

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: English Foundations 4**

**Course Number: 111140**

## PART I: UNIT 1 RATIONALE

<p><b>Course/Unit Title:</b>  <b>English Foundations 4</b>  <i>Reading closely to deepen understanding.</i></p>	<p><b>Unit Summary:</b></p> <p>This unit is focused on reading closely for textual details, making evidence-based claims, building evidence-based arguments.</p>
<p><b>Grade Level(s)</b>  <b>12</b></p>	<p>Life literacy skills involves developing habits and skills associated with many reading purposes, from reading for pleasure to preparing for high-stakes business meetings. This unit focuses on developing students' abilities to read closely for textual details, which is essential for a variety of reading purposes and contexts. Attending to and analyzing details are essential skills for comprehension and gaining information. Students will use texts to inform our understanding and enrich our lives. This unit builds on reading closely to gain information and analyze text. In English 4 students are further instructed to read text closely, using critical thinking and reading skills. This unit instructs and guides students through questioning and analyzing texts that helps readers focus on key textual characteristics and ideas. Expert readers gain knowledge through text when they know what to look for when reading for a particular purpose, expert readers know the questions to ask of texts in order to guide them to deep meaning. The framework of questioning presented in this unit. This unit also guides proficient readers through the process of explaining and sharing the discoveries they have made through reading and analyzing a text. Developing evidence-based explanations is essential for clarifying and deepening one's own understanding as well as the foundation for participation in academic and civic life. This unit integrates the development of explanatory communication skills into the close reading process. In this unit students will learn to explain their thinking, using academic language and link it with textual evidence both in discussion and writing.</p>
<p><b>Essential Question(s):</b>  <u>Reading Literature:</u></p> <p>How does understanding a text's structure help me to better understand its meaning?</p> <p>Why are cultural themes/values important?</p> <p>Why does an author include</p>	<p><b>Enduring Understanding(s):</b>  <u>Reading Literature:</u></p> <ul style="list-style-type: none"> <li>• Themes in literature are universal and, generally, transcend culture and history.</li> <li>• Understanding the past is crucial to living responsibly in the present and planning for the future.</li> <li>• Literature provides an essential tool in understanding issues of global importance.</li> <li>• Annotating a literary work can deepen understanding and help build connections.</li> <li>• Symbols help to communicate common themes and experiences.</li> <li>• Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society.</li> </ul>

specific details in a passage?  
How is theme identified in a work of literature?  
How does an author use symbols throughout a text?  
How can understanding an author's use of symbols help identify the author's purpose in writing?  
How does a text's structure impact its interpretation?

How do we define "hero"?  
**Reading Informational Text:**  
How do we know important questions to ask while reading informational text?

How does text texture impact reading comprehension?  
**Writing:**  
How do writers develop a well written product?

What tools can help me write a literary analysis?

Why do people write about themselves?

How does a writer best communicate personal experiences?

How can I improve my writing?

**Speaking and Listening:**

How does active listening enhance communication?  
How do peer discussions enhance learning?

**Language:**  
Why is grammar essential to communicate effectively?  
How does grammar affect meaning?

- Expanding our vocabulary will result in improved reading fluency and reading comprehension.
- Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures.
- Understanding a text's structure helps one understand its meaning.
- Heroes embody the values of their cultures

**Reading Informational Text:**

- Forming insightful opinions about literature, history, and present day issues requires a well-rounded understanding of past and present cultures.
- Literature provides an essential tool in understanding issues of global importance.
- Human experiences connect cultures and people.
- Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society.
- Expanding our vocabulary will result in improved reading comprehension.

**Writing:**

- Writers often reflect on person experiences and personal narrative provides essential information to the reader about the author.
- Annotating a literary work can aid in written analysis.
- Imagery is an effective tool in telling a story.
- Written communication and proper grammar mechanics promotes fluency of communication.
- Writing is a multi-stage process that uses skills, strategies, and practices for revising and editing a variety of texts.
  
- Students learn a great deal by sharing their writing with others and by participating in peer editing and revision activities.

**Speaking and Listening:**

Active listening is essential for informed responses.  
Peer collaboration and peer discussions allow students to grow as a learner.

**Language:**

- Effective communication relies on common rules and conventions.
- Grammatical conventions such as syntax, sentence variety, and punctuation serve specific purposes in communicating meaning

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><b><u>Reading Literature</u></b></p>	
<ol style="list-style-type: none"> <li>1. Interpret literature and cite textual evidence to support understanding.</li> <li>2. Evaluate, literature and determine how texts can be used to understand how historic figures are connected to their contemporary counterparts</li> <li>3. Critically read, analyze, and interpret fictional texts in terms of cultural connections.</li> <li>4. Identify characters in literature and relate them to understanding of cultures in historic and modern literature.</li> <li>5. Compare non-fictional historical documents to literature from a variety of cultures to recognize universal cultural motifs and themes.</li> <li>6. Evaluate the connections among works of art, literature and music that depict historical, legendary, or contemporary heroes.</li> <li>7. Characterize the characters within the text and make connections to qualities seen throughout our cultures from other cultures and synthesize with the qualities of today's real life heroes.</li> <li>8. Compare and contrast themes that link historical and modern texts.</li> <li>9. Analyze and evaluate text in order to determine author's intent and meaning.</li> <li>10. Identify the characteristics of different genres and analyze their impact.</li> <li>11. Analyze the relationship between genre and purpose.</li> <li>12. Evaluate poetry and its meaning</li> </ol>	<ol style="list-style-type: none"> <li>1. RL.12.1, 10</li> <li>2. RL.12.7, 10; RL.10.9</li> <li>3. RL.12.2</li> <li>4. RL.12.6, 10; L.12.6</li> <li>5. RL.12.7, 10</li> <li>6. RL.12.7</li> <li>7. RL.12.3, 6; L.12.6</li> <li>8. RL.12.2; L.12.6</li> <li>9. RL.12.3,4</li> <li>10. RL.12.5, 10; L.12.6</li> <li>11. RL.12.3</li> <li>12. RL.12.3-4, 10 L.12.3a</li> <li>13. RI.12.1-2, 10</li> <li>14. RI.12.1, 3, 10</li> <li>15. RI.12.1-2, 10</li> <li>16. RI.12.1-2, 10</li> <li>17. RI.12.1, 5-6, 10</li> </ol>
<p><b><u>Reading Informational Text:</u></b></p>	
<ol style="list-style-type: none"> <li>13. Evaluate, through historical documents, how historical texts can be used to understand how cultures are connected to their contemporary counterparts</li> <li>14. Critically read, analyze, and interpret historical texts in terms of cultural connections.</li> <li>15. Compare non-fictional historical documents to literature from a variety of cultures to recognize universal cultural motifs and themes.</li> <li>16. Analyze common themes in text and how they express cultural commonalities.</li> <li>17. Analyze and evaluate text in order to determine author's intent and meaning.</li> </ol>	
<p><b><u>Writing:</u></b></p>	
<ol style="list-style-type: none"> <li>18. Compose a personal narrative/college essay that contains imagery and specific details.</li> <li>19. Identify narrative structure of a text. Produce an imitation of that text.</li> <li>20. Develop and strengthen writing through the writing process.</li> <li>21. Respond to text-based questions with reference to the text.</li> </ol>	<ol style="list-style-type: none"> <li>18. W.12.3-6</li> <li>19. W.12.3</li> <li>20. W.12.5, 10</li> <li>21. W.12.9-10</li> </ol>
<p><b><u>Speaking and Listening:</u></b></p>	
<ol style="list-style-type: none"> <li>22. Apply literary context in discussions of text.</li> <li>23. Present personal views with textual support in class discussions, and small groups.</li> <li>24. Listen actively and respond thoughtfully during collaborative discussions.</li> <li>25. Pose questions to clarify and extend discussion.</li> </ol>	<ol style="list-style-type: none"> <li>22. SL.12.4, 6</li> <li>23. SL.12.1a-d,6; RL.12.1; RI.12.1</li> <li>24. SL.12.1d, 6</li> <li>25. SL.12.1c, 6</li> </ol>

**Language:**

- 26. Evaluate the correct use of grammar and the effects of punctuation and sentence structures.
- 27. Analyze the impact of word choice and connotation in narrative.
- 28. Gather and define vocabulary-in-context.
- 29. Edit and revise writing for content, organization, and word choice.

26. L.12.2  
28. L.12.4-6; RL.12.4  
29. L.12.1-2

**Inter-Disciplinary Connections:**

**History:** Historical practices and cultures, political and cultural distinctions in history  
**Music/art:** cultural representations of the times throughout history

**Students will engage with the following text:**

*The Nightingale, Bishop’s Candlesticks, and The Bet*, Achieve 3000 (choose specific articles), journals, supplemental worksheets from Retold World Classics Workbook

*The Nightingale, Bishop’s Candlesticks, and The Bet*, journals, Achieve 3000, supplemental worksheets from Retold World Classics Workbook

*Bishop’s Candlesticks*, journals , supplemental worksheets from Retold World Classics Workbook

*The Nightingale, Bishop’s Candlesticks, and The Bet*, journals, Achieve 3000, supplemental worksheets from Retold World Classics Workbook

Les Miserables movie

*The Necklace, Diary of a Madman*, journals, Achieve 3000, supplemental worksheets from Retold World Classics Workbook

*Bishop’s Candlesticks*- Don’t judge a book by its cover, *The Necklace*- Be happy with who you are and what you have, *The Bet*- Life is more valuable than money, journals, supplemental worksheets from Retold World Classics Workbook

*The Nightingale, Bishop's Candlesticks, The Bet, The Diary of a Madman, The Necklace, Achieve 3000, journals*

Supplemental worksheets from Retold World Classics Workbook

Examples of resumes, cover letters, and college application essays

Use of internet to find appropriate information

Achieve 3000

Achieve 3000

Journal writing

*The Bet, Bishop's Candlesticks* , current events

Achieve 3000 (depending on lexile level )

Grammar Packets, Dictionary, thesaurus, student writing

**Suggested NOVELS:**

- *The Five People You Meet in Heaven* (Albom) [summer reading]
  - *Harry Potter and the Chamber of Secrets* (Rowling)
  - *Kite Runner* (Hosseini)
  - *Night* (Wiesel)
- The Book Thief
- Selections from *The Inferno* by Dante

**Students will write:**

**Writing assignments and activities.**

personal narrative/college essay /Resume

personal narrative/college essay topic exploration, drafting; narrative modeling text with revisions; creative writing

**Response to Literature:**

- Annotations/close reading
- Reading logs, responses to open-ended questions; summaries

**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:** Close reading/annotation, text structure, Plot development
- **Cornell Notes:** on characterization, type of characters, literary terms, Historical events, background on individual works, purposes of a college essay

### Small-Group/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:** of in class texts, historical texts; on purpose, culture, etc . . .
- **Vocabulary in Context:** Building vocabulary to increase reading comprehension and fluency
- **Writing Workshop Conferences:** personal narrative writing, narrowing a topic, writing a scene
- **Reader's/Writer's Notebooks responses:** cultural connections, archetypes, writing/revising myth, peer review
- **Book talks/ Literature Circles:** on independent reading options; myths, folktales, historical texts; cultural connections

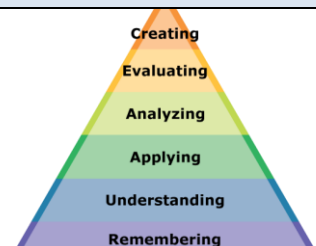
### Individual Assignments:

- **Vocabulary Work in Context:** unknown word lists
- **Project Options:** Student choice
- **Independent Reading:** student choice
- **Writing Assignment:** prepare, edit, revise narrative writing for workshop, self-review, imitate structure

### 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:** quizzes and/or routines for using and sharing new words gleaned 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; pen-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:** 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 and homework:** 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.

**Quizzes, tests, homework, class discussion, individual conferences**

### Accommodations/Modifications:

Based on IEP

### 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*

- **Summer Reading Project**
- **Vocabulary Mastery Test**
- **Narrative Writing:** College Essay/Personal Narrative
- **Narrative Reading:** Benchmark assessment

### Accommodations/Modifications:

Based on IEP

### Performance Assessments:

**Master for reading selection**

**Projects**

**Power Point**

**Prezi**

**Posters**

**Annotations**

**Writing**

**Accommodations/Modifications:**

Based on IEP



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: English Foundations 4**

**Course Number: 111140**

## PART I: UNIT 2 RATIONALE

<p><b>Course/Unit Title:</b>  <b>English Foundations 4</b>  <i>Critical Reading, going beyond annotation</i></p>	<p><b>Unit 2 Summary:</b></p> <p>In this unit, students read, discuss, and analyze literary and nonfiction texts focusing on how central ideas develop and interact within a text. Students also explore the impact of authors' choices regarding how to develop and relate elements within a text. Students are given opportunities to analyze how authorial choice contributes to character development, setting, meaning, and aesthetic impact. Also, this unit focuses on writing about and understanding characters through imagery and anecdote, as well as writing about oneself, family and friends to communicate character development.</p>
<p><b>Grade Level(s)</b>  <b>12</b></p>	
<p><b>Essential Question(s):</b>  <u><b>Reading Literature:</b></u>          How can I increase my reading comprehension?          How do readers construct meaning from text?          Why do we study literature?          What themes/values are common to all cultures?          Why does an author include specific details in a passage?          How does an author use symbols throughout a text?          How can understanding an author's use of symbols help identify the author's purpose in writing?          How do past archetypes relate to present/individual conflicts?          How does a text's structure impact its interpretation?</p> <p><u><b>Reading Informational Text:</b></u>          How do we increase our reading comprehension?</p> <p>Why is literature important to</p>	<p><b>Enduring Understanding(s):</b>  <u><b>Reading Literature:</b></u></p> <ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive evidence-based conversations about text</li> <li>• Collect evidence from texts to support analysis</li> <li>• Organize evidence to plan around writing</li> <li>• Revise writing according to purpose</li> <li>• Determine meaning of unknown vocabulary</li> <li>• Question texts during reading to deepen understanding</li> <li>• Make connections to other texts, ideas, cultural perspectives, etc.</li> <li>• Analyze the impact of an author's choices</li> <li>• Summarize a text objectively</li> <li>•</li> </ul> <p><u><b>Reading Informational Text:</b></u></p> <ul style="list-style-type: none"> <li>• Annotation helps make connects and deepen understanding of text</li> <li>• Forming insightful opinions about literature, history, and present day issues requires a well-rounded understanding of past and present cultures.</li> <li>• Literature provides an essential tool in understanding issues of global</li> </ul>

<p>global issues?</p> <p>How does a text's structure impact the text?</p> <p><b>Writing:</b> Why do people write about themselves? How does a writer use specific language/diction to create imagery/character? Why are annotations essential to writing literary analysis? How does a writer best communicate personal experiences</p> <p><b>Speaking and Listening:</b> How does active listening enhance communication? How do peer discussions enhance learning?</p> <p><b>Language:</b> Why is grammar essential to communicate effectively? How does grammar affect meaning? How does word choice effect meaning?</p>	<p>importance.</p> <ul style="list-style-type: none"> <li>• Human experiences connect cultures and people.</li> <li>• Literature provides a mirror to help us understand ourselves and others by reflecting the heritage, diversity, and challenges of our society.</li> <li>• Expanding our vocabulary will result in improved reading comprehension. Different types of texts (e.g. narrative, mystery, biography, expository,</li> <li>• Understanding text structure deepens understanding</li> </ul> <p><b>Writing:</b> Personal narrative provides essential information to the reader about the author.</p> <ul style="list-style-type: none"> <li>• Annotating a literary work can aid in written analysis.</li> <li>• Imagery is an effective tool in telling a story.</li> <li>• Written communication and proper grammar mechanics promotes fluency of communication.</li> <li>• Writing is a multi-stage process that uses skills, strategies, and practices for revising and editing a variety of texts.</li> <li>• Our willingness to draw from the various influences in our lives is the key to developing as a writer.</li> <li>• Students learn a great deal by sharing their writing with others and by participating in peer editing and revision activities.</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• Good speakers thoughtfully manipulate language to convey the appropriate message for the specific purpose and audience.</li> <li>• Responsive and respectful communicators actively listen, respectfully process the speaker's message, and offer appropriate feedback.</li> <li>• Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers.</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• An author's choices in diction and imagery affect a reader's interpretation.</li> <li>• Effective communication relies on common rules and conventions.</li> <li>• Grammatical conventions such as syntax, sentence variety, and punctuation serve specific purposes in communicating meaning</li> </ul>
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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><b>Reading Literature:</b></p> <ol style="list-style-type: none"> <li>1. Interpret literature and cite textual evidence to support understanding.</li> <li>2. Evaluate, through literature, how literary texts can be used to understand how cultures are connected.</li> </ol>	<ol style="list-style-type: none"> <li>1. RL. 12.1, 10</li> <li>2. RL.12.7, 10; RL.10.9</li> <li>3. RL.12.2</li> <li>4. RL.12.6, 10; L.12.6</li> </ol>

<p>3. Critically read, analyze, and interpret fictional texts in terms of cultural connections.</p> <p>4. Identify main characters, protagonists, antagonists, minor and major characters in literature and relate them to understanding of cultures in historical and modern literature.</p> <p>5. Compare non-fictional historical documents to literature from a variety of cultures to recognize universal cultural motifs and themes.</p> <p>6. Evaluate the connections among works of art, literature and music that depict historical, legendary, or contemporary heroes.</p> <p>7. Apply knowledge of certain character attributes, flaws and qualities from other cultures and synthesize with the qualities of today's characters heroes.</p> <p>8. Compare and contrast themes that link historical and modern texts.</p> <p>9. Analyze and evaluate text in order to determine author's intent and meaning.</p> <p>10. Identify the characteristics of different genres and analyze their impact.</p> <p>11. Analyze the relationship between genre and purpose.</p> <p>12. Identify and evaluate how the elements and structures of poetry construct meaning.</p> <p><b>Reading Informational Text:</b></p> <p>13. Evaluate, through historical documents, how ancient texts can be used to understand how ancient cultures are connected to their contemporary counterparts</p> <p>14. Critically read, analyze, and interpret historical texts in terms of cultural connections.</p> <p>15. Compare non-fictional historical documents to literature from a variety of cultures to recognize universal cultural motifs and themes.</p> <p>16. Analyze common themes in text and how they express cultural commonalities.</p> <p>17. Analyze and evaluate text in order to determine author's intent and meaning.</p> <p><b>Writing:</b></p> <p>18. Compose a personal narrative/college essay that contains imagery and specific details.</p> <p>19. Identify narrative structure of a text.</p> <p>20. Develop and strengthen writing through the writing process.</p> <p>21. Respond to text-based questions with reference to the text</p> <p><b>Speaking and Listening:</b></p> <p>22. Apply literary context in discussions of text.</p> <p>23. Present personal views with textual support in class discussions.</p> <p>24. Listen actively and respond thoughtfully during collaborative discussions.</p> <p>25. Pose questions to clarify and extend discussion.</p> <p><b>Language:</b></p> <p>26. Edit and revise writing for content, organization, and word choice.</p>	<p>5. RL.12.7, 10</p> <p>6. RL.12.7</p> <p>7. RL.12.3, 6; L.12.6</p> <p>8. RL.12.2; L.12.6</p> <p>9. RL.12.3,4</p> <p>10. RL.12.5, 10; L.12.6</p> <p>11. RL.12.3</p> <p>12. RL.12.3-4, 10 L.12.3a</p> <p><b>Reading Informational Text:</b></p> <p>13. RI.12.1-2, 10</p> <p>14. RI.12.1, 3, 10</p> <p>15. RI.12.1-2, 10</p> <p>16. RI.12.1-2, 10</p> <p>17. RI.12.1, 5-6, 10</p> <p>18. W.12.3-6</p> <p>19. W.12.3</p> <p>20. W.12.5, 10</p> <p>21. W.12.9-10</p> <p><b>Speaking and Listening:</b></p> <p>22. SL.12.4, 6</p> <p>23. SL.12.1a-d,6; RL.12.1; RI.12.1</p> <p>24. SL.12.1d, 6</p> <p>25. SL.12.1c, 6</p> <p><b>Language:</b></p> <p>29. L.12.1-2</p>
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**Inter-Disciplinary Connections:**

**History:** Historical cultures, political and cultural distinctions  
**Music/art:** cultural representations of archetypes throughout history  
**Sociology:** behavior, attitudes and actions of characters

**Students will engage with the following text:**

**Novel**

Five People You Meet in Heaven (Albom)

**Mentor Text**

- Sample college essays

**Achieve 3000 articles**

**Other**

Various news and media (e.g., *CNN, The New York Times, Time Magazine, Newsweek, Fortune Magazine, Runner's World, Philadelphia Magazine, National Geographic, The New York Times Magazine, NPR, etc.*)

**INDEPENDENT READING:** Students choose fiction or non-fiction texts to read.

**Students will write:**

Practicing writing routinely over a period of time

personal narrative/college essay

personal narrative/college essay topic exploration, drafting; narrative modeling text with revisions

**Response to Literature:**

- Annotations
- Readers Log: reading logs, responses to open-ended questions; summaries

**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:** Introduction and background knowledge of novel/author, Cornell Notes/ Power Points

Power Point, Story Board, Graphic organizers; focusing on understanding the different points of view.

Review universal themes using short stories from 1<sup>st</sup> M.P. ; use tiered assignments

(level one: identify theme and explain reasons

Level two: independently identify theme

Level three: independently identify theme; explain reasons and summarize)

Graphic organizer, power point, Inspiration software, discussions, Think-Pair-Share.

Venn Diagram to compare/contrast *Five People You Meet in Heaven* between movie and book, movie review, essay

Story board, time line, discussions, guided notes

Characterization chart, Venn Diagram, (Inspiration, Power Point)

Words in context for each story, vocabulary charts/maps, graphic organizers

**Small-Group 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:** of In class text
- **Vocabulary in Context:** Vocabulary work to identify and deepen understanding
- **Writing Conferences:** personal narrative writing, narrowing a topic, writing a scene
- **Reader's responses:** cultural connections, writing/revising myth, peer review
- **Book talks/ Literature Circles:** on independent reading options

**Individual Assignments:**

- personal responses to literature, daily writing
- **Vocabulary Work in Context:** unknown word lists
- **Project Options:** *see summative assessment*
- **Independent Reading:** student choice
- **Writing Workshop Assignment:** prepare, edit, revise narrative writing for workshop, self-review, imitate structure

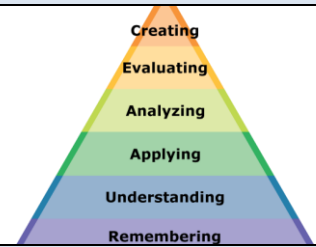
**Technology:**

- 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

## 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**

- **Assessments:** Narrative & informational text; expository writing
- **Vocabulary in context:** notebooks quizzes and/or routines for using and sharing new words gleaned 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'sResponse:** 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 and homework:** 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 Projects:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

### Accommodations/Modifications:

Based on IEP

### 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*

- Reading Test
- Vocabulary Mastery Test
- Narrative Writing: College Essay/Personal Narrative
- Narrative Reading: Benchmark assessment

### Accommodations/Modifications:

Based on IEP

### 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: College Essay/Personal Narrative
  - Performance Assessment
  - Project Options: Student choice to demonstrate comprehension
- Poster  
PowerPoint  
Prezi

### Accommodations/Modifications:

Based on IEP

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: English Foundations 4**

**Course Number: 111140**

## PART I: UNIT 3 RATIONALE

<p><b>Course/Unit Title:</b> English Foundations 4 <i>Argument &amp; Research</i></p>	<p><b>Unit 3 Summary:</b></p> <p>This unit focuses on making evidence based claims. Through this unit students will use critical reading and writing skills to develop claims about complex texts. This unit develops students’ abilities to make evidence-based claims through activities based on a close reading informational text. In this unit students go beyond general thematic understanding of texts and into deep engagement with textual content and author’s craft. In this unit students will develop the capacity to analyze texts, connect information in literal, and inferential ways. Instruction leads students to do more than simply restate the information they take in through critical reading skills.</p> <p>This unit also focuses on research. Students learn to research and deepen their understanding of a topic. Students pose and refine questions, exploring areas they wish to investigate. They find and assess sources and organize researched material in ways that will support their analysis. As their inquiry progresses, they evaluate and extend their research, synthesize their information, and eventually express their evolving evidence-based perspective.</p>
<p><b>Grade Level(s)</b> 12</p>	<p><b>Enduring Understanding(s):</b></p> <p><b><u>Reading Literature:</u></b></p> <ul style="list-style-type: none"> <li>• Annotating a literary work can further understanding and the ability to determine relevance of a work.</li> <li>• Different types of texts (e.g. narrative, mystery, biography, expository, persuasive) have different structures.</li> <li>• Understanding a text’s structure helps one understand its meaning.</li> <li>• Writers share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements.</li> <li>• Writing can achieve a great deal in terms of feeling, emotion, and description in a concise way.</li> </ul> <p>Understanding authors purpose can lead to new ideas and discoveries through</p>
<p><b>Essential Question(s):</b></p> <p><b><u>Reading Literature:</u></b></p> <p>How can I deepen my understanding of text so that I can do further investigation on the topic?</p> <p>How does a text’s structure impact its interpretation?</p> <p>Why does an author include specific details in a passage?</p> <p>How does knowing author’s purpose help the reader?</p> <p><b><u>Reading Informational Text:</u></b></p>	



What organizational strategy best suits this research?  
How does organizing the results of my research help me to use it?  
How does the organization of information impact the effectiveness of its communication?  
How do I determine the appropriate presentation format for my task and audience?  
How does one analyze, evaluate & utilize various types of materials?  
How does a researcher develop a thesis?  
How do researchers find quality source material and document it properly?

**Writing:**

Why are annotations essential to writing and developing research?

What makes writing coherent, logical and expressive?

How does knowing your audience contribute to effective writing?

How can organization influence meaning and clarity in a piece of writing?

**Speaking and Listening:**

How does active listening enhance communication?

How do peer discussions enhance learning?

How can your audience affect your communication process, including the modes by which you exchange meaning?

Why is communicating an active, not a passive, process?

**Language:**

investigation.

**Reading Informational Text:**

- Researchers use old ideas to create new ones.
- Research requires us to generalize from given facts, relate knowledge from several areas make predictions, and draw conclusions.
- In research we compare and discriminate between ideas, assess value of theories, make choices based on reasoned argument.
- In research organization is critical to the acquisition, application, and evaluation of information.
- Effective communication relies on the purposeful use of information in a format appropriate to the task and the audience.
- Critical examination and evaluation of data is essential to making informed decisions.
- Research requires students to become critical consumers of the media and technology available to them. To do so, they must be able to analyze the validity and authenticity of a variety of sources.
- Writers use various techniques to craft effective argument, taking into consideration purpose and audience.

**Writing:**

- Annotating a literary work can aid in written analysis.
- Written communication and proper grammar mechanics promotes fluency of communication.
- Writing is a multi-stage process that uses skills, strategies, and practices for revising and editing a variety of texts.
- Students learn a great deal by sharing their writing with others and by participating in peer editing and revision activities.
  
- Understand that writing captures and records historical events, human aspirations, imagination, and evokes both emotion and reason.
- The key to quality writing is to know audience and purpose.
- Writing is a powerful tool for sharing information and communicating new ideas.
- Audience and purpose impact a writer's style.
- Ideas in writing can be organized in many different ways depending on the author's purpose.
- There is a direct correlation between organization and effectiveness of writing.
- Working on organizing ideas in writing develops more logical ways of reasoning.

**Speaking and Listening:**

- Sharing experiences and responses requires active listening.
- Respecting others' opinions is essential in class discussion.
- Effective listeners are able to interpret and evaluate increasingly complex messages
- Media have embedded values and points of view.
- Communication is an active, not a passive, process in which we exchange meaning with others.
- Effective communicators use a variety of modes of expression to express and receive meaning, including both verbal and non-verbal language.
- The audience with whom we are communicating shapes how we will communicate and the means through which we communicate.

<p>How does a writer know when and how to revise? Why is grammar essential to</p>	<p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>• Edit and revise writing for proper grammar, usage, diction and syntax is part of the writing process.</li> <li>• Combining sentences can clarify ideas, make reading more enjoyable, and express relationships between ideas.</li> </ul>
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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><b><u>Reading Literature:</u></b></p> <p><b><u>Reading Literature:</u></b></p> <ol style="list-style-type: none"> <li>1. Interpret literature and cite textual evidence to support understanding.</li> <li>2. Critically read, analyze, and interpret fictional texts in terms of larger global connections.</li> <li>3. Synthesize non-fictional documents with literature for a variety of purposes.</li> <li>4. Evaluate the connections among works of art, literature, and music that relate to research topic.</li> <li>5. Analyze and evaluate text in order to determine author’s intent and meaning.</li> <li>6. Identify the characteristics of different genres and analyze their impact.</li> <li>7. Analyze the relationship between the structure of genre and the development of an idea.</li> <li>8. Identify and evaluate how the elements and structures of text construct meaning.</li> <li>9. Evaluate effectiveness of a genre for a specific purpose.</li> </ol> <p><b><u>Reading Informational Text:</u></b></p> <ol style="list-style-type: none"> <li>10. Establish a focus for research and design a research plan to answer a specific question.</li> <li>11. Access multiple sources, including scholarly articles, using a variety of research tools.</li> <li>12. Evaluate the validity of a persuasive argument in a variety of texts.</li> <li>13. Compile appropriate information from academic sources.</li> <li>14. Effectively summarize a text.</li> <li>15. Evaluate the accuracy and usefulness of information.</li> <li>16. Determine a central idea of a text and analyze its development throughout the text.</li> <li>17. Analyze how ideas build on one another to provide a complex analysis.</li> <li>18. Assemble, convey, and synthesize evidence in support of the thesis.</li> <li>19. Review MLA format for composing Works Cited.</li> </ol> <p><b><u>Writing:</u></b></p> <ol style="list-style-type: none"> <li>20. Develop and strengthen writing through the writing process and experimentation with style and structure in writers’ notebooks and online.</li> <li>21. Construct a rhetorical argument using non-fiction resources and a variety of appeals.</li> <li>22. Compose a concise and effective thesis statement and clarity of idea.</li> <li>23. Sufficiently narrow the topic.</li> <li>24. Build support for a thesis with well-articulated evidence</li> <li>25. Use the appropriate tone in writing.</li> </ol>	<p><b><u>NJCCCS or CCS</u></b></p> <ol style="list-style-type: none"> <li>1. RL. 12.1, 10; L.12.5</li> <li>2. RL.12.6, 10; L.12.6</li> <li>3. RL.12.7, 10</li> <li>4. RL.12.7</li> <li>5. RL.12.3, 4, 9</li> <li>6. RL.12.5, 10; L.12.6</li> <li>7. RL.12.3</li> <li>8. RL.12.2-4, 10</li> <li>9. RL.12.3, 5-6</li> <li>10. RI.12.7, 10; W.12.7-9</li> <li>11. RI.12.7, 10 W.12.7-9</li> <li>12. RI.12.8, 10</li> <li>13. RI.12.6, 8, 10</li> <li>14. RI.12.7; W.12.7-9</li> <li>15. RI.12.2, 10</li> <li>16. RI.12.7, 10</li> <li>17. RI.12.1, 5</li> <li>18. RI.12.3, 5, 10</li> <li>19. RI.12.7; RI.12.2-6</li> <li>21. RI.12.7</li> </ol> <p>Writing</p> <ol style="list-style-type: none"> <li>20. W.12.7-9</li> <li>21. W.12.1-3</li> <li>22. W.12.2</li> <li>23. W.12.5, 6, 10</li> <li>24. W.12.1a, 9a</li> <li>25. W.12.1a</li> <li>26. W.12.7</li> <li>27. W.12.1b,2b</li> <li>28. W.12.4</li> </ol>

- 26. Develop voice for a designated purpose, audience, and context.
- 27. Create a structure appropriate to a specific purpose, audience, and context.
- 28. Anticipate and address multiple viewpoints.
- 29. Summarize, paraphrase and quote primary source and secondary source reading.

**Speaking and Listening:**

- 30. Debate an issue and argue the opposite side.
- 31. Express personal responses in small group settings.
- 32. Actively listen during collaborative discussions.
- 33. Participate in student-to-teacher, student-to-student, and group verbal interactions by asking relevant questions and responding to questions with appropriate information.
- 34. Make use of digital media in creating and/or presenting research.

**Language:**

- 35. Write and speak in a tone appropriate to purpose and audience.
- 36. Evaluate the credibility of sources, compare and contrast perspectives by note taking, summarizing, and paraphrasing.
- 37. Define new words in context.
- 38. Demonstrate control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
- 39. Edit and revise writing for proper grammar, usage, diction, and syntax.

- 29. W.12.2c W.12.1b  
W.12.4-5 ; W.12.8 ;W.12.1a,  
2a, 3a, 10; W.12.1-4, 10

**Speaking and Listening:**

- 30. SL.12.2, 6
- 31. SL.12.4
- 32. SL.12.3
- 33. SL.12.5
- 34. W.12.2d,e; L.12.1,2,3;  
W.12.2f; L.12.3-4, W.12.2f  
W.12.2f

**Language:**

- 35. W.12.2d,e; L.12.1,2,3
- 36. W.12.2f
- 37. L.12.3-4
- 38. W.12.2f
- 39. W.12.2f

**Inter-Disciplinary Connections:**

**All Inter Disciplinary connections depending on research and topic**

The research project and synthesis essay require students to select a topic and conduct/utilize research from subjects such as: Science, social science, history, art, music, politics, current events.

**Students will engage with the following text:**

**Achieve 3000 articles for research.**

**Mentor Texts:**

- Selections from various media sources, such as *CNN*, *The New York Times*, *Time Magazine*, *Newsweek*, *Fortune Magazine*, *Runner's World*, *Philadelphia Magazine*, *National Geographic*, *The New York Times Magazine*, *NPR*, etc., including "Rodman vs. Da Ref," "An Exercise in Doubt" (Lopate), "Someday My Prince Will Come" (Lieberman)

**Purdue OWL:** Art of Rhetoric, MLA format

**Students will write:**

A series of quick writing assignments to practice writing for extended period of time and to to experiment with genres that will be used in writing the research paper (Obituaries, multi-voice poems, fiction, news writing, cartoons, recipes, and diary entries, to name a few.)

Writing Workshop mini lessons and writing exercises: revision exercises, building argument using appeals, identifying

fallacies, argument analysis.

Students will be asked to submit a research focus proposal outlining a topic, thesis statement, and possible genres to be used in the paper. They will be asked to write a rationale as to why they chose their topic and what they hope to find through their research.

TIME FRAME: 3<sup>rd</sup> and 4<sup>th</sup> marking period

The Research Paper

**Reader's Response to Literature:** reading logs and annotations of texts studied in this unit

**Open-ended responses on quizzes/tests :** on speeches, arguments, text annotations and responses

## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

### Whole Group Instruction:

- **Mini-lessons, Teacher Modeling, and Lecture:** expectations and requirements of the research paper, characteristics of genres, imitating text, the art argument/modes of discourse examples of research
- **Cornell Notes:** the art argument/modes of discourse

### Small-Group/One to One Instruction:

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

- **Text analysis, annotations, and citations:** on researched sources.
- **Writing Conferences:** developing a topic, imitating structure, finding the right genre
- **Reader's responses:** peer conferencing, conferring, elements of argument
- **Book talks/ Literature Circles:** Effective argument, use of textual support

### Individual Assignments:

- Daily writing, experimentations with argument and genre, responses to argument
- **Vocabulary Work in Context:** defined through annotations
- **Project Options:** Research project
- **Independent Reading:** researched sources
- **Writing Research:** prepare, edit, revise writing for workshop and research paper, self-review, imitate structure

### Technology:

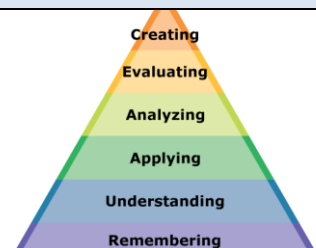
- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline,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



- **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 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 and Homework:** 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:**

Based on IEP

**Summative Assessments:**

**Short writing assignments**

- **Essay:** based on research conducted through mentor text essays (informational and argument, including at least one visual text); 2-3 pages; minimum of 3 sources cited in-text; MLA format
- **Final Reading Benchmark:** Narrative and informational text, multiple-choice and open-ended

**Research Paper**

**Accommodations/Modifications:**

Based on IEP

**Performance Assessments:**

Research based project

**Accommodations/Modifications:**

Based on IEP

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: English Foundations 4**

**Course Number: 111140**

## PART I: UNIT 4 RATIONALE

<p><b>Course/Unit Title:</b>  <b>English Foundations 4</b>  <i>Narrative, Poems &amp; Drama</i></p>	<p><b>Unit 4 Summary:</b>                  This unit focuses on how character, setting, plot, and theme impact poetry, drama and narratives. In this unit students deepen their understanding and use critical reading and writing skills to gain and express knowledge.</p>
<p><b>Grade Level(s)</b>  <b>Resource English</b>  <b>Grade 12</b></p>	
<p><b>Essential Question(s):</b>  <u><b>Reading Literature:</b></u></p> <ul style="list-style-type: none"> <li>• How do plays reflect the human experience?</li> <li>• How are characters developed?</li> <li>• How can understanding an author’s characterization help identify the author’s purpose in writing?</li> <li>• What themes/values are common to all cultures?</li> <li>• How is theme developed?</li> <li>• Why does a writer use specific language/diction to create imagery?</li> <li>• Why does an author include specific details in a passage?</li> </ul> <p><u><b>Reading Informational Text:</b></u>                  Why study drama?</p> <ul style="list-style-type: none"> <li>• Why are memoirs important to the present and the future?</li> <li>• Why does an author include specific details in a passage?</li> </ul> <p><u><b>Writing:</b></u></p> <ul style="list-style-type: none"> <li>• Why do people write about themselves?</li> <li>• How does a writer best communicate personal experiences?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <p><u><b>Reading Literature:</b></u></p> <ul style="list-style-type: none"> <li>• Drama provides an essential tool in understanding human behavior.</li> <li>• Characters are developed through dialogue, actions, and description.</li> <li>• Analysis of characterization can aid in determining theme and relevance.</li> <li>• Themes in drama are universal and, generally, transcend culture and history.</li> <li>• Theme is developed through characterization, setting, plot, and symbols.</li> <li>• An author’s choices in diction and imagery affect a reader’s interpretation.</li> <li>• Understanding the actions of others is crucial to analyzing one’s own actions.</li> </ul> <p><u><b>Reading Informational Text:</b></u></p> <ul style="list-style-type: none"> <li>• Comedy and tragedy as drama forms arise from ancient Greek ceremonials. And reflect life experience that society can learn from.</li> <li>• Memoirs have relevance to students as connections to the past, reflections of humanity, and models of human understanding.</li> <li>• Writers use diction, literary devices, and imagery to create theme, tone, and character.</li> </ul> <p><u><b>Writing:</b></u></p> <ul style="list-style-type: none"> <li>• Memoir provides essential information to the reader about the author.</li> <li>• One small scene or moment in a life can communicate volumes about the character or the person.</li> <li>• Imagery is an effective tool in telling a story.</li> </ul>

<p><b><u>Speaking and Listening:</u></b></p> <p>How does listening lead to effective speaking?</p> <ul style="list-style-type: none"> <li>• How does a dramatic reading help convey a character’s personality and motivations?</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>• Why is grammar essential to communicate effectively?</li> <li>• How does an understanding of grammatical rules enhance the quality of one’s writing?</li> <li>• How does a writer use specific language/diction to create imagery and/or character?</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication and proper grammar mechanics promotes fluency of communication.</li> </ul> <p><b><u>Speaking and Listening:</u></b></p> <ul style="list-style-type: none"> <li>• Sharing experiences and responses requires active listening.</li> <li>• Drama can be better understood through oral reading.</li> <li>• Characters are not just created by words but also tone and vocal expression.</li> </ul> <p><b><u>Language:</u></b></p> <ul style="list-style-type: none"> <li>• Effective communication relies on common rules and conventions.</li> <li>• Knowledge of standard grammar allows manipulation of dialogue for characterization</li> <li>• Diction and imagery convey tone, establishes voice, and contributes to an understanding of author’s purpose.</li> </ul>
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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><b><u>Reading Literature:</u></b></p> <p><b>1. <u>Reading Literature:</u></b></p> <ol style="list-style-type: none"> <li>1. Analyze the theme of a play.</li> <li>2. Apply knowledge of characterization techniques in a play to determine theme and relevance.</li> <li>3. Analyze character speech and actions to identify his or her traits and motivations in a play.</li> <li>4. Analyze the effectiveness of the dramatic structure.</li> <li>5. Identify and explain how selected passages contribute to the work as a whole.</li> <li>6. Explain the meaning of recurring images, symbols, and metaphors in the text.</li> <li>7. Analyze multiple interpretations of a drama.</li> </ol> <p><b><u>Reading Informational Text:</u></b></p> <ol style="list-style-type: none"> <li>8. Articulate the characteristics of dramatic comedy and tragedy and identify elements in the literary selections read.</li> <li>9. Analyze and evaluate text in order to determine author’s purpose.</li> <li>10. Critically read, analyze, and interpret texts in terms of cultural connections.</li> <li>11. Analyze structure of memoir excerpts.</li> </ol> <p><b><u>Writing:</u></b></p>	<ol style="list-style-type: none"> <li>1. RL. 12.2, 10</li> <li>2. RL.12.2-3, 10</li> <li>3. RL. 12.3-4, 6</li> <li>4. RL.12.5</li> <li>5. RL.12-1-3, 5</li> <li>6. RL.12.1, 4, 10 ; L.12.5a</li> <li>7. RL.12.7, 10</li>   <li>8. RI.12.1, 10</li> <li>9. RI.12.1, 6</li> <li>10. RI.12.1-4, 9; RL.12.9</li> <li>11. RI.12.5</li> </ol>

<p>12. Compose a memoir which utilizes a thematic pattern.</p> <p>13. Develop narrative using specific details, imagery, and dialogue.</p> <p>14. Identify narrative structure of a text.</p> <p>15. Develop and strengthen writing through the writing process.</p> <p>16. Respond to text-based questions with reference to the text through argumentation, narrative, and expository writing.</p> <p><b><u>Speaking and Listening:</u></b></p> <p>17. Evaluate and discuss a character by interpreting dialogue.</p> <p>18. Express personal responses in a small group setting.</p> <p>19. Actively listen during collaborative discussions.</p> <p>20. Orally present culminating project which synthesizes ideas from the year in a visual and written format.</p> <p><b><u>Language:</u></b></p> <p>21. Use a variety of sentence structures to manipulate tone.</p> <p>22. Use diction and imagery to develop voice and tone.</p> <p>23. Analyze how paradox, antithesis, and other rhetorical devices shape author’s message.</p> <p>24. Gather and define vocabulary-in-context.</p> <p>25. Edit and revise writing for content, organization, and word choice    </p>	<p>12. W.12.3-6</p> <p>13. W.12.3b, d</p> <p>14. W.12.3</p> <p>14. W.12.5, 10</p> <p>15. W.12.4-5</p> <p>16. W.12.9-10, W.12.1</p> <p>17. SL.12.1, 3</p> <p>18. SL.12.1a-d</p> <p>19. SL.12.1,3</p> <p>20. SL.12.6, SL.12.2, 4-6; RL.12.7; W.12.7-8</p> <p>21-22. L.12.3</p> <p>23. L.12.5</p> <p>24. L.12.5a</p> <p>25. L.12.4-5; R</p>
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**Inter-Disciplinary Connections:**

History: judicial system, civic responsibility, history/development of literature and theater, dramatic competitions

Music/art: - role of music in plays, connection between music and poetry

**Students will engage with the following text:**

<p>Examples of songs/poems that relate to real life situations</p>
<p>Examples of songs/poems that relate to real life situations</p>
<p>Thesaurus, Examples of songs/poems</p>
<p>Examples of auto biographical memoirs (Night passages).</p> <p>Examples of poems, songs, thank you letters, and collages.</p>



Achieve 3000

Journal writing

Poetry

**Dramas:**

- *Oedipus*
- *Hamlet*

**EXCERPTS:**

- Excerpts from *Night* (Wiesel)

**TEACHER RESOURCES:**

Achieve3000

- Various news and media (e.g., *CNN*, *The New York Times*, *Time Magazine*, *Newsweek*, *Fortune Magazine*, *Runner's World*, *Philadelphia Magazine*, *National Geographic*, *The New York Times Magazine*, *NPR*, etc.)

**INDEPENDENT READING:** Students choose fiction or non-fiction texts to read

### **Students will write:**

**Writing :**

- Memoir topic exploration, drafting; narrative modeling text with revisions

**Reader's Response to Literature:**

- Annotations
- Readers Notebooks: reading logs, responses to open-ended questions; summaries

**Poems**

**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:** elements of drama, annotating drama, background information, annotating memoir, writing memoir, Elements of poetry
- **Cornell Notes:** on elements of drama and poetry, background information ,drama-in-context, memoir, tone and word choice

**Small-Group One to One/ Instruction:**

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

- **Text analysis, annotations, and citations:** of drama, background information, and mentor texts, poetry
- **Writing Conferences:** memoir writing, narrowing a topic, adding description, consistent tone
- **Reader's responses:** cultural connections, drama, writing/revising memoir, peer review
- **Book talks/ Literature Circles:** on drama, independent reading options, historical/background texts, memoirs

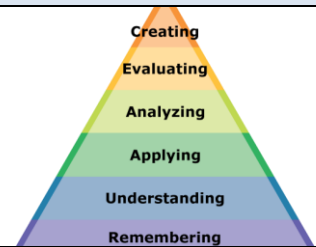
### Individual Assignments:

- **Vocabulary Work in Context:** unknown word lists
- **Project Options:** *student selection*
- **Independent Reading:** student choice
- **Writing Assignment:** prepare, edit, revise memoir writing for workshop, self-review,

### 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 gleaned 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 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 and Homework:** 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:**

Based on IEP

**Summative Assessments:**

**Poetry Project:**

Poster, PowerPoint, Prezi ,musical presentation or representation of poem

- **Final Writing Benchmark:** (expository)
- **Narrative Writing:** Memoir Writing

**Accommodations/Modifications:**

Based on IEP

**Performance Assessments:**

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

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

**Final Performance Assessment** *Commencement project*

- Topic: Commencement (“All endings are also beginnings.”)
- Requirements: oral presentation, reference to at least one text from the year (characters, themes, “big ideas,” conflicts, etc . . . ), rationale
- Presentation format: Power Point, Prezi, spoken word poetry, speech, video/movie (including spoken introduction/rationale)

**Accommodations/Modifications:**

Based on IEP

# Literacy skills for grade 12 Resource English

- 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

RL.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.
RL.11-12.2	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. 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).
RL.11-12.6	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.)
RL.11-12.7	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.9	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.11-12.10	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.11-12.1-2	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.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W11-12.1	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.2	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. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that

W.11-12.2	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.
W.11-12.2.a	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2.b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W11-12.3	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.
W11-12.3a	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W11-12.3b	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3.c	Production and Distribution of Writing: 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.)
W11-12.4	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)
W.11-12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.7	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.8	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9	Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.11-12.9a	Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").
W11-12.9b	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.
W.11-12.10	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.11-12.1a	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.
SL.11-12.1a	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1b	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.
SL.11-12.1C	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL11-12.1d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies.
L.11-12.4	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.
L11-12.4.a	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ).
L11-12.4.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L11-12.5	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L11-12.6.	