

Black Horse Pike Regional School District Curriculum Template

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

Course Name: English Foundations III

Course Number: 111130

PART I: UNIT 1 RATIONALE

<p>Course/Unit Title: English Foundations 3 <i>Unit 1 Narrative Fiction</i></p>	<p>Unit 1 Summary:</p> <p>This unit is designed so that all students engage directly with a series of texts that progress toward grade level complexity and activities. Appropriate scaffolding is built into the unit design, activity sequence, and tools to make instruction comprehensible to students reading well below grade level. Students directly experience the complexity of the texts but the text is given within a Lexile range that is manageable so that the student avoids frustration. The unit actively supports students through explicit instruction of skills and strategies, the building of background knowledge, a progression of increasing text complexity, a focus on student developed questions, and instructional strategies associated with modeling, grouping, and graphic organizers. Instruction follows a progression that moves from scaffolding and support to independent application. In this unit, students read, discuss, and analyze literary and nonfiction texts focusing on how authors relate textual elements, such as plot, character, and central ideas, within a text. The emphasis on this unit is to develop students' abilities to read closely for textual details and compare authors' perspectives through an examination of a series of texts. This unit guides students to identify how culture impacts the style, tone, and content of the literature.</p> <p>This unit also seeks to guide students to recognize and write about symbolic connections between literature and their own lives by exploring themes of identity, tension between cultures, classes and values, and heroes and villains. Students will practice and enhance their writing skills by using mentor texts to construct narrative writing in a similar style.</p>
<p>Grade Level(s) 11</p>	
<p>Essential Question(s): <u>Reading Informational text</u></p> <ul style="list-style-type: none"> How does understanding a text's structure help me better understand its 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> Informational text varies in structure, identifying text structure deepens understanding. <p>Recognize text structure organizational patterns develop deeper understanding of text.</p> <ul style="list-style-type: none"> Cause/effect

<p>meaning?</p> <ul style="list-style-type: none"> • How do readers construct meaning from text? <p><u>Reading Literature</u></p> <ul style="list-style-type: none"> • Why read fiction? • How does literature reflect or shape culture? • How and why do good readers use prior knowledge? • How and why do good readers ask questions about the text they are reading? <p><u>Writing:</u> How do good writers express themselves? How do writers develop a well-</p>	<ul style="list-style-type: none"> • Problem/solution • Fact/opinion • Compare/contrast <ul style="list-style-type: none"> • Skills, practices, and routines of close reading, annotating text, and evidence-based discussion and writing, especially through text-dependent questioning and focused annotation Students engage in critical analysis of texts to explore deep meaning. <p>Good readers gain deep understanding through the following strategies:</p> <ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based conversations about text • Collect evidence from texts to support analysis • Organize evidence to plan around writing • Revise writing according to purpose • Determine meaning of unknown vocabulary • Question texts during reading to deepen understanding • Make connections to other texts, ideas, cultural perspectives, etc. • Analyze the impact of an author’s choices • Summarize a text objectively <p><u>Reading Literature</u></p> <p>The values of a society can be reflected in its written works; some written works can shape the values of a society.</p> <ul style="list-style-type: none"> • Learning about the time & place from where a text comes can enhance a reader’s understanding of the text. • People have the need to create archetypal characters and stories to symbolize and understand the world around them <p>Increased background knowledge leads to increased fluency, accuracy and therefore increased reading comprehension.</p> <ul style="list-style-type: none"> • Word choice can affect message and tone, convey meaning, and help a <p><u>Writing</u></p> <p>Good writers do the following to produce quality writing and express themselves:</p> <ul style="list-style-type: none"> • brainstorm topic, • closely read text, • Engage in productive evidence-based discussions about text,
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<p>written product?</p> <p>How does process shape a writers product?</p> <ul style="list-style-type: none"> • Why does an author choose to vary sentence structure and employ punctuation in a specific way? <p><u>Speaking and Listening:</u></p> <p>How do we discuss themes to build a better understanding of literature?</p> <ul style="list-style-type: none"> • How does effective collaboration enhance student learning? <p>How do formal class discussions enhance communication skills?</p> <p><u>Language:</u></p> <p>How do sentence structure and grammatical convention create meaning?</p> <ul style="list-style-type: none"> • How can context clues help determine the meaning of new vocabulary? 	<ul style="list-style-type: none"> • Collect evidence from texts to support analysis • Organize evidence to plan around writing • Determine meaning of unknown vocabulary • Question texts during reading to deepen understanding • Analyze the impact of an author’s choices • Summarize a text <ul style="list-style-type: none"> • Word choice in writing sets tone and conveys meaning. • Using varied types of sentences impacts the overall tone of a piece and can help achieve a certain mood • Knowing the rules of grammar and punctuation can help a writer make purposeful stylistic choices. • Writers approach writing in different ways depending on style, preference, task, and audience. <p><u>Speaking and Listening:</u></p> <p>Group analysis of author’s message can enhance individual understanding of universal truths in literature.</p> <ul style="list-style-type: none"> • Hearing others’ viewpoints can help shape and strengthen our own. • Incorporating textual evidence into discussion will create stronger and more persuasive claims. • Formal class discussion provides speakers with the opportunity to move from informal to formal registers to reach audience, and effectively communicate purpose. <p><u>Language:</u></p> <p>Authors use conventions and varied sentence structure to create meaning.</p> <p>Readers can gather meaning unknown words by referencing context clues and build reading fluency.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<u>Reading Information:</u>	1. RL.11.1
<u>Reading Literature:</u>	2.. RL.11.2; RL.11.4
1. Make inferences about characters based on the way the author uses different modes of characterization.	3. RL.11.3; RL.11.5
2. Identify and explain the development of a character over the course of text.	4. RL.11.3; RL.11.6; L.11.5
3. Identify the impact of story structure such as exposition, rising action, falling action climax resolution.	5.RL.11. 4
4. Understand and interpret what the author directly states versus what is intended, such as verbal irony.	6. RL.11.7
5. Apply understanding of figurative language and word choice to summarize the purpose	7. RI.11.1
6. Create connections between the source text and other interpretations of the text.	8. RI.11.2
<u>Reading Informational</u>	9. RI. 11.3
7. Use the skill of summary; Summarize informational passages	10. RI.11.4 11.
8. Recognize text structure organizational patterns	RI.11.5,RI.11.6
<ul style="list-style-type: none"> • Cause/effect • Problem/solution • Fact/opinion • Compare/contrast • 	
9. Identify central idea and supporting details	
10. Make text based observations about text	
<u>Writing:</u>	
11. Develop a topic and thesis statement to write expository essay, paragraphs to convey ideas and information gained from the text.	11. W11.2
12. Draw evidence from text to support analysis or claim.	12. W11.3
13. Produce informational essay containing clear and coherent facts, details and	

<p>information gained through reading</p> <p>14. Gather and assess relevant, authoritative print and digital sources. 15. Paraphrase and cite sources properly to avoid plagiarism. 16. Use technology to synthesize materials and publish a finished research project. 17. Respond to open ended questions 18. Write routinely over extended time frames</p> <p>Speaking and Listening: 19. Participate in collaborative discussions based on a single topic. 20. Support statements with specific references to seminar/discussion texts as well as major works studied in class, as well as references to various media . 21. Speak clearly with articulation and audibility and listen attentively; respond to peer-comments by reiteration and paraphrasing; explicitly identify formal and informal language as well as when to use each appropriately.</p> <p>Language:</p> <p>22. Analyze portions of major works and supplementary texts to determine meaning of important vocabulary and their connotations/denotations using context clues. 23. Apply understanding of text vocabulary to characterization in student’s writing</p>	<p>13. W11.4</p> <p>14. W11.5</p> <p>15.W11.6</p> <p>16.W11.9a</p> <p>17-18.W11.10</p> <p><u>Speaking and Listening:</u></p> <p>19. SL.11.1a; SL.11.1b; SL.11.1c; SL.11.1d 20. SL.11.2 21. SL.11.3; SL.11.4; 22. SL.11.6</p> <p>22.L.11.4; L.11.4a: L.11.4b</p> <p>23.L.11.6</p>
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Inter-Disciplinary Connections:

<p>Science: Articles related to science such as earth science global warming, pollution, space</p> <p>History: • Students will study historical events embedded within the context of literature. Students will study art and music from the time period and make inferences about the people who created it based on what they see.</p>

Students will engage with the following text:

PARCC Prep Materials

LMC Databases

Online citation generators

Write Source writer's handbook

Achieve3000.com

Boardworks

Major Works:

Beowulf,

The Canterbury Tales

"On Revenge" by Sir Francis Bacon (abridged version in *Touchstones, Vol. A*)

"The Knight's Tale" by Geoffrey Chaucer (abridged version in *Touchstones, Vol. A*)

Supplemental Texts:

Independent Reading: Students will be provided with a list of suggested titles, and will choose a fiction or non-fiction text to read. Students will be required to read independently throughout the school year.

- *Beowulf*, the graphic novel by Gareth Hinds
- Excerpts from *Grendel* by John Gardner

Mentor Texts:

- Excerpts from *The Book Thief* by Marcus Zusak (point of view)
- Excerpts from *The Fault in Our Stars* by John Green (dialogue)
- Excerpt from *Hard Times* by Charles Dickens (found in *The British Tradition*) (figurative language)
- Excerpt from *The Hunger Games* by Suzanne Collins (pacing)
- Excerpts from *Neverwhere* by Neil Gaiman (found in both textbooks) (setting)

Accommodations/ Modifications: Add graphic novels and Retold Classics (English 3), highlight and underline ideas in reading material, provide students with summaries, allow students to listen to audio recordings of readings, provide guiding questions to complete when reading to ensure an understanding of main ideas, provide students with guided notes or copies of notes, incorporate media and audiovisual representation of material (Ex: YouTube, television shows, Discovery Education, etc.).

Students will write:

Informational paragraphs, essays

Expository paragraphs essay

Research paper, paragraphs or projects

Responses to literature using textual evidence and proper citations

Accommodations/ Modifications: Writing should be done in class for teachers support. Extended time on writing assignments, give checklists or step-by-step directions in writing, reduce length of requirements for writing

assignments, provide examples for students to visualize teacher expectations, provide graphic organizers, reduce number of open-ended questions, grade based on organization and content not mechanics, provide clear and concise rubric prior to assignment (in rubric, reduce value for spelling errors).

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

Whole Group Instruction:

• **Lessons, Teacher Modeling, and Lecture:**

Annotation of Text for central idea themes and details, Sentence Structure and Symbolism (Literature); Annotation of Text for Direct and Indirect Characterization and Dramatic, Situational, and Verbal Irony

Lecture: Author background, background knowledge

• **Cornell Notes:** On Lectures and Readings

• Class discussions: Use modern editorials to generate discussion on the impact of author’s use of style choice regarding word choice and structure.

Accommodations/ Modifications: graphic organizers, provide guided notes and copies of notes, modeling, provide questions prior to lesson, break lessons and information into smaller portions, provide historical context before units if not previously covered

Instruction for critical reading skills and reading closely

Provide students with guided questions and check lists.

First introduce students to the idea of reading closely for details through an examination of a range of text types. Next, introduce students to a particular process for close reading that involves questioning the text. Students question with general questions, then are guided to more specific questions to help them focus on important textual ideas and characteristics. Next, develop student proficiency by analyzing textual details for making comparisons across texts. Then, develop students’ abilities to express their analysis, first through writing text-based , then through facilitating and participating in text-centered discussions.

Small-Group or one to one Instruction:

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

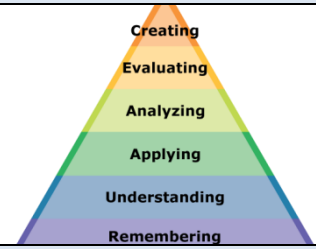
- **Text analysis, annotations, and citations** – Working together to completed detailed annotations to build comprehension.
- **Writing and writing conference:** Students routinely share and edit each other’s writing
- **Reader’s Log/ Notebooks responses:** Students routinely respond to text through writing and share and edit each other’s writing
- **Book talks/ Literature Circles:** Non-fiction based book talks by teacher on works studied in this unit; Literature Circles on excerpts from suggested text focusing on word choice, structure, and use of first and secondary sources.

Writing

Students respond to literature writing only two to four sentences and at most a few short paragraphs. Teachers and students focus on building the ability to accurately incorporate textual evidence into their communication,

and include effective word choice, punctuation, and syntax that are appropriate to the audience and task. Students build on accuracy to produce longer pieces of writing.

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

- **Reading assignments to check for comprehension**
- **Cornell Notes:** Notebook checks & quizzes; 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**
- **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:** Homework, classwork, and quizzes; based on reading response and analysis of elements.

Accommodations/Modifications:

Writing in class for teacher support

Limit number of questions on quizzes

Limit number of paragraphs

Lexie reading article to avoid frustration

Open note quiz for reading assignments

Allow for rewrites

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.

Bloom's Levels: Understanding, Applying, Analyzing, Evaluating

- Achieve Level Set for initial Lexile
- Narrative Reading Benchmark Assessment

Final draft writing

Accommodations/Modifications:

Include word banks, extended time, preferential seating, bold instructions, repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support, chunk sections and/or reduce quantity of section, incorporate alternative assessments especially those using technology and manipulatives.

Performance Assessments:

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

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

Expository writing or informational writing.

- Technology based project for informational and Literature text such as power point Prezi
- Graphic organizers, guided questions with annotations for close reading

Accommodations/Modifications:

Focus on content and effort, reduce value of artistic ability, choose cooperative learning groups to ensure effective work and socialization skills, emphasize technology and manipulatives in alternative assessment

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Course Name: English Foundations III

Course Number: 111130

PART I: UNIT 2 RATIONALE

<p>Course/Unit Title: English Foundations 3 <i>Close Reading</i></p> <p>Grade Level(s) Grade 11</p>	<p>Unit 2 Summary: This unit continues to build student approach to informational texts by analyzing an author’s use of evidence and rhetoric to support her point of view. This unit blends narrative techniques with expository non-fiction writing tasks. There is a heavy focus on critical reading skills necessary for the work place and academic fields. In this unit students focus on building skills for close reading and analysis of nonfiction. Students will then focus on tone and word choice in order to appeal to a specific audience for a desired purpose. Students will analyze structure, vivid language, and use of first and secondary sources in order to report on events in clear, effect, and engaging. This unit also focuses on strengthening writing skills as well as building skills for civil and productive conversation. Students learn to articulate analysis using text evidence.</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 better understand its meaning? • How does understanding the writer’s craft contribute to a critical response of literature? • How do two authors respond and record the same issues in two different ways? • How do historical events influence trends in literature? <p><u>Reading Informational</u> How does understanding a text’s structure help me better understand its meaning?</p> <p>How do readers construct</p>	<p>Enduring Understanding(s):</p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> • Understanding and analyzing why a text is structured a particular way can lead to a deeper understanding of the text’s meaning • Word choice can affect message and tone, convey meaning, and help a reader draw inferences and meaning from a text. • People will always have to need to report on monumental events in both object and subjective ways. • Powerful writing can influence public opinion, political activity, and even create and popularize various words and phrases within a dialect • An author will use different styles, genre, and word choice depending on his or her background and life experiences. • Types of literature popular during certain time periods are often dictated by the technology available at the time and the education level of the people for whom it was created. <p><u>Reading Informational</u> Summarize an informational passage helps readers develop a deepened understanding of text especially when put in own words.</p> <p>Recognize text structure organizational patterns build reading</p>

<p>meaning from text?</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> • How does reading reflect in one's own writing. <p>How can reading improve a student's writing?</p> <ul style="list-style-type: none"> • How does a narrative technique improve non-fiction writing? <p><u>Speaking and Listening:</u></p> <p>How do we effectively discuss themes and craft to create better understanding of literature?</p> <p>How does effective collaboration enhance student learning?</p> <p><u>Language:</u></p> <p>How do sentence structure and grammatical convention reflect the author's purpose?</p>	<p>comprehension as well as critical reading skills.</p> <ul style="list-style-type: none"> • Cause/effect • Problem/solution • Fact/opinion • Compare/contrast • Multi-step process directions <p><u>Writing:</u></p> <p>The more students read the more examples of good writing they are exposed to.</p> <p>Students use good examples of writing in their own work.</p> <p>Using writing techniques such as irony, wit, and hyperbole can create an interesting and engaging non-fiction writing.</p> <ul style="list-style-type: none"> • Using narrative techniques such as vivid details and figurative language help improve the appeal of non-fiction writing. • Being able to distinguish fact v. opinion helps a writer achieve his or her goals when writing. <p><u>Speaking and Listening:</u></p> <p>Group analysis author's choice and purpose can enhance individual understanding of universal truths in literature.</p> <ul style="list-style-type: none"> • Collaboration helps students develop questions and new ideas regarding an issue or topic; c developing questions regarding a work's theme and function will increase understanding of the text. <p><u>Language:</u></p> <p>Creative sentence structure and grammatical conventions convey clear messages</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<u>Reading Literature:</u>	1. RI.11.2
1. Evaluate the credibility of a variety of informational sources reporting on the same event: informal blogs, respected news publications, and small news organizations.	
2. Compare and contrast the structure of nonfiction literature dealing in real modern disasters or political issues to a modern first person account of the same issue. (Compare the modern story of a devastating storm to a nonfictional account of a devastating storm as in “The Perfect storm” or The political gains of the Taliban to “Kite Runner”)	2. RI.11.2; RI.11.5
3. Identify narrative techniques (vivid description or metaphor) used in various non-fiction articles and how they impact the effectiveness of the piece.	3. RI.11.5; RI.11.6
4. Decided how effect the author’s use of first and secondary sources are at establishing his point of view.	4. RI.11.7
5. Identify tone mood and word choice in various nonfiction works and analyze the effect, purpose and intended audience	5. RI.11. 4
6. Analyze the specific structure and word choice of various non-fiction writing and decide how it reflects the author’s personal feelings on the issue (religious or political leanings).	6. RI.11.1
<u>Writing:</u>	
1. Write an informational essay, or paragraph and use word choice and structure to reflect purpose in a piece of non-fiction writing.	<u>Writing:</u>
8. Write in Reader’s Log or notebooks: brain storming connection between novel and real life accounts.	7. W.11.2.; W.11.2d; W.11.3c; W.11.3d; W.11.4
9. Paraphrase events, make connections and react to current articles from Achieve 3000 or local newspaper, news story or internet report about societal issues inherent in urban life such as gang violence and drug abuse.	8. W.11.5
10. Use programs such as Power Point, Prezi, Smartboard Tools, Youtube, and Ted Talks to research and present information that clearly recounts an event or answers a self-generated question as described in the performance assessment	9. W.11.9
11. Select and integrate articles into non-fiction writing	10. W.11.6;11.7;11.8
12. Use narrative techniques to create engaging opening and closings to non-fiction writing	11. W.11.2b; SL.11.1b; SL.11.1c; SL.11.1d
<u>Speaking and Listening:</u>	12. W.11.2a;W.11.2f
13. Participate in collaborative discussions based on a single topic in the form of Socratic Seminar, large and small group discussions.	13. SL.11.1a; SL.11.1b; SL.11.1c; SL.11.1d
14. Support statements with specific references to seminar/discussion texts as well as major works studied in class, as well as references to various media (i.e. film, television).	14. SL.11.2
15. Speak clearly with articulation and audibility and listen attentively; respond to peer-comments by reiteration and paraphrasing; explicitly identify formal and informal language as well as when to use each appropriately.	15. SL.11.3; SL.11.4; SL.11.6

<p>16. Develop questions to discuss with peers related to the text</p> <p>17. Keep all discussion on topic and redirect when discussion is off topic</p> <p>Language:</p> <p>19. Identify compound- complex sentence and their impact on the overall purpose of a text.</p> <p>20. Analyze texts to determine the use of content specific vocabulary and their impact on the audience.</p>	<p>16. SL.11.1.c</p> <p>17. SL.1.d</p> <p>Language</p> <p>18. L.11.1; L.11.2; L.11.3</p> <p>19. L.11.4; L.11.4a: L.11.4b</p> <p>20. L.11.4c; L.11.4d</p>
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Inter-Disciplinary Connections:

<p>History:</p> <ul style="list-style-type: none"> • Study issues regarding human rights, freedom of the speech, and the power struggle between Protestants and the Church of England. • Students might examining more modern occurrences such as the Great Depression or Hurricane Sandy before reading the included non-fiction writing <p>Biology:</p> <p>Students read and study disease related articles, outbreak plans</p> <p>Earth Science:</p> <ul style="list-style-type: none"> • Students will examine information regarding natural disasters in connection to their frequency and causes within specific places in the world <p>Math</p> <p>Charts tables demonstrating percentages economic impact</p>
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Students will engage with the following text:

<p>Achieve3000 articles nonfiction text</p> <p>Supplemental Texts:</p> <p><u>Independent Reading:</u> Students will be provided with a list of suggested titles, and will choose a fiction or non-fiction text to read. Students will be required to read independently throughout the school year.</p> <p>Texts:</p> <ul style="list-style-type: none"> • “The City and the Storm” by John Homans <p>Mentor Texts:</p> <p>Accommodations/ Modifications: Add graphic novels and Retold Classics, highlight and underline ideas in reading material, provide students with summaries and paraphrasing, allow students to listen to audio recordings of readings, provide guiding questions to complete when reading to ensure an understanding of main ideas, provide students with guided notes or copies of notes, incorporate media and audiovisual representation of material (Ex: YouTube, television shows, Discovery Education, etc.)</p>
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Students will write:

Non-fiction: Expository essay ,m Informational

Narrative first person account of a personal experience such as a disaster or almost disaster

- **Reader's Response to Literature:** use of reader's/writer's notebooks to respond to and apply author's use of sensory details, sentence structure, figurative language; analysis of structure and diction; reflection on the importance of audience and purpose when creating tone
- **Open-ended responses on quizzes/tests or in reader's notebooks:** Short answer and open-ended responses using textual support from various suggested readings.

Accommodations/ Modifications: model brainstorming, extended time on writing assignments, give checklists or step-by-step directions in writing, reduce length of requirements for writing assignments, provide graphic organizers, reduce number of open-ended questions, grade based on organization and content not mechanics, provide clear and concise rubric prior to assignment (in rubric, reduce value for spelling errors)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

Whole Group Instruction:

•Lesson, Teacher Modeling, and Lecture:

Annotation of Text for Word Choice, Sentence Structure and word choice; Annotation of Text for use of figurative language, vivid details, and first and secondary sources (modern editorials)

- **Cornell Notes:** On Lectures and Readings regarding controversial topics, common structures of non-fiction and editorial writing
- **Class discussion** Articles from achieve, articles from newspaper or internet source generate discussion on the impact of the event as well as how the article was crafted author's use of style choice regarding word choice and structure.

Accommodations/ Modifications: graphic organizers, provide guided notes and copies of notes, modeling, provide questions prior to lesson, break lessons and information into smaller portions, slow pacing and allow for re teaching, provide stations during differential work for higher level learners. Provide historical context before units if not previously covered.

Small-Group Instruction:

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

- **Text analysis, annotations, and citations** – working together to completed detailed annotations to use in Socratic seminars
- **Vocabulary in Context** – Locating content specific words and describing why and how each is used in a specific piece
- **Writing Workshop Conferences:** Students routinely share and edit each other's writing
- **Reader's/Writer's Notebooks responses:** Students routinely share and edit each other's writing
- **Book talks/ Literature Circles:** Non-fiction based book talks by teacher on works such as *Stiff* by Mary Roach or *The Immortal Life of Henrietta Lacks*; Literature Circles on excerpts from suggested text focusing on word choice, structure, and use of first and secondary sources.

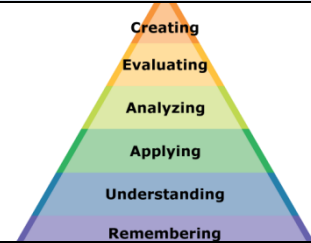
Accommodations/ Modifications: assign cooperative learning groups to ensure effective work and socialization, provide checklists, provide detailed and concise rubrics, and provide materials.

Individual Assignments:

- **Reader's Log/ Notebook:** Routine writing which focuses on non-fiction and editorial writing, building modern definitions for slang terms in form dictionary style, using first person accounts to reflect on an incident, using vivid details to bring an event to life, editing word choice for domain specific vocabulary and to suit author's intended purpose
- **Vocabulary Work in Context:** Describe an event using student-gathered, in- context vocabulary
- **Project Options: *Based on Silent Sustained Reading***
 - Oral Presentations such as book talks, character interviews, puppet shows, Prezis
 - Write an original newspaper editorial reporting on a major event in the story
 - Research and present a formal report on historical or scientific information grounded in the plot of the book (i.e. dictators throughout the centuries in connection with The Hunger Games or genetic engineering in connection with Matched or Maximum Ride
- **Independent Reading:** Student selected novels

- **Writing Workshop Assignment:** Completion of expository writing and regularly writing in notebooks
- Accommodations/ Modifications:** graphic organizers, provide guided notes and copies of notes, modeling, reduce written quantity, individual writing conferences and assistance, individual presentations after school for students exempt from oral reading and presentations

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

- **Cornell Notes:** Notebook checks & quizzes; 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**
- **Class participation and discussion:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **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:** *Projects*

Accommodations/Modifications:

Provide word banks, extended time, bold instructions, repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support, chunk sections and/or reduce quantity of section, incorporate alternative assessments especially those using technology and manipulatives

Open note quizzes and tests guided notes and questioning sheet for closely reading texts.

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.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- Informational Text Benchmark Assessment
 - Expository Writing Benchmark
- Final writing assignments fiction nonfiction

Accommodations/Modifications:

Include word banks, extended time, preferential seating, bold instructions, repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support, chunk sections and/or reduce quantity of section, incorporate alternative assessments especially those using technology and manipulatives.

Performance Assessments:

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

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

- **Expository Writing:** Expository essay using article as evidence

Report and reflect on a global issue national or personal disaster using modern mentor text

- **Project Options**

Oral Presentations such as book talks, character interviews, puppet shows, Prezis

Write an original newspaper editorial reporting on a major event in the story

Research and present a formal report on historical or scientific information grounded in the plot of the book (i.e. dictators throughout the centuries in connection with The Hunger Games or genetic engineering in connection with Matched or Maximum Ride)

Accommodations/Modifications:

Focus on content and effort, reduce value of artistic ability, choose cooperative learning groups to ensure effective work and socialization skills, emphasize technology and manipulatives in alternative assessment formats, and assist group presentations with guided questions.

Provide student with choices, use modified rubrics.

Black Horse Pike Regional School District Curriculum

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

Course Name: English Foundations III

Course Number: 111130

PART I: UNIT 3 RATIONALE

<p>Course/Unit Title: English Foundations 3 <i>Critical Reading</i> <i>Argument and Research</i></p>	<p>Unit 3 Summary:</p> <p>This unit focuses on the idea that strong writing stems from deep comprehension of a text or topic. This unit builds writing skills based on deep comprehension skills. Many deficiencies in writing are the result of shallow or uniformed critical thinking. The unit writing activities are linked closely to student reading in ways that help them both develop and express their emerging understanding of the evidence at hand. In this unit students are continually asked to explain their thinking about texts in their writing. Developing this ability is fundamental to supporting students as they craft extended pieces of writing. This unit will focus on research skill and research writing. Students will analyze various forms of texts to identify and evaluate authors' use of structural and organizational strategies. They will write an argument essay using multiple sources to present claims and counter claims on an issue. Students will focus on methods of expanding and developing details in a logical and organized format. Students will revise this argument essay through writing conferences, peer-editing and self-editing periods. Grammatical conventions learned in units 1 and 2 will be applied to these editing and revision processes. Annotation skills established in unit 1, and honed in unit 2, will be employed heavily during the independent research process. Students will continue to develop speaking and listening skills in Socratic Seminars, with a focus on student-generated topics for discussion, and building and responding to peers' ideas and statements in discussion. Students will continue independent reading process, with a culminating performance assessment focused on the independent reading texts.</p>
<p>Grade Level(s)11</p>	
<p>Essential Question(s): <u>Reading Informational Text:</u></p> <ul style="list-style-type: none"> • How does an author's voice their opinions about events and world issues? • In what ways does the authors background and life experiences reflect and impact their writing? 	<p>Enduring Understanding(s): <u>Reading Informational Text:</u></p> <ul style="list-style-type: none"> • Authors use writing style to influence the opinions of others and reflect the world around them. • Powerful writing can influence public opinion, political activity, and even create and popularize various words and phrases within a dialect. • An author will use different styles, genre, and word choice depending on his or her

<ul style="list-style-type: none"> • How do authors effectively structure argument? • How does a writer effectively use research skills in researching, drafting, and revising a research paper? • How can technology be effectively used in research? • What makes a research source valid? <p><u>Writing:</u></p> <p>What are effective writing techniques that should be used in research writing?</p> <p>How do purpose and audience influence format and style?</p> <ul style="list-style-type: none"> • How does avoiding plagiarism improve the quality of an argument? • How does quoting and paraphrasing reliable sources improve the quality of an argument? • How can we use evaluation and reflection to improve writing? <p><u>Speaking and Listening:</u></p> <ul style="list-style-type: none"> •What makes a good presentation? 	<p>socioeconomically status, political affiliations, and personal goals.</p> <ul style="list-style-type: none"> • Strong arguments are well-researched, have a clear claim that is well supported by evidence, and acknowledges and refutes counter-claims. • Authors attempt to appeal to their audience through <i>logos</i>, <i>pathos</i> and <i>ethos</i>; these appeals ultimately make the argument more persuasive • Writer’s craft successful arguments by fully developing and elaborating details • Sources of information must be evaluated based on currency, bias, and accuracy. • Thoroughly reading and annotating sources for information will improve understanding of a topic and ultimately the quality of the paper. <p><u>Writing</u></p> <p>Using writing techniques such as understatement, exaggeration, hyperbole or sarcasm improve the effectiveness of satirical writing.</p> <ul style="list-style-type: none"> • Using rhetorical techniques such as logos, ethos, and pathos to improve <p>Not giving credit to the creator of written ideas or visual media will undermine the validity of a student’s argument; crediting the creator of ideas and visual media creates <i>ethos</i>.</p> <ul style="list-style-type: none"> • Making appropriate choices with regard to the quality and amount of material quoted and paraphrased in a paper will improve the validity of a student’s argument, and appeal to <i>logos</i>. • Strong claims, counter claims and use of transition words and phrases in-between body paragraphs improves the quality of a paper. • Using library databases as a research may prove more effective than doing a google.com search. • Writing workshops, peer, and self-editing will not only improve one piece of writing, but enhance a student’s overall writing ability. <p><u>Speaking and Listening</u></p> <p>Clear energetic voice, visual presentations, computer programs such as power point and Prezi make good presentations</p>
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<p>•How does a presenter effectively convey ideas to an audience?</p> <p>Language:</p> <ul style="list-style-type: none"> •How does grammar and word choice impact the professional nature of a research paper? •Why is varying sentence structure important? •Why is editing and revision important? 	<p>Language:</p> <p>Using formal, academic language and word choice improves the quality of the writing.</p> <ul style="list-style-type: none"> • Using appropriate and varied sentences structure aids in creating in professional impression to the paper. • Editing and revision can enhance the quality of one’s writing.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

<p><u>Learning Target</u></p> <p>Reading Information:</p> <ol style="list-style-type: none"> 1. Follow guided check lists and question guide lines to infer the topic and purpose of informational text through close reading and annotation 2. Identify and explain how the writer of an informational text organizes information through use of facts (i.e. statistics, case studies, interviews) 3. Identify and explain how the writer expresses his opinion. 4. Identify and explain how the writer of an argument organizes and develops an argument, through persuasive appeals. 5. Analyze an author’s word choice and explain how the diction supports the text’s purpose. 6. Apply a student-developed essential question to the research process and evaluate sources from research for their connection to that question. <p>Writing:</p> <ol style="list-style-type: none"> 7. Establish a claim that is clearly supported with evidence from research and anticipate counter claims by acknowledging them and responding to them. 8. Create an organized outline of ideas and quotations from research as the first step in the writing process; cite ideas and quotations from research. 9. Compose and revise a first and a final draft of a researched argument essay, using peer editing and writing conferences to edit, expand and enhance writing. 10. Analyze and self-edit one’s writing with a focus on diction, transitions, syntax in order to enhance text cohesion and maintain formal language. 11. Create effective openings and closings to present, clarify and complete an argument. 12. Demonstrate an understanding of text by responding to written prompts, with specific references to the text. 	<p><u>NJCCCS or CCS</u></p> <ol style="list-style-type: none"> 1. RI.11.1; RI.11.2; RI.11.3 2. RI.11.1; RI.11.2; RI.11.3 3. RI.11.2; RI.11.5; RI.11.6 4. RI.11.2; RI.11.5; RI.11.6 5. RI.11.4 6. RI.11.7 <p><u>Writing</u></p> <ol style="list-style-type: none"> 7. W.11.1a; W.11.1b; W.11.9 8. W.11.1a; W.11.1b; W.11.4; W.11.5; W.11.9 9. W.11.1c; W.11.1d; W.11.4; W.11.5; W.11.8 10. W.11.1c; W.11.d; 11. W.11.1e 12. W.11.9; W.11.10
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<p>Speaking and Listening:</p> <p>13. Engage in collaborative discussions about topic or controversial issue prepare to use evidence from reading.</p> <p>14. Build on classmates’ statements and ideas with specific reference to text and other media.</p> <p>15. Consider classmates’ statements and ideas, and redirect dialogue to focus on selected topics under discussion.</p> <p>16. Present researched topics using technology and a variety of media.</p> <p>Language:</p> <p>17. Identify and define words (using context clues and reference materials) from argument and texts to determine meaning of important vocabulary and their connotations/denotations.</p> <p>18. Identify and define key terms from source texts in researched argument essay.</p> <p>19. Revise researched argument writing.</p>	<p>Speaking and Listening:</p> <p>13. SL.11.1; SL.11.1a; SL.11.1c; SL.11.1d</p> <p>14. SL.11.1b; SL.11.1c; SL.11.1d SL.11.2</p> <p>15. SL.11.3; SL.11.4; SL.11.6</p> <p>16. SL.11.5</p> <p>Language</p> <p>17. L.11.1a; L.11.1b; L.11.3a; L.11.4a; L.11.4b; L.11.4c; L.11.4.d</p> <p>18. L.11.2; L.11.3;</p> <p>L.11.4; L.11.6</p> <p>19. L.11.1; L.11.2; L.11.2a; L.11.2b</p>
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Inter-Disciplinary Connections:

<p>Science: Students will read and study articles related to Earth Science</p> <p>Sociology: Students will study the impact of culture on a society</p>

Students will write:

<ul style="list-style-type: none"> • Argument Research Paper <p>MLA Formatted Works Cited Minimum of 3 sources Supported claim Refuted counter claim</p> <p>Final essay might include: Expert Opinion/Testimony Persuasive Appeals (logos, pathos and ethos) Persuasive Techniques (rhetorical questions or anecdotes)</p> <ul style="list-style-type: none"> • Reader’s Response to Literature: Entries in reader’s log/notebooks to respond to literature read as a class and independent

reading selections

• **Independent Reading Project Options:**

book review, scrapbook, time capsule, or newspaper

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

Accommodations/ Modifications: assign specific topics based on ability, give checklists or step-by-step directions in writing, provide graphic organizers for brainstorming, provide model outlines, provide specific instructions and examples of parenthetical citations and MLA format of paper and works cited, reduce length of requirements for writing assignments, extended time on writing assignments, grade based on organization and content not mechanics, provide clear and concise rubric prior to assignment, grade alternate rubrics

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

Whole Group Instruction:

• **Mini-lessons, Teacher Modeling, and Lecture:** Annotation of Text for Word Choice, Sentence Structure and word choice; Annotation of Text for use of figurative language, vivid details and connections.

• **Cornell Notes:** On Lectures and Readings regarding controversial topics,

• **Socratic Seminar:** Use modern editorials to generate discussion on the impact of author's use of style choice regarding word choice and structure.

Accommodations/ Modifications: break lessons and information into smaller portions, provide and assist with graphic organizers for brainstorming, provide model outlines, provide specific instructions and examples of parenthetical citations and MLA format of paper and works cited.

Small-Group Instruction:

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

• **Text analysis, annotations, and citations** – working together to completed detailed annotation.

Accommodations/ Modifications: assign cooperative learning groups and editing pairs to ensure effective work and socialization, provide editing checklists, provide examples and lists of proper editing symbols, provide detailed and concise rubrics, model proper editing techniques.

Individual Assignments:

• **Reader's Log/ Notebook:** Routine reading and writing which focuses on non-fiction and editorial writing, using vivid details to bring an event to life, editing word choice for domain specific vocabulary and to suit author's intended purpose .

• **Writing Workshop Assignment:** Argument Research

• **Project Options Based on Independent Reading (choose 1):**

■ Open-ended question-based test on independent selection

■ Generic prompt for in-class essay on independent reading selection (possible examples listed below)

○ *Select two characters or people from the text and compare and contrast them. How are they similar to or different from each other?*

What do you learn about human nature from these people?

○ *Describe the most important conflict in the text. How was it resolved? What might have happened if it was resolved in a different way?*

■ Book review inspired by the structure of a published review on another book

■ Scrapbook or Time Capsule in which artifacts that are important to the setting, characters, or conflict in the book are creatively and carefully arranged and described in writing.

■ Newspaper which includes realistic articles on pertinent topics, events and characters from the book (i.e. weather, reporting on a major event, interviews)

• **Independent Reading:** Student selected novels

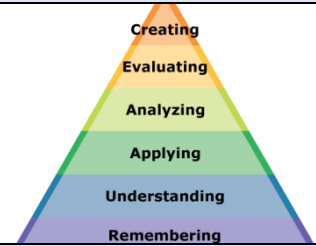
• **Class discussions:** Reading and annotating non-fiction works in preparation of discussing them with peers

Accommodations/ Modifications: model how to navigate through technology, specific word processors, websites, and databases using the SmartBoard, provide detailed and concise instructions and rubrics, break lessons and information into smaller portions, provide and assist with graphic organizers for brainstorming, provide model outlines, provide specific instructions and examples of parenthetical citations and MLA format of paper and works cited.

Technology:

- 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 .

- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words from readings in various content-areas.
- **Cornell Notes:** Notebook checks & quizzes; 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**
- **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:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Quizzes - Include word banks, chunk sections and/or reduce quantity of section, extended time, bold instructions repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide in class and after-school support.

Individual conferences to ensure student is on task with assignment, and to help improve specific writing skills, provide detailed and concise rubrics that focus on organization, content, the writing process, and student effort
Allow for open note quizzes.

Enrichment Activities: independent research, increase research paper length requirement

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.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- Achieve 3000 comprehension test
- Argument Research Paper: documented essay with a Works Cited, minimum of 3 sources, and a clearly supported claim with reference to counterarguments
Claim and Counter claim
Expert Opinion/Testimony
Persuasive Appeals (logos, pathos and ethos)
Persuasive Techniques (rhetorical questions or anecdotes)
- Final Reading Benchmark on Narrative and Informational Texts

Accommodations/Modifications:

Provide step by step outline and guide for completing research and paper. Individual conferences to ensure student is on task with assignment, and to help improve specific writing skills, provide detailed and concise rubrics that focus on organization, content, the writing process, and student effort.

Enrichment Activities: independent research, increase research paper length requirement

Performance Assessments:

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

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

• **Project Options Based on Independent Reading (choose 1):**

- Open-ended question-based test on independent selection
- Generic prompt for in-class essay on independent reading selection (possible examples listed below)
Select two characters or people from the text and compare and contrast them. How are they similar to or different from each other? What do you learn about human nature from these people?
Describe the most important conflict in the text. How was it resolved? What might have happened if it was resolved in a different way?
Book review inspired by the structure of a published review on another book
Scrapbook or Time Capsule in which artifacts that are important to the setting, characters, or conflict in the book are creatively and carefully arranged and described in writing.
Newspaper which includes realistic articles on pertinent topics, events and characters from the book (i.e. weather, reporting

on a major event, interviews).

Accommodations/Modifications:

Focus on content as opposed to neatness, creativity, and artistic value, provide detailed and concise rubrics that focus on organization, content, the writing/presentation process, and student effort.

Enrichment Activities: independent research, enhance presentation requirements

Black Horse Pike Regional School District Curriculum

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

Course Name: English Foundations III

Course Number: 111130

PART I: UNIT 4 RATIONALE

<p>Course/Unit Title: English Foundations 3 <i>The Renaissance and Shakespeare</i></p>	<p>Unit 4 Summary:</p> <p>This unit focuses on critical reading skills, deepening understanding of text and text complexity. Students identify craft, narrative structure, and make inferences regarding authors grammatical and diction choices, using more complex and detailed text. They will read and analyze a nonfiction text, various Renaissance poems. Students will analyze Drama for meaning and discover various literary devices while analyzing the story plot. The themes addressed in the Drama unit will then be connected to poetry, or other types of literature both from the Renaissance and modern works. In addition, the unit explores inquiry-based and research. The unit will explore authors craft; how and why authors take risks and break conventions in order to be effective at conveying their messages.</p>
<p>Grade Level(s) 11</p>	
<p>Essential Question(s): <u>Reading Literature:</u> How do readers construct meaning from text? How does word choice and figurative language affect message? <ul style="list-style-type: none"> • Why do writers use metaphors use to represent deep and complex emotions? • How do we make sense of unfamiliar language? • How does the time period in which a work is written affect how and why it was written? How does literature connect with human emotions feeling and actions? <ul style="list-style-type: none"> • Why do similar symbols and themes recur throughout different genres of literature? </p>	<p>Enduring Understanding(s): <u>Reading Literature:</u> Writers use figurative language to enhance their writing and deepen meaning</p> <ul style="list-style-type: none"> • Writers today will often use or build off of time tested symbols and themes. • Metaphors allow an author to express feelings and make connections in unusual and complex ways. • Reading a text and preparing questions based upon that reading improve understanding of the emerging text. • Language is fluid and changes over time. • Literature will often directly reflect human shortcomings such as greed and despotism. • The structure of a piece of literature can directly reflect the culture and time period for which it was created. • Some stories present themes and characters that transcend time and culture, enabling many people to find meaning within the story.

Writing:

How do good writers express themselves?

How do writers develop a well-written product?

How do rules of language affect communication?

Why does a writer choose a particular form of writing?

How does process shape a writers product?

How do good writers engage the reader?

Speaking and Listening:

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

- How does punctuation impact rhythm and meter in poetry ?

Writing:

- Successful writers take risks and break conventions.

- Using figurative language effectively improves the quality poetic writing.

- Repeated use of symbols and motifs help a writer establish thematic concepts

- Using evidence from authoritative print sources improves the quality of analysis.

- Using specific language to develop style as a writer improves the quality of a piece.

Speaking and Listening

Hearing others' viewpoints can help shape and strengthen our own.

- Hearing a piece of poetry read aloud can improve the listener's ability to hear beat and rhythm

- Drama can be performed in new and interested ways in order to appeal to the audience for whom it was intended.

<p><u>Language:</u> Why is knowing the rules of grammar and mechanics important to one's writing?</p> <ul style="list-style-type: none"> • How do I figure out a word I don't know? • How can the connotation of a word affect a piece of writing? 	<p><u>Language:</u></p> <ul style="list-style-type: none"> • Authors will break usage and grammar conventions to suit their purposes. • Language is constantly changing over time so understanding how to discern meaning from a word in context will aid in understanding the text. • Increased vocabulary facilitates better communication and understanding of text. • Deeper understanding of connotations and denotations of words as well as thoughtful word choice facilitates understanding of the writer's intentions and enhances the overall effect of the writing piece. • Increased vocabulary facilitates one's written and oral command of language.
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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> <p>Identify components, rhyme scheme, etc. for Shakespearian sonnets.</p> <ol style="list-style-type: none"> Analyze how symbolism contributes to developing theme Identify and explain the development of a character over the course of the text. Analyze the use of specific literary devices (e.g. allusion, imagery, metaphor and metaphysical conceit, hyperbole, personification, understatement, paradox) and how they affect meaning and tone in Renaissance poetry and drama. Analyze multiple versions of the chosen text in order to examine the interpretive choices made by others and evaluate those choices. Read and comprehend complex texts independently. Interpret Figurative Language (Satire, Sarcasm, Irony, hyperbole, paradox, etc. Analyze themes Describe characteristics of myths/legends. 	<ol style="list-style-type: none"> RL.11.1, RL.11.2 RL.11.2 RL. 11.2, RL.11.4 RL.11.3, RL.11.5, RL.11.6, L.11.5, L.11.5a RL.11.7 7-14.RL.11.10

<ul style="list-style-type: none"> • Identify elements of drama • Drama Terms • Stage directions • Dialogue <p>11. Stage Craft</p> <p>12. Identify methods of characterization in literature and drama.</p> <p>13. Recognize the traits of epic and tragic heroes.</p> <p>14. Apply knowledge of types of conflict to literature and drama.</p> <p>Writing:</p> <p>15. Use research to support analysis of themes in Renaissance drama.</p> <p>16. Demonstrate an understanding of literature by responding to self-generated questions, with specific references to the text.</p> <p>17. Edit and revise drafts based on peer and self-analysis.</p> <p>18. Compose an original narrative piece that effectively uses figurative language, properly uses grammatical conventions and/or purposefully breaks them, and thematically links scenes together for specific effect.</p> <p>Speaking and Listening:</p> <p>19. Provide feedback to peers on writing by asking questions, evaluating research, and offering comments on ways to improve.</p> <p>20. Develop questions prior to a discussion and respond to peer questions with clarity, offering ways to broaden discussion.</p> <p>21. Build on classmates ideas and statements during a class discussion.</p> <p>Language:</p> <p>22. Find and apply Shakespearean vocabulary in speaking and writing about the literature.</p> <p>23. Use proper grammatical structure in writing.</p>	<p>15. W.11.2a, W.11.2b, 16. W.11.2d, W.11.2f, 17. W.11.4, W.11.7, W.11.8, W.11.9 18. W.11.7, W.11.9 W.11.5, W.11.6 W.11.3, W.11.3b, W.11.3c, W.11.3d, W.11.3e, W.11.4, W.11.10</p> <p>19. SL.11.1, SL.11.3 20. SL.11.1a, SL.11.1c, SL.11.1d 21. SL.11.1b, SL.11.1c, SL.11.1d</p> <p>22. L.11.4a, L.11.6 23. L.11.1, L.11.2, L.11.3a</p>
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Inter-Disciplinary Connections:

Art:

- View and analyze artwork from the time period; students may develop understanding of domain specific vocabulary.

History:

- Students will learn about the time period in which the author or playwright lived.

Students will engage with the following text:

*“Sir Gawain and the Green Knight”

*“The Death of Arthur”

“Beowulf”

“The Pardoner’s Tale”

*“The Monkey’s Paw”

Lamb to the Slaughter

“A Modest Proposal”

*Shakespeare

(sonnets, *Macbeth*, *Hamlet*)

Achieve3000.com

Supplemental Texts:

Independent Reading: Students will be provided with a list of suggested titles, and will choose a fiction or non-fiction text to read. Students will be required to read independently throughout the school year

Boardworks

Accommodations/ Modifications: Add graphic novels and Retold Classics, highlight and underline ideas in reading material, provide students with summaries and paraphrasing, allow students to listen to audio recordings of readings, provide guiding questions to complete when reading to ensure an understanding of main ideas, provide students with guided notes or copies of notes, incorporate media and audiovisual representation of material (Ex: YouTube, television shows, Discovery Education, etc.)

Students will write:

Cornell notes

Power point presentation on suspense, foreshadowing, etc.

Storyboarding using Inspiration Software

Write alternative endings

Journal Entries

Final E-Portfolio additions and review

Write a Shakespearian sonnet

Narrative-First person

Reader's Response to Literature: Use of reader's Log/notebooks to respond to and apply author's use of sensory details, sentence structure, figurative language; analysis of characterization, diction, and setting; reflection on theme

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

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

Whole Group Instruction:

- **Mini-lessons, Teacher Modeling, and Lecture:**
- **Mini-lessons/Teacher Modeling:** Reading and annotation of higher level texts and paraphrasing/summarizing portions for understanding, Renaissance poetic conventions, key literary devices used in the text
- **Lecture:** Shakespeare's life, the Elizabethan Era, the Renaissance and Reformation movements, Elizabethan drama and poetry, vocabulary
- **Cornell Notes:** On Lectures and Readings regarding Shakespeare's life, the Elizabethan Era, the Renaissance and Reformation movements, Elizabethan drama and poetry
- **Classroom Discussion:** Use modern editorials to generate discussion on the impact of author's use of style choice regarding word choice and structure.

Accommodations/ Modifications: graphic organizers, provide guided notes and copies of notes, modeling, provide questions prior to lesson, break lessons and information into smaller portions, provide historical context before units if not previously covered

Small-Group Instruction:

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

- **Text analysis, annotations, and citations** – working together to completed detailed annotations to use in Socratic seminars
- **Vocabulary in Context** – Locating content specific words and describing why and how each is used in a specific piece
- **Writing Workshop Conferences:** Students routinely share and edit each other's writing
- **Book talks/ Literature Circles:** Weekly book talks by students on independent reading books that they

Mini Lessons on expanding simple sentences (Ex. Correct use of conjunctions, relative pronouns and introductory phrases)

Vocabulary in context of stories

Word Wall images

Vocabulary word knowledge inventory

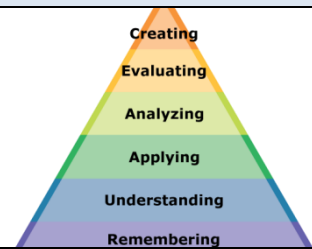
Interpret Shakespearian Language into modern usage

(i.e. Social media speak)

Individual Assignments:

- **Reader’s Log/ Notebook:** Routine writing which focuses on non-fiction and editorial writing, using vivid details to bring an event to life, editing word choice for domain specific vocabulary and to suit author’s intended purpose .
- **Project Options:** Independent Reading Choose a question to explore through research and writing connected to Shakespeare that is then connected to the modern world and another piece of media (book, movie, news, etc.) in order to examine thematic links.
- **Writing Workshop Assignment: Narrative**
- **Independent Reading:** Student selected novels

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

- Reading Comprehension: Unit activities and quizzes.
- **Cornell Notes:** Notebook checks & quizzes; 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

Class Participation

- **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:** *Book Projects* classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

Include word banks, extended time, bold instructions, repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support, chunk sections and/or reduce quantity of section, incorporate alternative assessments especially those using technology and manipulatives.

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.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- Achieve3000
- Final Writing Benchmark: text based expository essay

Accommodations/Modifications:

Include word banks, extended time, preferential seating, bold instructions, repeat and clarify directions as needed, provide thorough instructions, make assessments visually appealing and organized, provide after-school support, chunk sections and/or reduce quantity of section, incorporate alternative assessments especially those using technology and manipulatives.

Performance Assessments:

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

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

- **Narrative Writing:** Apply elements of narrative writing
- **Culminating Inquiry-Based Project:** Choose a question to explore through research and writing connected to Shakespeare that is then connected to the modern world and another piece of media (book, movie, news, etc.) in order to examine thematic links.

Project Options (choose 1):

- Power point
- Prezi
- Video
- Book Review

- Peer interview
- Literary Analysis

Accommodations/Modifications:

Provide check list for projects

For Inquiry Project: Provide students with a question bank and lines from the play that can guide theme choice.

Focus on content and effort, reduce value of artistic ability, choose cooperative learning groups to ensure effective work and socialization skills, emphasize technology and manipulatives in alternative assessment formats, assist group presentations with guided questions.

Black Horse Pike Regional School District Curriculum

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

Course Name: English Foundations III

Course Number: 111130

Literacy skills for English Foundations III

- 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 and respond to text through writing using evidence based responses

RI.11.1	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11.3 RI.11.5	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RI.11-12.5	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.6	
RI.11.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RI.11.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RI.11.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RI.11.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
W11.2	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W11.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3.a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W11.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W11.5	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 audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
W11.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W11.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W11.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
SL.11.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11.1a	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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11.1b	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

