RL.9-10.3) Plot Development: (setting/exposition, rising action, conflict, climax, falling action, resolution) Analyze how an author's choices regarding how to structure a text creates specific effects (RL.9-10.5) Point-of-View: (1st person, third person objective, limited, omniscient) Analyze a particular point-of-view (or cultural experience) in a work of literature (RL.9-10.6) Word Choice: (Mood, symbolism, motif, allusion) Determine the meaning of words and phrases as they are used in a text including figurative and connotative</p>	<p><u>Text Types & Purposes and Production and Distribution and Writing</u> Focus on writing complete sentences to demonstrate understanding of short story and the novel. This includes sentence structure, open-ended questions and paragraph organization when paraphrasing or summarizing. (W.9-10.2a and b; W.9-10.4 and W.9-10.5)</p>	<p><u>Comprehension and Collaboration</u> Engage students in discussions that focus on a single question, goal or purpose to help scaffold speaking and listening skills as well as build on their abilities to analyze how short and long fiction contribute to character development and reflect a culture or society (SL.9-10.1a & c)</p> <p><u>Presentation of Knowledge & Ideas</u> Present ideas that are appropriate to task, purpose and audience (SL.9-10.4 & SL.9-10.5)</p>	<p><u>Conventions of Standard English</u> Use appropriate sentence structure to avoid run-ons and fragments; Demonstrate command of capitalization, periods, commas and spelling when writing (L.9-10.1 & L.9-10.2) Interpret figures of speech (simile and metaphor) in context and analyze their role in texts (L.9-10.5)</p> <p><u>Vocabulary Acquisition & Use</u> Apply knowledge in different contexts; determine or clarify meaning of unknown and multiple-meaning words and phrases (L.9-10.3 & L.9-10.4)</p>

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meanings and analyze the cumulative impact of specific word choices on meaning, mood and tone (RL.9-10.4)

Assessment Plan

Homework/Classwork (30%)
Class Participation (10%)
Major Assessments: Vocabulary, Reading Comprehension (40%)
Minor Assessments: Grammar, Writing, Projects (20%)

TEXTS

Suggested Novels:

Speak by Laurie Halse Anderson
Absolutely True Diary of a Part-time Indian by Sherman Alexie
The Outsiders by S.E. Hinton
The Secret Life of Bees by Sue Monk Kidd

Suggested Short Stories:

“Marigolds” “Raymond’s Run” “The Bass, the River and Sheila Mant” “Eleven” “My Name”
“The Treasure of Lemon Brown”

Selections from CommonLit.org to supplement novels

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Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

[Absolutely True Diary of a Part-time Indian](#)

[The Secret Life of Bees](#)

Speak (to be developed)

The Outsiders (to be developed)

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit.

protagonist
antagonist
static
dynamic
exposition
rising action
climax
falling action
resolution
symbolism
motif
allusion
simile
metaphor
mood
conflict
point-of-view

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ELL English INTERMEDIATE Level - Curriculum Syllabus, Semester 2

Created Summer 2019

Unit Summary: Personal Narratives and Nonfiction

This unit is designed to aid English Language Learners (ELL) students in understanding the important elements of nonfiction texts, including memoirs, with a particular emphasis on author's point-of-view and purpose. These texts will challenge students' perceptions and ask them to look at the world from a different angle. Vocabulary instruction will be integrated throughout the novel units and augmented with selections from *Vocabulary for Success Grade 9*. Students will create a variety of written and verbal responses to their reading including an expository essay.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

To what extent does one's past affect one's future?

How do people deal with adversity?

To what extent do individuals have control over their lives? What role does chance, choice or fate play?

How does point-of-view affect the development of a story?

How does one find his/her voice?

SKILLS & STANDARDS

Reading (Nonfiction)	Writing	Speaking & Listening	Language
<p><u>Key Ideas & Details</u> Author's Point-of-View and/or Purpose: Determine an author's point-of-view and/or purpose in nonfiction texts and cite textual evidence to support analysis of text (RI.9-10.1, RI.9-10.6) Central Idea: Analyze the central idea of a text and how it is developed by specific details; provide an objective summary of a text (RI.9-10.2 and RI.9-10.3) Word Choice: Determine the meaning of words and phrases and they are used in a text including figurative, connotative and denotative meanings and analyze the impact of specific word choices on meaning and tone (RI.9-10.4)</p>	<p><u>Text Type & Purposes</u> Expository Writing: Depending on the text selected, students will write an informative/explanatory essay to convey complex ideas, concepts or information clearly and accurately. Development of thesis statement and supporting details (W.9-10.2 and W.9-10.6) Continue to focus on writing complete sentences to demonstrate understanding of nonfiction texts. This includes varying sentence structure, open-ended questions and paragraph organization when paraphrasing or summarizing. (W.9-10.4 and W.9-10.5)</p>	<p><u>Comprehension & Collaboration</u> Continue to practice engaging in partner and small group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills. <u>Presentation of Knowledge & Ideas</u> Present ideas that are appropriate to task, purpose and audience (SL.9-10.4 & SL.9-10.5)</p>	<p><u>Conventions of Standard English</u> Continue to use appropriate sentence structure to avoid run-ons and fragments.(L.9-10.1 and L.9-10.2) Vary sentence structure, using simple, compound, and complex sentences and appropriate subordinating and coordinating conjunctions (L.9-10.3) <u>Knowledge of Language</u> Revise and edit for content, organization, and syntax according to the rules of standard English. (L.9-10.3) <u>Vocabulary Acquisition & Use</u> Apply knowledge in different contexts; determine or clarify meaning of unknown and multiple-meaning words and phrases.</p>

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		(L.9-10.3 & L.9-10.4)
		Demonstrate understanding of word relationships and nuances in word meanings. (L.9-10.5b)

Assessment Plan	TEXTS
Homework/Classwork (30%): Participation (10%) Major Assessments: Vocabulary, Reading Comprehension (40%) Minor Assessments: Grammar, Writing, Projects (20%)	Suggested Non-fiction Novels: <i>We Beat the Streets</i> <i>The Diary of Anne Frank</i> <i>Night</i> by Elie Weisel Selected texts from CommonLit to supplement novels Poems: “The Rose that Grew from Concrete” (Tupac Shakur) “Hope is the thing with feathers” (Emily Dickinson) <i>Sadlier Vocabulary for Success</i> Grade 9

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

[We Beat the Street](#)

[The Diary of Anne Frank](#)

Night (to be developed)

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit.

author’s purpose

point-of-view

central purpose

denotation

connotation

foreshadowing

conflict

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thesis statement

theme

metaphor

simile

personification

imagery

stanza