

College Prep English Grade 9

BOARD APPROVAL DATE: August 2020

**BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised
2016**

Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	NJLSA.R1. NJLSA.R2. NJLSA.R3. NJLSA.R4. NJLSA.R9. NJLSA.W2. NJLSA.W4. NJLSA.W9.	How do our experiences shape who we are as individuals and influence our individual choices?	Read actively to identify/compare themes Analyze characters Identify/compare conflicts Analyze tone Analyze mood Make inferences Write a proper thesis statement Incorporate textual evidence into writing Use proper MLA format	One marking period
Unit 2	NJLSA.R2. NJLSA.R3. NJLSA.R4. NJLSA.R5. NJLSA.R6. NJLSA.W3.	How do our experiences shape who we are as individuals and influence our perception of the world around us?	Utilize plot structure Develop a conflict within writing Utilize correct dialogue format Identify impact of point of view Utilize characterization Identify symbolism	One marking period
Unit 3	NJLSA.R1. NJLSA.R2. NJLSA.R6. NJLSA.R9. NJLSA.W1. NJLSA.W4. NJLSA.W9.	How do our experiences shape who we are as individuals and influence our contribution to society?	Identify how literary elements develop theme Incorporate direct quotes Paraphrase effectively Utilize a valid source in performance task Incorporate secondary sources Successfully support thesis statement	One marking period
Unit 4	NJLSA.R1. NJLSA.R2. NJLSA.R3. NJLSA.R4. NJLSA.R5. NJLSA.W4.	How do our experiences shape who we are as individuals and influence our relationships?	Identify uses of monologue, soliloquy, and aside Identify foil characters Analyze uses of irony	One marking period

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This document outlines in detail the answers to the following four questions:

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 College Prep English I

Content & Practice Standards (write in full)	Interdisciplinary Standards	Critical Knowledge & Skills
<p>LA.RL.9-10.1 - [Progress Indicator] - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>LA.RL.9-10.2 - [Progress Indicator] - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>LA.RL.9-10.3 - [Progress Indicator] - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LA.RL.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LA.RL.9-10.9 - [Progress Indicator] - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>LA.W.9-10.2 - [Progress Indicator] - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> • SOC.9-12.1.1.1 - Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. 	<ul style="list-style-type: none"> • Identify how literary elements develop theme • Incorporate direct quotes • Paraphrase effectively • Utilize a valid source in performance task • Incorporate secondary sources • Successfully support thesis statement

<p>LA.W.9-10.4 - [Progress Indicator] - 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.)</p> <p>LA.W.9-10.9 - [Progress Indicator] - Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p>		
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Unit 1 College Prep English I

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>In Unit 1, students will learn that a similar theme can be found in multiple literature pieces. The unit purpose is to identify the common theme and support this theme with appropriate evidence.</p>	<ul style="list-style-type: none"> *The Secret Life of Bees *The Pact *The Pearl *Ender’s Game *Animal Farm *Lord of the Flies *A Long Way Gone The Most Dangerous Game Escape From Afghanistan Cask of Amontillado A Poison Tree *Summer Reading Books

UNDERSTANDINGS

Students will understand that personal experiences have the ability to shape an individual’s choices and reactions to situations.

Students will know...	Students will be able to...
<p>Authors use literary devices to develop a theme.</p> <p>Characters develop and change throughout a text.</p> <p>Multiple conflicts occur within individual literature pieces.</p> <p>Tone is developed through word choice.</p> <p>Mood and tone are different and are examined through word choice, setting, and subject matter.</p> <p>Authors present similar themes across genres.</p>	<p>Analyze characters:</p> <ul style="list-style-type: none"> Identify protagonist and antagonist Identify the protagonist’s change and the impact on the resolution Identify the antagonist and the impact on the protagonist <p>Analyze conflict:</p> <ul style="list-style-type: none"> Identify conflicts

<p>A thesis statement has an arguable opinion and support Effectively incorporate textual evidence to demonstrate skills and themes. A formal essay must be written in proper MLA format</p>	<p>Determine character motivations and impact on plot Identify resolution to conflict and lesson learned</p> <p>Analyze tone: Identify author’s purpose Evaluate author’s word choice Determine impact of word choice on reader</p> <p>Analyze mood: Identify setting and its effect on characters and plot Evaluate word choice</p> <p>Analyze theme: Identify theme of work based on literary devices Identify textual evidence to support theme Identify common themes among works</p> <p>Develop research simulation task: Write a proper thesis statement with an arguable theme and supporting details Incorporate textual evidence into writing- quote or paraphrase Use proper MLA format</p>
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Stage 2 – Assessment Evidence

<p>Performance Tasks: Research Simulation Task with three pieces: focus on textual evidence. Students will write an essay identifying similar themes between multiple texts utilizing textual evidence.</p>	<p>Other Evidence (Alternate Assessments): Anticipation Guides, Guided Reading Packets, Station Presentation Reviews, Teacher Observation, Projects, Independent Reading/Analyzing Cold Material, Journals, Annotation Charts, Quizzes, Skill-based tests, Text-Based Short Answers, Textual Evidence Practice, Benchmark</p>
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Stage 3 – Learning Plan

1. Assess incoming ability to identify a theme using summer reading.
2. Anticipatory activities: anticipation guides, journals, informational video clips, etc
3. Model active reading utilizing the skill set that contributes to theme: characterization, mood, conflict, tone.
4. Practice active reading utilizing skill set through independent reading.
5. Practice providing appropriate textual evidence related to skill set.
6. Practice identifying a common theme in a short in class writing.
7. Complete a research simulation task using three literature pieces to identify a common theme and support that theme with appropriate evidence. This final performance based assessment will be graded using a rubric.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Small group instruction
Differentiated graphic organizers
Differentiated informal assessments

Gifted & Talented:
Allow students with confidence to help instruct and remediate struggling students.
Advanced readings and writings and opportunities for application of skills

Tier I:
Small group instruction
Differentiated graphic organizers
Differentiated informal assessments
Peer review and conferencing

Tier II:
Tutoring center
Additional materials for practice
Additional corrections of previous work
Parent contact

Tier III:
I&RS
Alternative readings with similar themes
Modify groupings
Writing lab

ELL:
Incorporate visual cues
Engage in group work
Utilize ELL resource teacher
Address culturally unique vocabulary

504s:
Environmental Strategies

- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Utilize a study carrel
- Alter location or personal or classroom supplies for easier access or to minimize distraction

- Provide sensory breaks
- Provide a written or picture schedule

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Tailor homework assignments toward student strengths
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills
- Schedule before or after school tutoring/homework assistance

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents (and student as appropriate)
- Establish a home/school communication system for behavior monitoring
- Post rules and consequences for classroom behavior
- Put student on daily/weekly progress report/contract
- Reinforce self-monitoring and self-recording of behaviors

Presentation Strategies

- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
 - a) lecture plus overhead/board demonstration support
 - b) small groups required to produce a written product
 - c) large groups required to demonstrate a process
 - d) computer-assisted instruction
 - e) peer tutors or cross-age tutors
 - f) demonstrations, simulations
 - g) experiments
 - h) games
- Ask student to repeat/paraphrase context to check understanding
- Arrange for a mentor to work with student in his or her interest area or area of greatest strength
- Provide peer tutoring
- Simplify and repeat instructions about in-class and homework assignments
- Vary instructional pace

- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Vary kind of instructional materials used
- Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
- Reinforce study skill strategies (survey, read, recite, review)
- Introduce definition of new terms/vocabulary and review to check for understanding
- Be aware of student's preferred learning style and provide matching instruction materials
- Pre-teach and/or re-teach important concepts • Prepare advanced organizers/study guides for new material

Assignments

- Modify the amount of homework
- Use written directions to supplement oral directions
- Reduce paper and pencil tasks
- Allow for assignments to be word processed
- Lower reading level of assignments
- Break assignments into a series of smaller assignments
- Use highlighted texts

SPED:

This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, E.S.L. and basic skills.

A. Setting Accommodations

1. Administering the assessment:

- a. individually in a separate room
- b. in a small group in a separate room
- c. in the resource room
- d. in a special education classroom
- e. at home or in a hospital (this will depend on the nature of the assessment task)

2. Seating the student in the front of the room near the examiner or proctor

3. Seating the student facing the examiner or proctor

4. Providing special lighting

5. Providing special furniture e.g., desks, trays, carrels

B. Scheduling Accommodations

1. Adding time as needed

2. Providing frequent breaks

3. Terminating a section of the test when a student has indicated that he/she has completed all the items he/she can. The examiner must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

C. Test Materials Modifications

1. Administering the large-print version of the test

2. Administering the Braille version of the test

D. Test Procedure Modifications

1. Administration modifications

a. reading directions aloud

b. reading test items aloud (do not read aloud or sign the reading passages in Language Arts Literacy –the reading items may be read or signed); ONLY the teacher who must read the test items aloud or sign is permitted to have a test booklet assigned to him/her for this task

c. providing and ensuring that amplification (hearing aid and/or FM system) is in working order

d. using a sign language or cued speech interpreter to sign or cue the directions or test items but NOT the reading passages

e. masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows

f. repeating, clarifying, or rewording directions ONLY

g. providing written directions on a separate sheet or transparency

h. using an examiner who is familiar with the student

i. using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)

j. providing manipulatives for math items e.g., number line, counting chips, abacus

2. Response modifications

a. having an examiner record the student’s identification information on the test booklet and/or answer folder

b. dictating oral responses to a scribe (examiner or proctor who writes from dictation)

c. using a Braille writer to record responses

d. signing responses to a sign language interpreter (student must indicate all punctuation and must spell all keywords)

e. recording responses on a word processor (all editorial functions MUST be disabled)

f. providing an augmentative communication device

g. using a larger diameter or modified special grip # 2 pencil

h. circling answers in the test booklet

i. allowing separate additional continuation pages for writing tasks

Unit 2 College Prep English I		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> LA.RL.9-10.2 - [Progress Indicator] - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. LA.RL.9-10.3 - [Progress Indicator] - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. LA.RL.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). LA.RL.9-10.5 - [Progress Indicator] - Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). LA.RL.9-10.6 - [Progress Indicator] - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. 	<ul style="list-style-type: none"> SOC.9-12.1.1.1 - Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. 	<ul style="list-style-type: none"> Utilize plot structure Develop a conflict within writing Utilize correct dialogue format Identify impact of point of view Utilize characterization Identify symbolism
Unit 2 College Prep English I		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
In Unit 2, students will learn how to write a narrative. The unit purpose is to utilize point of view and plot structure to effectively write an independent narrative.	The Scarlet Ibis A Brother’s Crime Teacher Specific Novels (Speak, Diary of a Part-Time Indian, All Quiet on The Western Front, Touching Spirit Bear)	

UNDERSTANDINGS

Students will understand that our experiences determine how we view the world around us.

Students will know...

Structure, sequence, and use of time within a reading impact the plot and themes/main ideas.
 Correct use of dialogue in a narrative
 How point of view shapes a story
 How character motives advance the plot
 Symbolism enriches a story

Students will be able to...

Utilize plot structure
 Develop a conflict within writing
 Utilize correct dialogue format
 Identify impact of point of view
 Utilize characterization
 Identify symbolism

Stage 2 – Assessment Evidence

Performance Tasks:

Narrative Writing Task: focus on creating a narrative essay based on alternate points of view or alternate endings.

Other Evidence (Alternate Assessments):

Anticipation Guides, Guided Reading Packets, Station Presentation Reviews, Teacher Observation, Projects, Independent Reading/Analyzing Cold Material, Journals, Annotation Charts, Quizzes, Skill-based tests, Alternate Ending Organizer, Alternate Point of View Practice, Benchmark

Stage 3 – Learning Plan

1. Assess prior knowledge of narrative structure using graphic organizer based on previous readings.
2. Anticipatory activities: anticipation guides, journals, informational video clips, etc
3. Model active reading utilizing the skill set that contributes to narrative: plot structure, conflict, dialogue, point of view, characterization, symbolism.
4. Practice active reading utilizing skill set through independent reading.
5. Practice telling a portion of the story from an alternate point of view.
6. Complete a narrative writing using effective narrative elements. This final performance based assessment will be graded using a rubric.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Small group instruction
 Differentiated graphic organizers
 Differentiated informal assessments

Gifted & Talented:

Allow students with confidence to help instruct and remediate struggling students.
Advanced readings and writings and opportunities for application of skills

Tier I:

Small group instruction
Differentiated graphic organizers
Differentiated informal assessments
Peer review and conferencing

Tier II:

Tutoring center
Additional materials for practice
Additional corrections of previous work
Parent contact

Tier III:

I&RS
Alternative readings with similar themes
Modify groupings
Writing lab

ELL:

Incorporate visual cues
Engage in group work
Utilize ELL resource teacher
Address culturally unique vocabulary

504s:

General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.

Environmental Strategies

- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Alter location of personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)

- Write out homework assignments, check student's recording of assignments
- Tailor homework assignments toward student strengths
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills
- Schedule before or after school tutoring/homework assistance

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents (and student as appropriate)
- Establish a home/school communication system for behavior monitoring
- Post rules and consequences for classroom behavior
- Put student on daily/weekly progress report/contract
- Reinforce self-monitoring and self-recording of behaviors

Presentation Strategies

- Use computer-aided instruction and other audiovisual equipment
- Provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
 - a) lecture plus overhead/board demonstration support
 - b) small groups required to produce a written product
 - c) large groups required to demonstrate a process
 - d) computer-assisted instruction
 - e) peer tutors or cross-age tutors
 - f) demonstrations, simulations
 - h) games
- Ask student to repeat/paraphrase context to check understanding
- Arrange for a mentor to work with student in his or her interest area or area of greatest strength
- Arrange/Suggest peer tutoring
- Simplify and repeat instructions about in-class and homework assignments
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Vary kind of instructional materials used
- Reinforce study skill strategies (survey, read, recite, review)
- Introduce definition of new terms/vocabulary and review to check for understanding
- Acknowledge student's preferred learning style and provide matching instruction materials
- Pre-teach and/or re-teach important concepts • Prepare advanced organizers/study guides for new material

Assignments

- Modify the amount of homework
- Use written directions to supplement oral directions
- Reduce paper and pencil tasks
- Allow for assignments to be word processed
- Lower reading level of assignments
- Break assignments into a series of smaller assignments
- Use highlighted texts

Evaluation Methods

- Limit amount of material presented on a single page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

SPED:

This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, E.S.L. and basic skills.

A. Setting Accommodations

1. Administering the assessment:

- a. individually in a separate room
 - b. in a small group in a separate room
 - c. in a special education classroom
2. Seating the student in the front of the room near the examiner or proctor
 3. Seating the student facing the examiner or proctor

B. Scheduling Accommodations

1. Adding time as needed
2. Providing appropriate breaks

C. Test Materials Modifications

1. Administering consumable paper tests rather than Bubble-in versions

D. Test Procedure Modifications

1. Administration modifications

- a. reading directions aloud
- b. reading test items aloud (do not read aloud or sign the reading passages in Language Arts Literacy –the reading items may be read or signed); ONLY the teacher who must read the test items aloud or sign is permitted to have a test booklet assigned to him/her for this task
- c. providing and ensuring that amplification (hearing aid and/or FM system) is in working order

- d. using a sign language or cued speech interpreter to sign or cue the directions or test items but NOT the reading passages
- e. masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows
- f. repeating, clarifying, or rewording directions ONLY
- g. providing written directions on a separate sheet or transparency

2. Response modifications

- a. having an examiner record the student's identification information on the test booklet and/or answer folder
- b. dictating oral responses to a scribe (examiner or proctor who writes from dictation)
- c. using a Braille writer to record responses
- d. signing responses to a sign language interpreter (student must indicate all punctuation and must spell all keywords)
- e. recording responses on a word processor (all editorial functions MUST be disabled)
- f. providing an augmentative communication device
- g. using a larger diameter or modified special grip # 2 pencil
- h. circling answers in the test booklet
- i. allowing separate additional continuation pages for writing tasks

Unit 3 College English I

Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> ● LA.RL.9-10.1 - [Progress Indicator] - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● LA.RL.9-10.2 - [Progress Indicator] - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. ● LA.RL.9-10.6 - [Progress Indicator] - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ● LA.RL.9-10.9 - [Progress Indicator] - Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare) ● LA.9-10.W.9-10.1 - [Progress Indicator] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● LA.W.9-10.4 - [Progress Indicator] - 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.) 	<ul style="list-style-type: none"> ● SOC.9-12.1.3.2 - Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias ● SOC.9-12.1.3.3 - Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. 	<ul style="list-style-type: none"> ● Read actively to identify/compare themes ● Analyze characters ● Identify/compare conflicts ● Analyze tone ● Analyze mood ● Make inferences ● Write a proper thesis statement ● Incorporate textual evidence into writing ● Use proper MLA format

<ul style="list-style-type: none"> LA.W.9-10.9 - [Progress Indicator] - Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. 		
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Unit 3 College Prep English I

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>In Unit 3, students will learn how to write a literary analysis essay. The unit purpose is to utilize literary skills to determine a theme, as well as support a well written thesis statement with textual evidence and secondary sources.</p>	<p>Teacher Specific Novels The Odyssey</p>

UNDERSTANDINGS

Students will understand that our personal experiences impact our contribution to society.

Students will know...	Students will be able to...
<p>How a theme develops throughout a text. How to identify effective textual evidence. Effectively incorporate textual evidence.. How to identify a valid source. How to effectively incorporate a secondary source into writing. All parts of an effective essay relate to the thesis</p>	<p>Identify how literary elements develop theme Incorporate direct quotes Paraphrase effectively Utilize a valid source in performance task Incorporate secondary sources Successfully support thesis statement</p>

Stage 2 – Assessment Evidence

<p>Performance Tasks: Literary Analysis Task: focus on how a literary element develops a theme and effectively utilize secondary sources to support a thesis statement.</p>	<p>Other Evidence (Alternate Assessments): Anticipation Guides, Guided Reading Packets, Station Presentation Reviews, Teacher Observation, Projects, Independent Reading/Analyzing Cold Material, Journals, Annotation Charts, Quizzes, Skill-based tests, Text-Based Short Answers, Textual Evidence Practice, Benchmark</p>
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Stage 3 – Learning Plan

- Anticipatory activities: anticipation guides, journals, informational video clips, etc.
- Model active reading utilizing the skill set that contributes to literary analysis: literary elements.

3. Practice active reading utilizing skill set through independent reading.
4. Direct instruction on valid secondary sources (reliable v. unreliable).
5. Practice evaluating sources through teacher generated material.
6. Practice connecting valid secondary sources to the text.
7. Complete a literary analysis performance task using effective writing elements. This final performance based assessment will be graded using a rubric.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:
Advanced readings and writings and opportunities for application of skills

Tier I:
Small Group Instruction
Differentiated graphic organizer
Differentiated informal assessments

Tier II:
Tutoring Center
Additional materials for practice
Additional Corrections of previous work

Tier III:
I&RS
Alternative readings with similar themes
Modify groupings
Writing Lab

ELL:
Incorporate visual cues
Engage in group work
Utilize ELL resource teacher
Address culturally unique vocabulary

504s:
General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.

Environmental Strategies

- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Utilize a study carrel
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Tailor homework assignments toward student strengths
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills
- Schedule before or after school tutoring/homework assistance

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents (and student as appropriate)
- Establish a home/school communication system for behavior monitoring
- Post rules and consequences for classroom behavior
- Put student on daily/weekly progress report/contract
- Reinforce self-monitoring and self-recording of behaviors

Presentation Strategies

- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
 - a) lecture plus overhead/board demonstration support
 - b) small groups required to produce a written product
 - c) large groups required to demonstrate a process
 - d) computer-assisted instruction
 - e) peer tutors or cross-age tutors

f) demonstrations, simulations

g) experiments

h) games

- Ask student to repeat/paraphrase context to check understanding
- Arrange for a mentor to work with student in his or her interest area or area of greatest strength
- Provide peer tutoring
- Simplify and repeat instructions about in-class and homework assignments
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Vary kind of instructional materials used
- Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
- Reinforce study skill strategies (survey, read, recite, review)
- Introduce definition of new terms/vocabulary and review to check for understanding
- Be aware of student's preferred learning style and provide matching instruction materials
- Pre-teach and/or re-teach important concepts • Prepare advanced organizers/study guides for new material

Assignments

- Modify the amount of homework
- Use written directions to supplement oral directions
- Reduce paper and pencil tasks
- Allow for assignments to be word processed
- Lower reading level of assignments
- Break assignments into a series of smaller assignments
- Use highlighted texts

Evaluation Methods

- Limit amount of material presented on a single page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

SPED:

This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, E.S.L. and basic skills.

Consider:

Read 180 (HS only)

Additional guided reading time based on targeted intervention

Skills groups and practice via small group instruction

Use of graphic organizers to complete assignments

Appropriate text**A. Setting Accommodations****1. Administering the assessment:**

- a. individually in a separate room
- b. in a small group in a separate room
- c. in the resource room
- d. in a special education classroom
- e. at home or in a hospital (this will depend on the nature of the assessment task)

2. Seating the student in the front of the room near the examiner or proctor

3. Seating the student facing the examiner or proctor
4. Providing special lighting
5. Providing special furniture e.g., desks, trays, carrels

B. Scheduling Accommodations**1. Adding time as needed****2. Providing frequent breaks**

3. Terminating a section of the test when a student has indicated that he/she has completed all the items he/she can. The examiner must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

C. Test Materials Modifications**1. Administering the large-print version of the test****2. Administering the Braille version of the test****D. Test Procedure Modifications****1. Administration modifications****a. reading directions aloud**

b. reading test items aloud (do not read aloud or sign the reading passages in Language Arts Literacy –the reading items may be read or signed); ONLY the teacher who must read the test items aloud or sign is permitted to have a test booklet assigned to him/her for this task

c. providing and ensuring that amplification (hearing aid and/or FM system) is in working order

d. using a sign language or cued speech interpreter to sign or cue the directions or test items but NOT the reading passages

e. masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows

f. repeating, clarifying, or rewording directions ONLY

g. providing written directions on a separate sheet or transparency

h. using an examiner who is familiar with the student

i. using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)

j. providing manipulatives for math items e.g., number line, counting chips, abacus

2. Response modifications

a. having an examiner record the student's identification information on the test booklet and/or answer folder

b. dictating oral responses to a scribe (examiner or proctor who writes from dictation)

- c. using a Braille writer to record responses
- d. signing responses to a sign language interpreter (student must indicate all punctuation and must spell all keywords)
- e. recording responses on a word processor (all editorial functions MUST be disabled)
- f. providing an augmentative communication device
- g. using a larger diameter or modified special grip # 2 pencil
- h. circling answers in the test booklet
- i. allowing separate additional continuation pages for writing tasks

Unit 4 ELA College English I		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>LA.RL.9-10.1 - [Progress Indicator] - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>LA.RL.9-10.2 - [Progress Indicator] - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>LA.RL.9-10.3 - [Progress Indicator] - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LA.RL.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LA.RL.9-10.5 - [Progress Indicator] - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>LA.W.9-10.4 - [Progress Indicator] - 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.)</p>	<p>SOC.9-12.1.1.1 - Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</p> <p>SOC.9-12.1.1.2 - Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</p>	<p>Identify uses of monologue, soliloquy, and aside</p> <p>Identify foil characters</p> <p>Analyze uses of irony</p>
Unit 4 College English I		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	

<p>In Unit 4, students will understand that a drama is different from other types of genres by examining dramatic elements. The purpose of the unit is for students to demonstrate understanding of dramatic elements through creative expression.</p>	<p>Romeo and Juliet</p>
<p>UNDERSTANDINGS</p>	
<p>Students will understand that our personal experiences affect our relationships with others.</p>	
<p>Students will know...</p>	<p>Students will be able to...</p>
<p>How literary elements are presented in a drama How characterization develops through the use of dramatic elements How irony helps to develop a theme How to express themselves effectively through creative means</p>	<p>Analyze characters: Identify protagonist and antagonist Identify the protagonist’s change and the impact on the resolution Identify the antagonist and the impact on the protagonist</p> <p>Analyze conflict: Identify conflicts Determine character motivations and impact on plot Identify resolution to conflict and lesson learned</p> <p>Analyze tone: Identify author’s purpose Evaluate author’s word choice Determine impact of word choice on reader</p> <p>Analyze mood: Identify setting and its effect on characters and plot Evaluate word choice</p> <p>Analyze theme: Identify theme of work based on literary devices Identify textual evidence to support theme Identify common themes among works</p> <p>Develop research simulation task:</p>

	<p>Write a proper thesis statement with an arguable theme and supporting details Incorporate textual evidence into writing Use proper MLA format</p>
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Tasks: Creative Expression Task- focus on presenting a dramatic element through a creative assessment.</p>	<p>Other Evidence (Alternate Assessments): Anticipation Guides, Guided Reading Packets, Station Presentation Reviews, Teacher Observation, Projects, Independent Reading/Analyzing Cold Material, Journals, Annotation Charts, Quizzes, Skill-based tests, Text-Based Short Answers, Textual Evidence Practice, Benchmark</p>
<p>Stage 3 – Learning Plan</p>	
<ol style="list-style-type: none"> 1. Assess incoming ability to identify a theme using summer reading. 2. Anticipatory activities: anticipation guides, journals, informational video clips, etc 3. Model active reading utilizing the skill set that contributes to theme: characterization, mood, conflict, tone. 4. Practice active reading utilizing skill set through independent reading. 5. Practice providing appropriate textual evidence related to skill set. 6. Practice identifying a common theme in a short in class writing. 7. Complete a research simulation task using three literature pieces to identify a common theme and support that theme with appropriate evidence. This final performance based assessment will be graded using a rubric. 	
<p>Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students</p>	
<p>Small group instruction Differentiated graphic organizers Differentiated informal assessments</p>	
<p>Gifted & Talented: Allow students with confidence to help instruct and remediate struggling students. Advanced readings and writings and opportunities for application of skills</p>	
<p>Tier I: Small group instruction Differentiated graphic organizers Differentiated informal assessments Peer review and conferencing</p>	

Tier II:
 Tutoring center
 Additional materials for practice
 Additional corrections of previous work
 Parent contact

Tier III:
 Writing Lab

ELL:
 Incorporate visual cues
 Engage in group work
 Utilize ELL resource teacher
 Address culturally unique vocabulary

504s:
 General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.

Environmental Strategies

- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Utilize a study carrel
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Tailor homework assignments toward student strengths
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills
- Schedule before or after school tutoring/homework assistance

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts

- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents (and student as appropriate)
- Establish a home/school communication system for behavior monitoring
- Post rules and consequences for classroom behavior
- Put student on daily/weekly progress report/contract
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