

ELL English ADVANCED Level - Curriculum Syllabus, Semester 1

Unit Summary: What factors shape our values and beliefs? (Fiction)

This unit is designed to extend English Language Learner (ELL) students in understanding traditional stories, focusing on common patterns in literature, specifically the quest. Students come to understand how literature helps us make sense of the world, and how literature from the past influences our current lives and contemporary stories. Students will be able to evaluate character motivation, identify and discuss universal themes, and compare and contrast literary texts both written and visual. Vocabulary instruction will be integrated throughout the novel units.

Essential Questions:

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

- How can using individual strengths and/or intelligence help someone survive?
- How do authors convey important themes, and how can I connect these to the world and my life?
- In what ways do myths illustrate the belief systems and customs of the cultures that create them?
- How important in life are hopes and dreams?
- How does historical context affect the literature and art of the time?

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) Theme: citing textual evidence to support author's message (RL.9-10.1 & RL.9-10.2) 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,</p>	<p><u>Text Types & Purposes and Production and Distribution and Writing</u> Focus on combining sentences to demonstrate understanding of a short story or 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 coordinating and subordinating conjunctions to link independent clauses</p> <p>Continue to use appropriate sentence structure to avoid run-ons and fragments;</p> <p>Continue to demonstrate command of capitalization, periods, commas and spelling when writing (L.9-10.1 & L.9-10.2)</p> <p>Interpret figures of speech (simile, metaphor, personification, hyperbole, allusion) 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</p>

ELL English Advanced Level Curriculum Syllabus

2019-2020

allusion) Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings and analyze the cumulative impact of specific word choices on meaning, mood and tone (RL.9-10.4)

multiple-meaning words and phrases
(L.9-10.3 & L.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:

Jake Reinvented by Gordon Korman
Percy Jackson's The Lightning Thief by Rick Riordan
Of Mice and Men by John Steinbeck
The Hunger Games by Suzanne Collins

Suggested Short Stories:

Selected myths from Greek Mythology
Selections from *No Easy Answers* by Donald R. Gallo
"The Secret Life of Walter Mitty"
Selections from CommonLit.org to supplement novels

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.

Jake Reinvented (to be developed)
[*Percy Jackson's The Lightning Thief*](#)
[*Of Mice and Men*](#)
[*The Hunger Games*](#)

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
personification
hyperbole
mood
conflict
point-of-view

ELL English ADVANCED Level - Curriculum Syllabus, Semester 2

Unit Summary: Drama

This unit is designed to provide English Language Learner (ELL) students with the opportunity to further develop their speaking and listening skills through the use of drama. Students will closely read and analyze a drama with supplemental texts that included poetry and nonfiction to illuminate the main ideas of the text selected. Vocabulary instruction will be integrated throughout the drama units and augmented with selections from *Vocabulary for Success Grade 10*.

Essential Questions:

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

How do the choices we make shape our identities?

How do we balance being true to ourselves as well as responsibility to others' expectations?

What is the American Dream? Is it achievable for all Americans?

What are the things that make all people and places interconnected?

How are we affected by outside events, family situations, and cultural, political and social trends?

SKILLS & STANDARDS

Reading (Drama)	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) Theme: citing textual evidence to support author's message (RL.9-10.1 & RL.9-10.2) 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,</p>	<p><u>Text Types & Purposes and Production and Distribution and Writing</u> Persuasive/Argumentative Writing: Depending on the text selected, students will write a persuasive/ argumentative essay to convey complex ideas, concepts or information clearly and accurately. Development of thesis statement and supporting details (W.9-10.1 and W.9-10.7) Continue to focus on writing complete sentences to demonstrate understanding of drama and/or nonfiction supplemental 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 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 drama contributes to character development and reflects a culture or society (SL.9-10.1a & c) <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 coordinating and subordinating conjunctions to link independent clauses Continue to use appropriate sentence structure to avoid run-ons and fragments; Continue to demonstrate command of capitalization, periods, commas and spelling when writing (L.9-10.1 & L.9-10.2) Interpret figures of speech (simile, metaphor, personification, hyperbole, allusion) in context and analyze their role in texts (L.9-10.5) <u>Vocabulary Acquisition & Use</u> Apply knowledge in different contexts; determine or clarify meaning of unknown and</p>

ELL English Advanced Level Curriculum Syllabus, Semester 2

2019-2020

<p>allusion) Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings and analyze the cumulative impact of specific word choices on meaning, mood and tone (RL.9-10.4)</p>		<p>multiple-meaning words and phrases (L.9-10.3 & L.9-10.4)</p>
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<p>Assessment Plan</p> <p>Homework/Classwork (30%) Class Participation (10%) Major Assessments: Vocabulary, Reading Comprehension (40%) Minor Assessments: Grammar, Writing, Projects (20%)</p>	<p>TEXTS</p> <p>Suggested Novels: <i>Romeo and Juliet</i> (Retold version) <i>A Raisin in the Sun</i> by Lorraine Hansberry <i>Our Town</i> by Thornton Wilder</p> <p>Selections from CommonLit.org to supplement drama <i>Sadlier Vocabulary for Success Grade 10</i></p>
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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.

- [Romeo and Juliet](#)
- [A Raisin in the Sun](#)
- Our Town* (to be developed)

ELL English Advanced Level Curriculum Syllabus, Semester 2

2019-2020

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

protagonist
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rising action
climax
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symbolism
motif
allusion
simile
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personification
hyperbole
mood
conflict
point-of-view
foil
monologue