

Black Horse Pike Regional School District Curriculum Template

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

Course Name: English Foundations 2

Course Number: 111120

PART I: UNIT RATIONALE

<p>Course/Unit Title: English Foundations 2 <i>Text Complexity and Narration</i></p>	<p>Unit 1 Summary: This unit focuses on text structure and reading comprehension strategies such as build background knowledge, text connections, prediction and close reading skills and annotation. There is an emphasis on increasing the level of rigor by analyzing, setting, character plot and theme of literature while supporting the struggling reader. In addition, the unit focuses on writing effectively when using or analyzing sources. Responding to text, forming opinions and justifying in writing.</p>
<p>Grade Level 10th Grade Special Education</p>	
<p>Essential Question(s): <u>Reading Literature:</u></p> <ul style="list-style-type: none"> • How does understanding a text’s structure help me to better understand its meaning? • How do good writers use dialogue? • How do universal themes apply to my life? • How does an author develop characters? • How do good readers use sensory details to convey vivid pictures of setting and characters? How do people overcome adversity <p>Writing:</p> <ul style="list-style-type: none"> • How does writing show evidence of thinking? • How can writing on a 	<p>Enduring Understanding(s): <u>Reading Literature:</u></p> <ul style="list-style-type: none"> • Our understanding of ourselves and others is based on themes and perspectives of the world. • Stories are a significant part of how people and communities learn about and understand their worlds. • A character’s cultural values and experiences may not match students, thus prior knowledge is essential to understanding others. • Adversity can come from within a person and from forces beyond one’s control. • A writer’s choice of words and style set the tone and define the message. <p>Writing</p> <ul style="list-style-type: none"> • Good writers use a variety of strategies that enable them to vary form and style in order to write for different purposes, audiences and contexts. • Writing about an autobiographical incident can help deepen understanding of one’s identity. • Sensory details help readers to visualize the story. • Journal writing can help students to improve their writing. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Good speakers thoughtfully manipulate language to convey the appropriate message for the specific purpose and audience.

<p>author's purpose, and predictions and questioning.</p> <ol style="list-style-type: none"> 3. Identify the subject of a reading selection. 4. Identify and explain the theme of a literature selection. Identify unifying theme between two or more texts 5. Evaluate rhetoric used to portray perspective and cultural experiences; relate American experiences to the world context 6. Use text to draw inferences and cite evidence that supports an analysis of the following: <ol style="list-style-type: none"> a. Character: Analysis of motivation and influences on individuals and relationships. b. Conflict: Analysis of conflict as it intertwines with the development of characters, plots, and theme. c. Theme: Citation of textual evidence of development of author's message, analysis of thematic connections that cross cultures. d. Symbolism & Figurative Language: Evaluate how these devices work to develop and/or reflect theme. 	<ol style="list-style-type: none"> 3. RL.9-10 4. RL.2 5. RI.10.1-10.4 6-7 RI.10.1-10.4
<p>Writing:</p> <ol style="list-style-type: none"> 8. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 9. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 10. Write narratives to develop real experiences or events using well-chosen details. 11. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 12. Create a smooth progression of experiences or events. 13. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 14. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 15. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose. And what is most significant for a specific audience. 16. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. 17. Use technology to produce an organized final draft that achieves intended purpose. 	<ol style="list-style-type: none"> 8. W.10.3b 9. W.10.3c 10. W.10.3 11. W.10.3d 12. W.10.3a 13. W.10.3e 14. W.10.4 15. W.10.5 16. W.10.10 17. W.10.6
<p>Speaking and Listening:</p> <ol style="list-style-type: none"> 18. Develop rules for collaborative discussion. 19. Initiate and participate in collaborative discussions. 20. Use text to support positions 21. Create questions for discussions 22. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' 	<ol style="list-style-type: none"> 18. SL 10.1 19.SL 10.1a 20.SL 10.1 21. SL 10.1a 22. SL.10.1 b
<p>Language:</p> <ol style="list-style-type: none"> 23. Edit writing to eliminate run-ons and fragments. 	<p><u>Language:</u></p> <ol style="list-style-type: none"> 23. L.10.1b 24. L.10.1 25. L.10.1

<p>24. Revise writing by using clear pronoun reference and correcting misplaced modifiers to clarify meaning.</p> <p>25. Use context clues to determine meaning</p> <p>26. Gather vocabulary knowledge independently</p> <p>27. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>28. Determine or clarify (through general and specialized reference materials) the meanings of unknown words in a text.</p>	<p>26. L.10.4a</p> <p>27. L.10.4</p> <p>27. L.10.4b</p> <p>28.. L.10.4c</p>
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Inter-Disciplinary Connections:

English--a story or poem about addiction, mental illness, etc. (Poe is a great example, but there are also many others; literature is replete with themes that can be related to the brain)

History-- “In addition to claiming lives, marriages, homes, and careers, alcoholism has a greedy way of robbing its victims of brain-power as well.” Research on the social-economic effects of alcohol abuse on society over the ages; discussion/analysis of temperance movements and Prohibition.

Science--Research on the technology of magnetic resonance imaging used to assess the brains of 15 alcohol-dependent and 10 healthy subjects mentioned in the article.

Psychology--Research on the cognitive and emotional toll of addictive behavior.

Sociology- Cultural aspects about life, family, community

Students will engage with the following text:

Students will write:

Writing assignments and activities.

Write 5 lines of original dialogue between characters for each story

Write descriptive paragraph about person; sensory details

Write descriptive essay using sensory detail, figurative language

Write personal narrative using sensory detail, dialogue figurative language, chronological order or spatial order. Include in electronic portfolio with a personal reflection.

Open-ended Questions on Quizzes/Tests: Short answers and responses based on analysis and evaluation of character, theme, and plot development using textual support.

React to reading through writing: respond to literature read as a class and through independent choice selection; students respond to elements studied in this unit: character development, use of time (chronological and/or spatial), conflict, theme, diction, tone

Accommodations & Modifications

Extended time on writing assignments; give checklists or step-by-step directions and writing; reduce length requirements for writing assignments; provide graphic organizers; reduce number of open-ended questions; grade based on organization and content and not mechanics; provide clear and concise rubric; reduce value for spelling errors in rubric. Provide word bank for sensory detail, precise verbs and transitional words and phrases.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

Whole group instruction

Mini-lessons on character, theme, text structure, conflict development, word choice, tone.

Purpose for reading: Set purpose for reading. Share with students why this is important and what do they want from the text.

Small group, collaborative activities

Build Background prior to reading: To increase level of comprehension.

Scaffold Reading: To build comprehension and increase rigor of reading assignments and engage struggling readers use scaffold reading. Before modeling fluent and good reading skills assign a question or task so that students follow along with modeled fluent reading. Have students reread independently.

Text analysis, annotations, and citations –Follow guided questions and checklist when closely reading text or completing an analysis of text excerpts to determine setting, mood, conflicts, characterization, climax, themes; use of graphic organizers when appropriate to support understanding of plot elements.

• **Vocabulary in Context** –review target words for study. Analyze words in context, relate vocabulary to students' lives.

React to Reading through writing –Support students in expressing a perspective during a structured academic discussion in response to a question about the text. Students respond in leveled writing assignments

Writing-Mini lessons on writing dialogue and using dialogue tags- Demonstrate what good writers do when they use dialogue.

Writing- Write 5 lines of original dialogue between characters for each story

Writing-Use the writing process for all writing assignments, Struggling writers need on going practice with varied writing tasks. Apprehensive writers develop comfort with writing by using a consistent routine. Brainstorm, organize, write, revise and edit

Writing Narratives- Use Frames or outlines for writing narratives-Provide students with chart to plan and prompt a narrative.

Theme- Teach universal themes using real life scenarios

Use tiered assignments

level one: identify theme

Level two: identify theme and explain reasons

Level three : identify theme, explain reasons and select lines in texts that support answer then apply to a different scenario)

Characterization- Methods of characterization; characterization chart, use a list of characteristics that students can choose from.

Descriptive writing- Write descriptive paragraph about person; sensory details graphic organizer, develop list of adjectives

(A to Z boards), model paragraphs, and essay writing.

Descriptive Writing-Create descriptive brochure using Microsoft publisher about a favorite place (real or imagined); sensory details organizer

Reading-Readers/ Writers' Notebook responses/ Table of contents/ Individual goal for each student per marking period

Think/Pair/ Share: writers notebook responses

Create questions from stories; Provide question stems; students cite evidence from text in response;

Pair up with students who have been given same question; collaborate to present response to class

Differentiate fact from opinion, make inferences

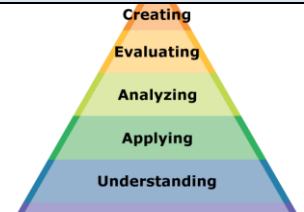
Summarize

Figurative Language- Use independent reading

Define, Identify and create examples of figurative language

(simile, metaphor, symbol, imagery, personification); create posters

PART IV: EVIDENCE OF LEARNING



Formative Assessments:

The following assessments will be used drive instruction and to assess students' understanding of key concepts. These assessments require students to think independently as well as collaboratively.

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary in Context:** For each new word teacher will pronounce the word. Students will repeat the word. Discuss part of speech. Demonstrate how adding/deleting the suffix can change part of speech. Analyze through antonyms and synonyms. Define the word. Discuss examples and write examples. Provide frames so that all students will be engaged. Deepen understanding with conversation, cross content
 - **Graphic Organizers:** Students complete graphic organizers to identify text structure such as sequencing, cause and effect, Problem solution, compare and contrast
- **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Reading Logs/Reader's Notebooks:** Monitor reading comprehension through responses to independent

reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.

- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** classwork, and quizzes; based on reading response and analysis of elements studied in this unit.
 - **Think aloud strategies:** To guide students through Blooms levels.

Accommodations/Modifications:

When possible use Lexile Levels to be sure that students are reading at current functioning level to avoid frustration. Provide starter sentences and frames for reading and writing logs, provide a focus entry, and provide students with list of reading strategies with daily suggestions for reading post to aid comprehension. Provide guided notes or copies of notes; modeling; familiarize with new vocabulary prior to reading; choose cooperative learning groups to ensure effective work and socialization; break lessons and information into smaller portions; incorporate technology.

Summative Assessments:

The following assessments will be used to evaluate students' abilities to comprehend text, recall and apply knowledge; analyze and evaluate text; and create their own text. **Bloom's Levels: Understanding, Applying, Analyzing, Evaluating** Paragraph writing, Write 5 lines of original dialogue between characters for each story

Narratives and open-ended questions for literature, Lexile measures to keep students reading with in a targeted area. Book or short story Quizzes, and test.

Accommodations/Modifications:

Provide frames for writing tasks, provide out line with word banks for lower level writers

Performance Assessments:

Use technology such as Prezi, inspiration, PowerPoint Microsoft Office to create presentation , brochure, poster, concept map or diagram to identify parts of the plot diagram, and creative writing using sensory detail

Accommodations/Modifications:

Limit sensory detail to 5 details, provide a word bank showing sensory details, Provide plot diagram with labels
Use leveled writing assignments (paragraph writing, three paragraph essays, five paragraph essay)

Standards for This Unit

1. RL.11.1
2. RL.11.2; RL.11.4
3. RL.11.3; RL.11.5
4. RL.11.3; RL.11.6; RL.11.5
5. RL.11. 4
6. RL.11.7
7. RI.11.1
8. RI.11.2
9. RI. 11.3
10. RI.11.4 11. RI.11.5,RI.11.6

Black Horse Pike Regional School District Curriculum

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

Course Name: English Foundations 2

Course Number: 111120

PART I: UNIT 2 RATIONALE

<p>Course/Unit Title: English Foundations 2 <i>Deepen understanding of informational text</i> Evidence Based Responses</p>	<p>Unit 2 Summary:</p> <p>This unit focuses on text structure. Different types of text have different structures. Understanding a text’s structure helps reader understand its meaning. Understanding text structure allows reader to analyze text and critically read text. Sometimes the author makes his/her meaning plain: often however, a reader must dig beneath the “surface” of the text to find that meaning. This unit addresses these critical reading skills.</p> <p>This unit emphasizes reading and analyzing different types of texts containing figurative language and literary devices. This unit focuses on point of view and characterization in literary text. Students are guided to understand that point of view and characterization are two of the tools writers use to expose truths about human nature through their writing. Students will recognize that the reader plays a unique role as the interpreter of the writer’s work, bringing his/her own prior experience and understanding to the interpretation of the literature.</p> <p>After being exposed to short stories, novels and articles containing figurative language and literary devices, the focus turns to creating and publishing their own written work, demonstrating appropriate use of figurative language studied. By analyzing and writing descriptive pieces students grow to understand literature.</p> <p>This unit focuses on persuasive techniques and uses persuasive images, media and text to help students understand important persuasive devices. Students will use this newly acquired knowledge to write a persuasive paper.</p>
<p>Grade Level(s)10</p>	<p>Enduring Understanding(s):</p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> • Our understanding of others and ourselves is based on themes and perspectives of the world. • Stories are a significant part of how people and communities learn about and understand their worlds. • A character’s cultural values and experiences may not match students, thus prior knowledge is essential to understanding others. • Adversity can come from within a person and from forces beyond one’s control. • A writer’s choice of words and style set the tone and define the message. • There are both literal and non-literal meanings derived from text.
<p>Essential Question(s): <u>Reading Literature:</u></p> <ul style="list-style-type: none"> • How does an author’s use of language advance a particular point of view or purpose? • How does the author’s use of language effect the 	

<p>mood and tone of literature?</p> <ul style="list-style-type: none"> • How does literature reflect our lives? <p><u>Reading Informational Text</u> Why do we read informational text? Why is it important to read informational text? How is informational text different from literary text? Do we use different reading strategies for different types of texts?</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • How is the style of writing influenced by purpose? • How can a writer influence his audience by his choice of words and images? 	<ul style="list-style-type: none"> • Short stories and novels have meaning that lies beneath the surface of the text. • Knowledge of figurative language and literary devices helps readers read between the lines of text. • Knowledge of figurative language and literary devices helps writers create meaningful narratives, and descriptive essays • Words and images can influence the way meaning is created and shared in our society. <p><u>Reading Informational Text</u> We read informational text for a wide variety of purposes, such as obtaining information, pursuing our own specific interests and preferences, and building knowledge of the natural and social world.</p> <ul style="list-style-type: none"> • Informational text encourages the reader to make connection to prior knowledge, to ask questions, to make inferences, and to synthesize information as it builds vocabulary and other kinds of literacy knowledge (ex., diagrams, graphs, charts, and tables). • Academic achievement in a range of school subjects and academic fields relies heavily on informational reading and writing. • In our information age, informational literacy is crucial to success in college, citizenship and the workplace. • Informational text engages the reader in aspects of the real world. • Unlike narrative text that has one predominant structural pattern, informational text has several possible organizational structures • Evidence and logic must be evaluated to determine accuracy, relevance and validity. <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Words and images can influence the way meaning is created and shared in our society. • How persuasive writing and media differ from other kinds of writing and media • How understanding the strategies used by media help one "read" and interpret their messages • How connotation is used in persuasive writing and media to impact perception • How one can analyze and evaluate how different persuasive approaches treat the same topic • How writers organize and develop a strong persuasive piece • How analyzing perspectives can be used to anticipate opposing
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<p><u>Speaking and Listening:</u></p> <p>How can speaking skills help translate clear messages?</p> <p>How can discussion increase our knowledge and understanding of an idea?</p> <ul style="list-style-type: none">• Why are strong speaking skills important?• How do effective speakers communicate so others will listen and understand the message?• How do we move beyond personal bias to acknowledge another perspective? <p><u>Language:</u></p> <p>How does vocabulary acquisition increase reading fluency and comprehension</p> <p>How does sentence structure improve fluency and make writing coherent.</p>	<p>arguments</p> <ul style="list-style-type: none">• How writers revise a persuasive letter to ensure logical reasoning and adequate supporting evidence and details• How technology can enhance persuasive writing or speaking• How a writer develops an effective introduction• How revision can enhance the strength of writing and speaking• How writers can organize writing or speaking by choosing text structures that strengthen the argument <ul style="list-style-type: none">• How the writer's thesis effectively establishes his argument <p><u>Speaking and Listening:</u></p> <ul style="list-style-type: none">• Good speakers thoughtfully manipulate language to convey the appropriate message for the specific purpose and audience.• Responsive and respectful communicators actively listen, respectfully process the speaker's message, and offer appropriate feedback.• Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. When academic language is regularly use in the classroom, skills transfer to writing and public speaking. <p>Collaborating with peer partners to discuss writing takes the writer through the writing stage.</p> <p><u>Language:</u></p> <ul style="list-style-type: none">• Vocabulary development increases reading comprehension as well as improving written and oral communication. <p>Mastery of standard English conventions improves the quality and effectiveness of written and spoken communication.</p> <p>Good writers use a variety of sentence structures to improve readability and communicate effectively.</p>
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<p>18. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p>19. Summarize text</p>	<p>18. RI.10.7 19. RI10.2</p>
<p>Writing:</p> <p>20. Identify and analyze essential features of memoir</p> <p>21. Identify elements in narratives and logical sequence</p> <p>22. Explain the advantages of first person point of view</p> <p>23. Write a cause-effect essay that establishes and maintains proper tone and uses appropriate evidence and examples to develop the topic.</p> <p>24. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>25. Write, revise, and edit a rough draft for content and organization, grammar and mechanics.</p> <p>26. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>27. . Use technology to produce an organized final draft that achieves intended purpose.</p>	<p><u>Writing</u></p> <p>20. W. 10.3b 21. W. 10. 3 22.W 10.10 23.W.10.2a-f; 4 24.W.10.4</p> <p>25.W 10.5</p> <p>26.W10.10</p> <p>27. W 10.6</p>
<p>Speaking and Listening:</p> <p>28. Develop skills for effective collaborative discussion.</p> <p>29. Initiate and participate in collaborative discussions.</p> <p>30. Use text to support positions</p> <p>31. Create questions for discussions</p>	<p>28. SL 10.1 a,b,c 29. SL10.2 30. SL10.3 31. SL10.1</p>
<p>Language:</p> <p>32. Identify figurative language terms including: simile, metaphor, symbol, imagery, personification</p> <p>33. Create original examples of similes, metaphors, symbols, imagery, and personification</p>	<p>32. L 10.5 33. L.10.3a</p>

Inter-Disciplinary Connections:

English--a story or poem about addiction, mental illness, etc. (Poe is a great example, but there are also many others; literature is replete with themes that can be related to the brain)

History-- “In addition to claiming lives, marriages, homes, and careers, alcoholism has a greedy way of robbing its victims of brain-power as well.” Research on the social-economic effects of alcohol abuse on society over the ages; discussion/analysis of temperance movements and Prohibition.

Science--Research on the technology of magnetic resonance imaging used to assess the brains of 15 alcohol-dependent and 10 healthy subjects mentioned in the article.

Psychology--Research on the cognitive and emotional toll of addictive behavior.

Sociology- Cultural aspects about life, family, community

Students will engage with the following text:

Short Fiction: The Lottery by Shirley Jackson, Jack London collection of short stories

Long Fiction:

Class Novel: Secret Life of Bees, Absolutely True story of a Part Time Indian

SSR TEXT-Student choice(teachers should review the Lexile level of the book to be sure that students are reading no more than 50-100 point below or above their individual reading Lexile level)

- *Raisin in the Sun*
- *The Crucible*
- *Death of a Salesman*

Students will write:

Writing assignments and activities.

1. Identify and analyze essential features of memoir
2. Quick write: Describe three of the best times and three of the worst times in your life.

Write sentences using rules for dialogue.

Write paragraphs using dialogue.

Write narrative using dialogue.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experience, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

- Read and annotate short story for figurative language, authors purpose and dialogue
- Double entry journals
- Annotate to cite evidence to support claim about literature
- Tiered assessments including sentence frame and page number
- Create plot map using sequence of events
- Assessments
- Create story board
- Power point
- Prezi

posters

- Use text with dialogue and show students examples
 - Have students Write dialogue in narrative
 - identify the rule the author applied in example text
 - Read and annotate to identify features of memoir
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- Cite evidence why did the author write memoir

Teach universal themes using real life scenarios

Use tiered assignments

(level one: identify theme

Level two: identify theme and explain reasons

Level three : identify theme, explain reasons and apply to a different scenario)

Methods of characterization; characterization chart

write a short narrative piece in which they must develop a main character

Write descriptive paragraph about person; sensory details graphic organizer

Develop list of adjectives

(A to Z boards)

Model paragraphs

Create descriptive brochure using Microsoft publisher about a favorite place (real or imagined); sensory details organizer

Produce texts that demonstrate the understanding of development, organization, style and word choice

Readers/ Writers' Notebook responses/ Table of contents/ Individual goal for each student per marking period

Think/Pair/ Share: writers notebook responses

Create questions from stories; Provide question stems; students cite evidence from text in response;

Pair up with students who have been given same question; collaborate to present response to class

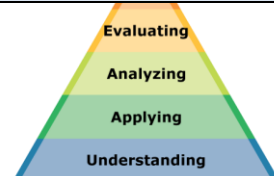
Differentiate fact from opinion, make inferences

Summarize

Define, Identify and create examples of figurative language

(simile, metaphor, symbol, imagery, personification); create posters

PART IV: EVIDENCE OF LEARNING



Formative Assessments:

Short Story quizzes and tests , writing paragraphs, writing memoir create plot maps

Accommodations/Modifications:

Tiered instruction will take place so that all students have the opportunity to grow.

At the highest level, the instructional focus emphasizes student higher order thinking (i.e., application, analysis, synthesis, evaluation) and engaged learning. Instructional emphasis is, placed on higher levels of cognitive processing and in-depth treatment of the content using a variety of thinking skill strategies (e.g., problem-solving, decision-making, reflective thinking, experimentation, scientific inquiry).

Digital tools and resources are used by students to carry out teacher-directed tasks that emphasize higher levels of student cognitive processing relating to the content under investigation.

Sentence frames, paragraph frames, word bank, transition words list, limit writing to paragraph, three paragraphs five paragraph

Summative Assessments:

Achieve3000 level set, Achieve3000 reading comprehension scores.

Use annotation rubric for good annotation skills

End of unit test

Prewriting draft

Accommodations/Modifications:

Limit number of questions for reading guidelines.

Provide student with passages that are at his/her Lexile level.

Chunk reading material.

Provide hints in the margin for close readings and annotations

Provide guided Cornell notes or copies of notes for reading selection; provide reading check questions prior to lesson to allow student to be prepared; familiarize with new vocabulary prior to lesson; choose cooperative learning groups that foster effective work and appropriate socialization; break lessons and information into smaller portions (chunking); incorporate the use and manipulation of technology (Inspiration Software, PowerPoint, Prezi); allow students alternative assessment options that suit their specific learning styles; provide extra time for writing assignments or a reduction of length; allow students the rewrite option to foster learning opportunities; provide students with examples of teacher expectations; provide erasable highlighters during annotating and closed reading.

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

- Essay writing that analyzes cause-effect relationship of selected topic.
- Have students Write dialogue in narrative, check for punctuation, and reason for dialogue
- Create plot map to check for comprehension, build on comprehension and make connections to plot map, evaluate character motivation, sequence of events and resolution,
- Assessments to measure reading comprehension
- Create story board
- Power point
- Prezi
- posters
- Projects such as design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content

Accommodations/Modifications:

Limit number of paragraphs for struggling writers.

Provide outlines and frames for struggling writers.

Limit number of required slides for PowerPoint

Limit writing according to ability; paragraph writing; essay writing.

Provide alternate rubrics to accommodate learner.

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Course Name: English Foundations 2

Course Number: 111120

PART I: UNIT 3 RATIONALE

<p>Course/Unit Title: English Foundations 2 <i>Critical reading, deep understanding of complex text</i></p> <hr/> <p>Grade Level(s)10</p>	<p>Unit 3 Summary: This unit focuses on slowing the pace and carefully exploring complex text through reading and rereading sections to fully explore the ideas, structures, and layers of meaning. The emphasis is placed on depth of student understanding of the text they are reading. In order to keep this focus on deep student analysis of texts some works are read in their entirety, while many others are read in excerpted selections. The goal of this unit is to increase reading efficiency and student’s ability to read closely and raise and answer evidence based questions. The emphasis of this unit is designed to increase the ability to read text closely, to investigate ideas, and to deepen understanding through research so that students can make evidence based claims, evaluate ideas, concepts and opinions. This unit provides an opportunity to analyze models of effective persuasive speech in preparation for the possibility of writing and delivering original speeches.</p>
<p>Essential Question(s): Reading Informational Text:</p> <ul style="list-style-type: none"> • Why do we read informational text? <p>How can we as readers increase our fluency and comprehension?</p> <ul style="list-style-type: none"> • How is informational text different from literary text? <p>How do readers identify and evaluate text structure?</p> <ul style="list-style-type: none"> • How do we evaluate and make judgments about what we read? 	<p>Enduring Understanding(s): Reading Informational Text:</p> <ul style="list-style-type: none"> • We read informational text for a wide variety of purposes, such as obtaining information, pursuing our own specific interests and preferences, and building knowledge of the natural and social world. • Informational text encourages the reader to make connection to prior knowledge, to ask questions, to make inferences, and to synthesize information as it builds vocabulary, knowledge gained from charts, graphs, diagrams and tables. • Over all academic and college success relies heavily on informational reading and writing Career readiness and success in the work place relies heavily on informational reading and writing • Informational text engages the reader in aspects of the real world. • Informational text has many types of organizational structures which are necessary to identify before interpreting, gaining deepened understanding, analyzing and evaluating information for accuracy, relevance and validity. <p>Before students can establish a position on a topic; students must first understand objectively a complex issue through exploratory inquiry and close reading of information on the topic, then study multiple perspectives on the issue.</p>

<p><u>Writing:</u> How do you research cause and effect relationship of a problem?</p> <p>How does an author's use of language to advance a particular point of view or purpose?</p> <p>How is the style of writing influenced by purpose?</p> <ul style="list-style-type: none"> • Why are drafting, revising, and editing necessary to good writing? • How does revising and editing strengthen ideas, organization, voice, word choice sentence fluency, and conventions? • How can writers use evaluation and reflection to improve their writing? <p><u>Speaking and Listening:</u></p> <p>What purpose do strong persuasive skills serve?</p> <p>How do good writers and speakers defend their position?</p> <p>How can collaboration and discussion increase our understanding of an issue?</p> <p>Why are good public speaking skills important?</p> <p>How do effective speakers communicate so others will listen</p>	<p><u>Writing</u></p> <p>Research requires selecting credible sources</p> <p>From their reading and research, students are lead to craft an Argumentative plan that explains and supports their position, acknowledges the perspectives and positions of others, and uses evidence gleaned through close reading and analysis to support their claims.</p> <p>Writer must establish clear purpose for writing. Writers must evaluate evidence to develop subject according to purpose. With a well-developed logical and well supported chain of reasoning, student develop an argumentative essay where they communicate their thinking and contribute to reasoned debate about the issue.</p> <p>Writers must engage in all steps of the writing process in order to increases clarity and complexity.</p> <ul style="list-style-type: none"> • Revising and editing writing clarifies intent and coherence so the message is properly understood. • Reflection is an integral part of the writing process that enables writers to <p><u>Speaking and Listening:</u></p> <ul style="list-style-type: none"> • Good speakers thoughtfully manipulate language to convey the appropriate message for the specific purpose and audience. <p>Good speakers and writers defend their positions by using persuasive techniques, strong evidence and reasoning to persuade audiences.</p> <p>Group discussion allows us to share our own ideas as well as consider other viewpoints to clarify, reshape, or change our original ideas.</p> <p>Good public speaking skills allows for clear communication of ideas and knowledge.</p> <p>Effective speakers manipulate language to convey the appropriate message for the specific purpose and audience.</p>
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<p>and understand the message?</p> <p>Language</p> <p>How does sentence structure improve fluency and make writing interesting to read?</p> <ul style="list-style-type: none"> • Why is command of the conventions of standard English important? • How do we increase word knowledge and make it easier to comprehend what 	<p>Language:</p> <p>Good writers use various types of sentence structure and length to convey meaning and add variety.</p> <ul style="list-style-type: none"> • Mastery of standard English conventions improves the quality and effectiveness of written and spoken communication. • Systematic vocabulary development increases reading comprehension and improves written and oral communication.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

<p><u>Learning Target</u></p> <p><u>Reading Informational Text:</u></p> <p>1. Follow question guidelines for reading closely and Cite textual evidence of author purpose and central idea</p> <p>2. Analyze supporting details and text structure.</p> <p>3. Define and Identify: facts/statistics, use of bandwagon appeal, use of emotional appeal, use of anecdotes, use of testimonials, use of repetition; use of expert testimony use to evaluate the use of language to convey tone</p> <p>4. Differentiate between propaganda/persuasion AND fact/opinion</p> <p>5. Analyze craft and style of the piece and make connections between ideas.</p> <p>6. Delineate and evaluate claims in an argument</p> <p>7. Analyze seminal documents of historical and literary significance</p> <p>Writing</p> <p>8. Take notes, citing evidence to support author’s point of view from an essay that cites at least 2 sources and contains a Works Cited page.</p> <p>9. Explain the advantages of the author’s point of view and Support claims with valid reasoning and sufficiently researched evidence</p> <p>10. Use graphic organizer with prompts to organize discussion of claims and counter claims</p> <p>11. Use guided notes with prompting to address evidence and reasoning that is significant to audience and purpose</p> <p>12. Write, revise and edit a rough draft for content and organization, grammar and mechanics</p> <p>13. Use technology to produce an organized final draft that achieves intended purpose</p> <p>14. Use evidence to delineate and evaluate argument in texts</p> <p>15. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening:</u></p> <p>16. Use check list to prepare for collaboration and discussion</p> <p>17. Present personal views on issues represented in literature and refer to text in</p>	<p><u>NJCCCS or CCS</u></p> <p>1. RI.10.1, 10.2 2. RI.10.5, 10.6 3-5. RI.10.4</p> <p>6. RI.10.8 7. RI.10.9</p> <p><u>Writing</u></p> <p>8. W.10.7 9-10. W.10.1, a-3 11. W.10.5 12-13. 10.4, 10.5, 10.6 14. 10.8 15. 10.10</p> <p><u>Speaking and Listening:</u></p> <p>16-18. SL.10.1a, b; 10.2, 10.3 10.4</p>
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<p>preparing and supporting one’s perspective through classroom discussion. 18. Engage in dialogue and listen and summarize speakers’ views</p> <p>Language</p> <p>19. When writing and speaking use repetition of a chosen grammatical form within a sentence and follow the same grammatical pattern for clarity. 20. Use context clues to determine meaning 21. Identify parts of speech and use parts of speech correctly. 22. Identify purpose of connotation and denotation within text</p>	<p>Language</p> <p>19.L.10.1a 20.L.10.4a 21.L10.4b 22.L.10.5b</p>
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Inter-Disciplinary Connections:

<p>History – Study of historical documents Science- Earth science related articles such as global warming, and Pollution. Medical related articles such as neurological disorders, chromosomal disorders and birth defects.</p>
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Students will engage with the following text:

<p>Nonfiction articles based on Lexile levels (which can be generated through achieve 3000).</p> <p>Excerpts from:</p> <ul style="list-style-type: none"> • “Declaration of Independence” Thomas Jefferson • from <i>The American Crisis</i> Thomas Paine • “Speech in the Virginia Convention” Patrick Henry • “Sinners in the Hands of an Angry God” Jonathan Edwards • <i>10 Greatest Speeches</i> (Scholastic) <p>Independent Reading: Students will choose a fiction or non-fiction text to read independently.</p>

Students will write:

<p>Reading log response to independent reading comprehension questions.</p> <p>Response to Achieve3000 “Thought question”.</p> <p>Open ended response to questions prompted from nonfiction text, famous speeches and articles using textual evidence.</p> <p>Research based paper, essay or paragraph</p> <p>Students write in response to speeches, essays, and articles read as a class and through independent choice selection. Students respond to elements and ideas studied in this unit.</p> <p>Possible Accommodations/Modifications:</p> <ul style="list-style-type: none"> Emphasis on content rather than grammar and mechanics. Provide graphic organizers with prompts. Provide frames, prompts and fill in the blank for assistance. Allow extra time and rewrites for rough drafts and final drafts; allow student to write rough and final drafts during class time with teacher support. Provide examples for students so that they have a model to follow Adjust grading rubric
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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

Teacher model lesson on closely reading text.

Lesson on reading informational text closely. Students will follow the following steps:

Part 1. Understanding Close Reading: Students learn what it means to read a text closely by attending to and analyzing textual details. Students analyze visual-based texts.

Part 2. Questioning Texts: Students learn to use questions to guide their approach to, reading, and deeper analysis of texts. Students read and analyze informational texts. Students use question guide lines while reading. Students pair up and share annotated text.

Part 3. Analyzing Details: Students learn to analyze textual detail as a key to discovering meaning. Students read, analyze, and compare texts. Students work independently then share in pairs.

Part 4. Explaining Understanding: Students learn how to summarize and explain what they have learned from their reading, questioning, and analysis of texts. Students read and analyze three related texts.

Part 5. Discussing Ideas: Students learn the characteristics of an effective text-based discussion and demonstrate skills in leading and participating in one.

Students make evidence-based claims using critical reading and writing skill.

ORGANIZATION OF INSTRUCTION

Part 1. Understanding Evidence-Based Claims: Students learn the importance and elements of making evidence-based claims through a close reading of part of the text.

Part 2. Making Evidence-Based Claims: Students develop the ability to make evidence-based claims through a close reading of the text.

Part 3. Organizing Evidence-Based Claims: Students expand their ability into organizing evidence to develop and explain claims through a close reading of the text. Completing guided question graphic organizers and check lists.

Part 4. Writing Evidence-Based Claims: Students develop the ability to express evidence-based claims in writing through a close reading of the text.

Part 5. Developing Evidence-Based Writing: Students develop the ability to express global evidence-based claims in writing through a close reading of the text.

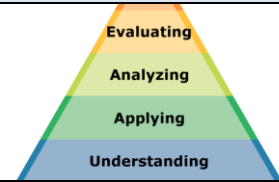
Students form pairs with a classmate for a Turn-and-Talk about the annotation and note taking processes.

Students will discuss two details from the close reading of at least one source by discussing how the details address a selected inquiry question.

<p>Review with students what is perspective? How one understands an issue, including his/her relationship to and analysis of the issue.</p> <p>Review with students what is a central claim? An author or speaker's main point about an issue in an argument.</p> <p>Review with students what is valid reasoning? Valid reasoning is sound or logical relationships among ideas, including relationships among claims and relationships across evidence.</p> <p>Review with students what makes an argument effective? Clearly stated claims. Significant evidence that is relevant and sufficient to the argument's claims. A strong line of reasoning.</p> <p>Review what might make an argument ineffective? It uses a confusing structure. The evidence is unrelated and does not support the argument. The argument ignores other perspectives. The argument does not include effective reasoning, so relationships are missing among the evidence, supporting claims, and central claim.</p> <p>Guide students through a check list to evaluate central claims, supporting claims, reasoning, and evidence in sources, so that they can gain a better understanding of compelling arguments.</p> <p>• Cornell Notes: Use to record notes on writing techniques, persuasive strategies, vocabulary. Students reflect on notes to generate questions and summaries. . Provide examples of teacher expectations Review rubric</p> <p>After reading articles/text, students identify current social, political or environmental problems; generate topics for Research</p>
<p>Students write informational/argument paper, essay, paragraph, following the writing process. Teacher-student and peer-to-peer conferences of revisions and editing; modeling for students the kinds of questions they should be asking themselves as they write and revise</p>
<p>Individual Assignments: Independent reading with reading log and reader's response.</p> <p>Follow the 5 step writing process for research paper or project</p> <p>Technology:</p> <ul style="list-style-type: none">• Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.• Use of SmartBoard as an interactive tool to demonstrate how to annotate.• Use of SmartPens to annotate (underline, circle, or highlight) key points of a text. <p>Accommodations/Modifications: provide questions ahead of time for class discussions; provide guided Cornell notes; Provide Lexile level articles so that students can read text independently, provide support for text 100 or</p>

more points above Lexile; provide color-coded guides and guided notes for thesis creation/outline/source cards/in-line citations; create a graphic organizer for outline; allow for extra time on outlines, rough drafts, and final drafts; complete all writing in class for teacher support.

PART IV: EVIDENCE OF LEARNING



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: *Remembering, Understanding, Applying*

- **Vocabulary- Questioning to determine if student use context clues to determine unknown words**
- **Cornell Notes:** Summary and collaborative & independent reflections.
- **Quizzes: Achieve3000 activity questions and thought questions**
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- Class discussions and annotation of text completion of guided question
- **Reader's response:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** *Projects and graphic organizers for independent reading.*

Accommodations/Modifications:

- Provide questions for class discussions ahead of time.
- Provide guided Cornell notes.
- Provide guided questions and check list for closed reading
- provide color-coded guides and guided notes for thesis creation/outline/source cards/in-line citations
- create a graphic organizer for outline
- Allow for extra time on outlines, rough drafts and final drafts.
- Allow for rewrites for all writing assignments

Summative Assessments:

Achieve300 comprehension assessment for reading comprehension

- Reading Benchmark: Informational Text
- Final draft for all writing assignments

Accommodations/Modifications:

- | Allow for extra time on research paper
- Provide color-coded directions/checklist; make the due date known ahead of time
- Provide a clear and concise rubric.
- Check for understanding

Performance Assessments:

- Provide students with alternate assessments for research such as presentation, power point poster or Prezi**
- Final draft research paper**
- Achieve3000 for reading comprehension**

Accommodations/Modifications:

- | **Allow for extra time for writing assignments**
- Limit number of articles in Achieve3000**

Black Horse Pike Regional School District Curriculum

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

Course Name: English Foundations 2

Course Number: 111120

PART I: UNIT 4 RATIONALE

<p>Course/Unit Title: English Foundations 2 <i>Text Analysis</i></p>	<p>Unit 4 Summary: This unit explores the shaping America and American culture. The readings follow the history of America through the Great Depression to Modernization. Literature gave voice to the issues of each era, making American literature uniquely American. The focus of the unit is carefully exploring complex text through reading and rereading sections to fully explore the ideas, structures, and layers of meaning. The emphasis is placed on depth of student understanding of the text they are reading. In order to keep this focus on deep student analysis of texts some works are read in their entirety, while many others are read in excerpted selections.</p>
<p>Grade Level(s)10</p>	
<p>Essential Question(s): <u>Reading Literature:</u> • What is an American? • How does literature create conceptions of the American experience and American identity? • What are the distinctive voices and styles in American literature? Why is it important to study American Literature? How is a cultural experience reflected in a piece of literature? <u>Writing:</u> • How do I write for a specific task and purpose?</p>	<p>Enduring Understanding(s): <u>Reading Literature :</u> History has influenced changes in American writing • American literature has encouraged discussion about the ways in which immigration; colonization, conquest, youth, race, class, and gender affect national identity. • American writers use language to create art and meaning that is uniquely American. Authors use their own cultural experiences and background to develop rich literature <u>Writing:</u> • Good writers use a variety of strategies that enable them to vary form and style in order to write for different purposes, audiences and contexts. • Sensory details help readers to visualize the story. • Journal writing can help students to improve their writing.</p>

- How is writing style influenced by purpose?
- How do writers create products that are engaging and easy to follow?
- How do writers define their voices and roles as writers?
- How does revising and editing strengthen ideas, organization, voice, word choice sentence fluency, and conventions?
- How can writers use evaluation and reflection to improve their writing?

Speaking and Listening:

How can discussion increase our knowledge and understanding of an idea?

Other than text what other forms of Media help answer questions and build knowledge about society issues and controversies.

- Why are strong speaking skills important?
- How do effective speakers communicate so others will listen and understand the message?
- How do we move beyond personal bias to acknowledge another perspective?

Language:

How does increased vocabulary increase reading comprehension

How does the ability to recognize and interpret literary elements help in constructing meaning from text?

- Why is it necessary to document and cite evidence and sources?

- Writers define their voices in the choices they make about topics, words, and genre, the authenticity of their feelings, and the originality of their ideas.
- Revising and editing writing clarifies intent and coherence so the message is properly understood
- Reflection is an integral part of the writing process that enables writers to mature.

Speaking and Listening:

• Good speakers thoughtfully manipulate language to convey the appropriate message for the specific purpose and audience.

• Responsive and respectful communicators actively listen, respectfully process the speaker's message, and offer appropriate feedback.

• Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers.

Language:

• Vocabulary development increases reading comprehension as well as improving written and oral communication.

As readers, we develop a deeper understanding through critical analysis of and reflection on text.

- Proper documentation of evidence is necessary to avoid plagiarism.
- Good writers use a variety of sentence structures to improve readability and communicate effectively.

<ul style="list-style-type: none"> • How does sentence structure improve fluency and make writing interesting to read? • Why is command of the conventions of standard English important? • How do we increase word knowledge and make it easier to comprehend what we read? 	<ul style="list-style-type: none"> • Mastery of standard English conventions improves the quality and effectiveness of written and spoken communication. • Systematic vocabulary development increases reading comprehension and improves written and oral communication.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><u>Reading Literature:</u></p> <ol style="list-style-type: none"> 1. Analyze the motivation and influences on individuals and relationships 2. Analyze the conflict as it intertwines with the development of characters, plot and theme 3. Cite textual evidence of the development of author’s message 4. Analyze thematic connections that cross cultures 5. Evaluate how symbolism and figurative language work to develop and/or reflect theme 6. Evaluate authors craft 7. Evaluate word choice, imagery and figurative language 8. Evaluate Text Structure <p><u>Writing:</u></p> <ol style="list-style-type: none"> 9. Write a narrative incorporating narrative techniques, such as character development, sensory detail and dialogue. 10. Engage and orient the reader by setting out a problem, situation, or observation, establishing a point of view. 11. Create suspense through pacing, irony or twist of events 12. Use a variety of techniques to sequence events so that they build on one another 13. Use precise words and phrases, telling details, and sensory language to convey a vivid experience 14. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 15. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 16. Develop and strengthen writing as needed by planning, revising, editing, rewriting, 17. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. 	<p><u>Reading Literature:</u></p> <ol style="list-style-type: none"> 1. RL.10.3 2. RL.10.2 3-4 RL.10.1, 10.2 5. RL.10 6. RL.10.4 7. RL.10.6 8. RL.10.4 9. W.10.3 10. W.10.3a 11. W.10.3b 12. W.10.3c 13. W.10.3d 14. W.10.3e 15. W.10.4 16. W.10.5 17. W.10.10 18. W.10.6

<p>18. Use technology to produce an organized final draft that achieves intended purpose.</p> <p>Speaking and Listening:</p> <p>19. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas, and expressing their own clearly and persuasively.</p> <p>20. Discuss a topic or historical issue and explicitly draw on text read in class by referring to evidence from texts and other</p> <p>Language:</p> <p>21. Use context clues to determine meaning of a word or phrase.</p> <p>22. Gather vocabulary knowledge independently</p> <p>23. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>24. Determine or clarify (through general and specialized reference materials) the meanings of unknown words in a text.</p>	<p>19. SL.10.1</p> <p>20. SL.10.1a</p> <p>21. L.10.4a</p> <p>22. L.10.4</p> <p>23. L.10.4b</p> <p>24. L.10.4c</p>
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Inter-Disciplinary Connections:

<p>History</p> <ul style="list-style-type: none"> • Use primary sources to interpret life during a historical period (ex. 1920s for <i>The Great Gatsby</i>) <p>Art and Music</p> <ul style="list-style-type: none"> • Study of artwork and musical pieces of the era and how they reflect the mood of the time. <p>Sociology</p> <ul style="list-style-type: none"> • The changing role of women and minorities over the past century and a half.
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Students will engage with the following text:

<p>Suggested selections:</p> <p>Long Fiction:</p> <ul style="list-style-type: none"> • <i>Death of a Salesman</i> • <i>Raisin in the Sun</i> • <i>Secret Life of Bees</i> • <i>A Lesson Before Dying</i> • <i>Secret Life of Bees</i> • <i>Of Mice and Men</i>
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- *The Great Gatsby*
- *Jake Reinvented*
- *Fences*

Short Fiction:

- Washington Irving
- Nathaniel Hawthorne
- Edgar Allen Poe
- Charlotte Perkins Gilman
- William Faulkner
- Joyce Carol Oates

American Humor – selections from the following authors:

- Mark Twain
- James Thurber
- Bill Bryson
- Dave Barry

Poetry

- Billy Collins
- Selected poems from Emily Dickinson
- Selected poems from Walt Whitman

Suggested Titles:

- A Time to Kill Penguin Readers
- Tears of a Tiger by Sharon Draper
- Forged by Fire by Sharon Draper

Mentor Texts:

- Focus on historical fiction
- Excerpts from long fiction titles

Independent Reading Choice: Students will choose a fiction or non-fiction text to read independently.

Students will write:

- **Brainstorm ideas for Historical Narrative Essay**
- **Reader's log in response to literature such as Tears of a Tiger:** Use readers log to respond to literature read as a class and through independent choice selection; students respond in notebooks to elements studied in this unit: character, conflict, theme, symbolism and figurative language, point-of-view, tone

Open-ended responses on quizzes/tests: Short answer and open-ended responses using textual support
Narrative

After reading novel such as Tears of a Tiger visualize the next ten years for Keisha, Gerald, and BJ. How will their lives be affected by the events of that year in high school? Create a scene in which they meet at a ten year reunion. Write it in a style that mimics Draper's tone and text structure in the novel. What will have happened to them and why?

Newspaper Article

You are a reporter at one of the following scenes. Write the story for your **school paper**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

Mini-lessons, Teacher Modeling, and Lecture: Build background knowledge with lecture information visuals and video clips. Discuss themes and concepts; discussion of historical background of literature; literary elements: character, conflict, theme, symbolism, figurative language, point of view, tone; Use guide lines and check list for reading closely and annotation strategies for analyzing a text.

- **Cornell Notes:** Use guided notes to record notes and ideas on readings, author biography, vocabulary, story elements; student reflect on notes to generate questions and summaries.

During reading of text students will create Plot Map, Timeline (events sequencing)Inspiration/Story Board/Smartboard to keep track of events and use for later analysis

Writer’s note book entries; text to self; Text to world; Text to media connections. Double sided journal entries

Quick writes in response to informational text/novel passages

Character building graphic organizers

Create story board

Students will explore the following topics through collaborative activities such as Think, Pair, Share; and Jigsaw:

- **Guided questions and check list for text analysis, annotations, and citations** – Primary source analysis of text excerpts to determine effect of literary elements
- **Vocabulary in Context** – independent gathering of vocabulary words from outside reading; analysis of vocabulary words in context
- **Book talks/ Literature Circles:** Use independent reading selections to discuss a similar topic such as theme, character, and use of language

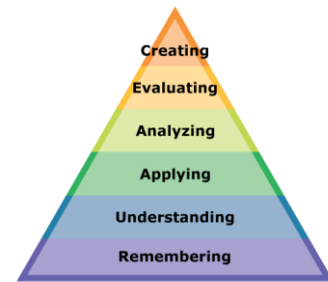
Individual Assignments:

- **Reader’s Log /Notebook:** use for imitating mentor texts, developing ideas and initiating a Historical Narrative
- **Project Options:** selection of one project from options listed based on works studied
- **Independent Reading:** Use reader’s notebook to respond to texts
- **Writing Workshop Assignment:** ideas for Historical Narrative
- **Class Participation:** discuss issues related to works studied

Technology:

Achieve3000 articles to build reading comprehension

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.

PART IV: EVIDENCE OF LEARNING**Formative Assessments:**

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: *Remembering, Understanding, Applying*

- **Annotation guided questions and check list**
- **Cornell Notes:** collaborative & independent reflections.
- **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Achieve3000 comprehension grades**
- **Reader's Log / Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Extended time, oral administration, oral answers if necessary, time in class for reading novels, articles and excerpts, open notes quizzes

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Accommodations/Modifications:

Utilize appropriate Lexile level texts to prevent frustration and shut down, guided notes and guided annotation for complex text.

After students analyze text with annotation, provide a copy that has been annotated by teacher so that student can compare.

Extended time for writing.

Provide idea banks for sensory detail precise verbs.

Performance Assessments:

Letters

A. Write a letter to one of the characters in the book explaining your feelings about the events in the story. What advice would you give Keisha, or Monty, or Andy's parents? What would you say to Andy?

B. Write a personal letter to a friend that includes details about a school event and your personal observations about the event.

RL.6-12.1

RL.6-12.3

W.6-12.3

W.6-12.4

Point of View Paper

How does point of view impact a story? How does a character's point of view distinguish his or her position from that of others? Why is personal observation not always fair and unbiased? *Tears of a Tiger* is told through multiple different points of view. Write an essay that analyzes the difference between at least two characters' points of view about the same subject. Use examples from the book to support your statements.

RL.6-12.6

W.6-12.1

W.6-12.4

W.6-12.9

Descriptive Paper

Reread the vivid description of the accident in the novel. Reread the passage in the novel that describes Hazelwood's victory over Covedale. Notice in both scenes the specific details that allow the reader to vividly visualize the scenes. Using either passage as a guide, write a descriptive paper that uses sensory imagery to tell a story about any school activity. Use vivid verbs and powerful adjectives and adverbs as you write. Use as many of the senses as you can--sight, sound, smell, touch, taste--as well as deep, rich colors.

RL.6-12.5

W.6-12.3

W.6-12.4

Research Topics

A. Investigate the organization called S.A.D.D. (Students Against Driving Drunk)

By finding 2-3 quality, reliable sources that talk about the organization. What has been its effect in high schools?

How have students been getting involved to use positive peer pressure to stop the problem of teenage drinking and driving? Cite evidence from your source(s) using a standard citation style such as MLA to support your argument.

B. Investigate the recent laws concerning drivers under the age of 18 who are involved in traffic fatalities. Find at least 2-3 quality, reliable sources that discuss the topic. What is the usual punishment? Is Andy's punishment in the novel realistic or no longer true in many states? What do you think should be the punishment for young drivers who drink and cause the death of another person? Cite evidence from your source(s) using a standard citation style such as MLA to support your argument.

C. Investigate the problem of teenage suicide by locating and reading at least 2-

3 quality, reliable sources. Why is not reported in the press? What steps can be taken by schools to prevent this problem before it happens.

Accommodations/Modifications:

- | Extended time.
- Provide time in class for readings.
- Reduce written quantity.
- Provide alternative assessments.
- Group projects.
- Allow students to provide responses via typing or oral response.
- Focus emphasis on content rather than spelling and grammar.
- Allow editing and resubmission of writing assignments.
- Provide guided annotations.
- Provide examples.

Black Horse Pike Regional School District Curriculum

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

Literacy Skills for English Foundations 2

- Read for textual details
- Annotate texts to support comprehension and analysis
- Engage in class discussion and conversations about text and supporting with evidence
- Collect evidence from texts to support analysis
- React to text through writing using evidence based responses

Standards for English Foundations 2

RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and

<p>RI.9-10.4</p> <p>RI.9-10.5</p> <p>RI.9-10.6</p> <p>RI.9-10.7</p>	<p>developed, and the connections that are drawn between them.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
<p>W.9-10.2</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>W.9-10.4</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>W.9-10.5</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>W.9-10.9a</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>
<p>SL10.1a,1 0.1b</p>	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
<p>L10.1a-b</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

	<p>Use parallel structure.*</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>
L.10.4a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
L.10.4c	<p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>