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| **11th GRADE ENGLISH LANGUAGE ARTS**  **CURRICULUM** | | | | | |
| **Content Area:** ENGLISH LANGUAGE ARTS | | | | | |
| **Course Title:** ELA | | | | **Grade Level:** 11 | |
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|  | **Unit Plan - STORIES** |  | **Ongoing** | |  |
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|  | **Unit Plan - DRAMA** |  | **Ongoing** | |  |
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|  | **Unit Plan - POETRY** |  | **Ongoing** | |  |
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|  | **Unit Plan – INFORMATIONAL TEXTS** |  | **Ongoing** | |  |
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|  | **Unit Plan – NARRATIVE WRITING** |  | **Ongoing** | |  |
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|  | **Unit Plan – INFORMATIVE/EXPLANATORY** |  | **Ongoing** | |  |
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|  | **Unit Plan – ARGUMENTATIVE WRITING** |  | **Ongoing** | |  |

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| **11TH GRADE ENGLISH LANGUAGE ARTS CURRICULUM**  **Unit Overview** | | |
| **Content Area:** EnglishLanguage Arts | | |
| **Unit Title:** Stories | | |
| **Target Course/Grade Level:** 11 | | |
| **Unit Summary**  Read, analyze, and comprehend complex literary texts independently and proficiently. | | |
| **Primary interdisciplinary connections:**  Science, Social Studies, Mathematics, Technology, Visual and Performing Arts  [Science Standards](http://www.nextgenscience.org/next-generation-science-standards)  [Social Studies Standards](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)  [Mathematics Standards](http://www.corestandards.org/the-standards/mathematics)  [Technology Standards](http://www.state.nj.us/education/cccs/2014/tech/)  [Visual and Performing Art Standards](http://www.state.nj.us/education/cccs/2014/arts/)  [**21st Century Themes**](http://www.state.nj.us/education/cccs/2014/career/9.pdf)**: Career Ready Practices**  Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP6. Demonstrate creativity and innovation. * CRP7. Employ valid and reliable research strategies. * CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP11. Use technology to enhance productivity. * CRP12. Work productively in teams while using cultural global competence | | |
| **Learning Targets** | | |
| **Common Core Content Standards** | | |
| Number |  | |
|  | **READING: LITERATURE – Key Ideas & Details** | |
| 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. | |
| RL.11-12.3 | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | |
|  | **READING: LITERATURE – Craft & Structure** | |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | |
| RL.11-12.5 | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | |
| RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | |
|  | **READING: LITERATURE – Integration of Knowledge & Ideas** | |
| RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) | |
| RL.11-12.9 | 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. | |
|  | **READING: LITERATURE – Range of Reading & Level of Text Complexity** | |
| RL.11-12.10 | 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. | |
|  | **WRITING – Text Types & Purposes** | |
| W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   * 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. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. * Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the argument presented. | |
| 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 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. * 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. * Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | |
| W.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   * 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. * Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. * 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). * Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. * Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | |
|  | **WRITING – Production & Distribution of Writing** | |
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | |
|  | **WRITING – Research to Build & Present Knowledge** | |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   * Apply *grades 11–12 Reading standards* 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”).Bible or how a later author draws on a play by Shakespeare]”). * Apply *grades 11–12 Reading standards* 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., *The Federalist*, presidential addresses]”). | |
|  | **WRITING – Range of Writing** | |
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes | |
|  | **SPEAKING & LISTENING – Comprehension & Collaboration** | |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.   * Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. * Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. * 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. * 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. | |
| SL.11-12.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | |
|  | **SPEAKING & LISTENING – Presentation of Knowledge & Ideas** | |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | |
|  | **LANGUAGE – Conventions of Standard English** | |
| L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. * Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed. * Use parallel structure. * Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. * Analyze nuances in the meaning of words with similar denotations. | |
| L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.   * Observe hyphenation conventions. * Use a colon to introduce a list or quotation. * Spell correctly. | |
|  | **LANGUAGE – Knowledge of Language** | |
| L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   * Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | |
| L.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.   * 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. * Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |
| L.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. * Analyze nuances in the meaning of words with similar denotations. | |
| L.11-12.6 | 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. | |
| **Unit Essential Questions**   * Why is it important to make connections across academic disciplines? * Why is it important to be able to find and use evidence to justify our understanding of a situation? * How do past experiences help us look for patterns in order to enhance our understanding of our future decisions? * How we look at experiences to make connections to universal concerns of humanity? * How can understanding someone’s circumstances help a person to connect to his or her own experiences or understandings? * What value is there in looking for patterns in interpersonal relationships? * Why is it important to understand tone? * How can other ideas or opinions help to inform our own ideas or opinions? | | **Unit Enduring Understandings**  *Students will understand…*   * Studying literature can augment our ability to understand other areas of academic study. * Using text from a work of literature to support an inference allows a reader to draw his or her own conclusions. * Past experiences with literature help readers to look for patterns in order to grasp multiple themes in a work of literature. * Using a working knowledge of history and culture from other academic courses, can help a reader make connections to universal concerns of humanity in literature. * An author’s use of theme in a work of literature is a means for a reader to connect to his or her own experiences or understandings. * We can learn about interpersonal relationships from reading literature. * A reader can look at patterns to reveal structure, and the structure imparts meaning. * A reader must understand point of view in order to best understand tone and meaning. * Other interpretations of a work of literature (such as a reading/recording/performance/visual representation) can impart meaning to the reader. |
| **Unit Learning Goals**   * Be able to use evidence from the text to support a claim about the literature * Determine the theme of a text and evaluate its development over the course of a story * Be able to identify thematic and structural relationships among 2 or more pieces of literature * Evaluate how complex characters develop over the course of a story and how their traits and motivation affect the plot * Analyze how a story or key scene from a story changes when presented in a different context * Analyze how a cultural experience is reflected in a work of literature * Analyze how an author draws on source material in a specific work | | **Targeted Skills**   * Be able to develop written responses to story-based questions by using evidence from the text to support an answer. * Be able to write a literary analysis paper. * Be able to write a comparative analysis using two or more stories. Students will use textual evidence from multiple stories to support their claims. * Be able to evaluate and respond to literary criticism. * Be able to sustain literary-based discussion in both small group and whole group settings and elaborate on discussion by making specific reference to the text * Be able to learn new words and determine their meanings in context * Conduct a character analysis by evaluating what a character says, does and what other characters say about him or her * Demonstrate a command of Standard English in writing and discussion * Respond constructively to advance a discussion and build on the input of others * Evaluate another student’s response in discussion by evaluating their rhetoric and evidence * Be able to use narrative writing skills to continue or change the ending of a story |

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| **OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  **Evidence of Learning** | | |
| **Formative Assessments** | | |
| * Conferencing individual/small group * Open-ended questions * Games * Graphic Organizers * Kinesthetic assessment * Practice Presentations * Quizzes | * Cooperative groups * Writer’s Notebook * Visual Assessment * Learning/response logs * Think-pair-share * Observations * SGO’s pre and post assessments | |
| **Summative Assessments**   * Final drafts * Oral presentations * Unit/Novel assessments * Interim assessments | | * Computer Adaptive Tests * Published works / Portfolios * Performance Tasks * Ends of Course Assessments * State assessments |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Extended time needed * Timelines and checkpoints * Modify tests and quizzes * Preferential seating * Alternative/Formative assessment (projects) * Follow all IEP modifications/504 plan * Differentiated topics/instructions/lengths based on students’ abilities * Appropriate scaffolding provided as necessary * Additional enrichment texts/resources/assignments provided as needed based on student ability * Effective teacher questioning; ranging from fact recall to higher order critical thinking questions * Guided practice in combination with independent exploration * Heterogeneous students grouping * Movement from teacher-directed learning to student-directed learning * Supplemental materials * Teacher lead and student led conferences * Cooperative learning * Audio recording of text * Designate a reader * Read instructions orally * Record Podcasts of lessons * Outline lessons * Word webs * Visual organizers * Dictate answers to a scribe * Extended time * Mark text with highlighter * Alternate assessments | | |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Textbooks * Print Material * White board * Computer * Smart Board * Apple TV * IPads/Laptops * Smart Television * ELMO Document Reader * Overhead Projectors * Electronic Academic Response * Departmental Drive * Curriculum Map * District Approved and Selected novels * [Pearson Success Net](https://www.pearsonsuccessnet.com/snpapp/login/login.jsp) * [YouTube](http://www.youtube.com/) * [http://www.webenglishteacher.com](http://www.webenglishteacher.com/) * [http://www.folger.edu](http://www.folger.edu/) * [http://www.shakespeare-online.com](http://www.shakespeare-online.com/) * <http://www.dramaresource.com/> * [Like to Read](http://www.liketoread.com/readingstrategie.html) | | |
| **Teacher Notes:**   * Infuse various literary genres throughout this unit. * Start a writing portfolio for each student. * The following foundational skills should be developed continuously throughout the year:   Reading:   * Make use of schema * Reread for clarification * Seeking meaning of unknown vocabulary * Make and revise predictions * Draw conclusions * Make connections: text to text, text to self, text to world     Writing:   * Use written and oral English appropriate for various purposes and audiences. * Create and develop texts that include the following text features: * Development: the topic, theme, stand/perspective, argument or character is fully developed * Organization: the test exhibits a discernible progressions of ideas * Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice * Word choice: the words are precise and vivid * Create and develop texts that include the following language conventions: * Sentence formation: sentences are complete and varied in length and structure * Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. | | |

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| **OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  **Unit Overview** | | |
| **Content Area:** English Language Arts | | |
| **Unit Title:** Drama | | |
| **Target Course/Grade Level:** 11 | | |
| **Unit Summary**  Students will read, analyze and interpret various dramatic works, focusing on elements of drama that help distinguish the genre from other literary genres. The focus of the unit will be on stagecraft along with character and plot development based on visual interpretation and audience interaction. | | |
| **Primary interdisciplinary connections:**  Science, Social Studies, Mathematics, Technology, Visual and Performing Arts  [Science Standards](http://www.nextgenscience.org/next-generation-science-standards)  [Social Studies Standards](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)  [Mathematics Standards](http://www.corestandards.org/the-standards/mathematics)  [Technology Standards](http://www.state.nj.us/education/cccs/2014/tech/)  [Visual and Performing Art Standards](http://www.state.nj.us/education/cccs/2014/arts/) | | |
| [**21st Century Themes**](http://www.state.nj.us/education/cccs/2014/career/9.pdf)**: Career Ready Practices**  Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP6. Demonstrate creativity and innovation. * CRP7. Employ valid and reliable research strategies. * CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP11. Use technology to enhance productivity. * CRP12. Work productively in teams while using cultural global competence | | |
| **Learning Targets** | | |
| **Common Core Content Standards** | | |
| **Number** |  | |
|  | **READING: LITERATURE - Key Ideas & Details** | |
| 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 where the text leaves matters uncertain. | |
| RL. 11-12.2 | Determine a two or more themes or central ideas of a text and analyze its 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. | |
| RL. 11-12.3 | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. | |
|  | **READING: LITERATURE - Craft & Structure** | |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in a text,  including figurative, connotative, and technical meanings; analyze the  cumulative impact of specific word choices on meaning and tone (e.g., how the  language of a court opinion differs from that of a newspaper). | |
| RL. 11-12.5 | Analyze in detail how an author’s ideas or claims are developed and refined by  particular sentences, paragraphs, or larger portions of a text (e.g., a section or  chapter). | |
| RL. 11-12.6 | Analyze a case in which grasping point of requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement). | |
|  | **WRITING - Text Types & Purposes** | |
| 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 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. * 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. * Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | |
|  | **WRITING - Production & Distribution of Writing** | |
| W.11-12. 4 | Produce clear and coherent writing in which the development, organization,  and style are appropriate to task, purpose, and audience. (Grade-specific  expectations for writing types are defined in standards 1–3 above.) | |
| W. 11-12. 5 | Develop and strengthen writing as needed by planning, revising, editing,  rewriting, or trying a new approach, focusing on addressing what is most  significant for a specific purpose and audience. (Editing for conventions should  demonstrate command of Language standards 1–3 up to and including grades  11-12 on page 54.) | |
| W. 11-12. 6 | Use technology, including the Internet, to produce, publish, and update  individual or shared writing products, taking advantage of technology’s  capacity to link to other information and to display information flexibly and  dynamically. | |
|  | **WRITING - Research to Build & Present Knowledge** | |
| W. 11-12. 9 | Draw evidence from literary or informational texts to support analysis,  reflection, and research.   * Apply grades 11–12 Reading standards 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”).   * Apply grades 11–12 Reading standards 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 | |
|  | **WRITING - Range of Writing** | |
| W. 11-12. 10 | Write routinely over extended time frames (time for research, reflection, and  revision) and shorter time frames (a single sitting or a day or two) for a range of  tasks, purposes, and audiences. | |
|  | **SPEAKING & LISTENING - Comprehension & Collaboration** | |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.   * Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. * Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. * 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. * 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. | |
| SL.11-12.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric,  identifying any fallacious reasoning or exaggerated or distorted evidence. | |
|  | **SPEAKING & LISTENING - Presentation of Knowledge & Ideas** | |
| SL.11-12.4 | Present information, findings, and supporting evidence clearly, concisely,  and logically such that listeners can follow the line of reasoning and the  organization, development, substance, and style are appropriate to purpose,  audience, and task. | |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating command  of formal English when indicated or appropriate. (See grades 11-12 Language  standards 1 and 3 on pages 54 for specific expectations.) | |
|  | **LANGUAGE - Conventions of Standard English** | |
| L.11-12.1 | Demonstrate command of the conventions of standard English grammar and  usage when writing or speaking.   * Apply the understanding that usage is a matter of convention, can change   over time, and is sometimes contested.   * Resolve issues of complex or contested usage, consulting references (e.g.,   Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American  Usage) as needed. | |
| L.11-12.2 | Demonstrate command of the conventions of standard English capitalization,  punctuation, and spelling when writing.   * Observe hyphenation conventions. * Spell correctly. | |
|  | **LANGUAGE -Knowledge of Language** | |
| L.11-12.3 | Apply knowledge of language to understand how language functions in  different contexts, to make effective choices for meaning or style, and to  comprehend more fully when reading or listening.   * Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | |
|  | **LANGUAGE - Vocabulary Acquisition & Use** | |
| L.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.   * 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. * Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |
| L.11-12.5 | Demonstrate understanding of figurative language, word relationships, and  nuances in word meanings.   * Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze   their role in the text. Analyze nuances in the meaning of words with similar denotations. | |
| **Unit Essential Questions**   * Why is it important to make connections across academic disciplines? * Why is it important to be able to find and use evidence to justify our understanding of a situation? * How do past experiences help us look for patterns in order to enhance our understanding of our future decisions? * How we look at experiences to make connections to universal concerns of humanity? * How can understanding someone’s circumstances help a person to connect to his or her own experiences or understandings? * What value is there in looking for patterns in interpersonal relationships? * Why is it important to understand tone? * How can other ideas or opinions help to inform our own ideas or opinions? | | **Unit Enduring Understandings**  *Students will understand that…*   * Studying literature can augment our ability to understand other areas of academic study. * Using text from a work of literature to support an inference allows a reader to draw his or her own conclusions. * Past experiences with literature help readers to look for patterns in order to grasp multiple themes in a work of literature. * Using a working knowledge of history and culture from other academic courses, can help a reader make connections to universal concerns of humanity in literature. * An author’s use of theme in a work of literature is a means for a reader to connect to his or her own experiences or understandings. * We can learn about interpersonal relationships from reading literature. * A reader can look at patterns to reveal structure, and the structure imparts meaning. * A reader must understand point of view in order to best understand tone and meaning. * Other interpretations of a work of literature (such as a reading/recording/performance/visual representation) can impart meaning to the reader. |
| **Unit Learning Goals**   * Understand the components that comprise a drama and be able to evaluate those components in a work of literature * Be able to identify the themes in a drama and analyze how those themes are developed throughout the course of the drama * Be able to evaluate and analyze the structure of a drama to determine the effectiveness of the choices made by the author in representing the material * Be able to use evidence in order to support a claim about the literature * Evaluate how characterization affects components of a drama * Analyze historical elements and culture influences the content of a drama * Analyze how an author draws on source material to develop a drama * Determine the meaning of words and phrases used in the text and analyze the word choice | | **Targeted Skills**   * Be able to develop written responses using evidence from the text for support * Be able to write a comparative analysis of two or more works of drama citing evidence from multiple texts for support * Be able to evaluate and respond to a literary criticism * Be able to sustain literary-based discussion in both small group and whole group settings and elaborate on discussion by making specific reference to the text * Demonstrate a command of Standard English in writing and discussion * Respond constructively to advance a discussion and build on the input of others * Evaluate another student’s response in discussion by evaluating their rhetoric and evidence * Be able to use narrative writing skills to continue or change the ending of a drama or write from a specific character’s point of view |

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| **OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  **Evidence of Learning** | | |
| **Formative Assessments** | | |
| * Conferencing individual/small group * Open-ended questions * Games * Graphic Organizers * Kinesthetic assessment * Practice Presentations * Quizzes | * Cooperative groups * Writer’s Notebook * Visual Assessment * Learning/response logs * Think-pair-share * Observations | |
| **Summative Assessments**   * Final drafts * Oral presentations * Unit/Novel assessments * Interim assessments * Computer Adaptive Tests | | * Published works / Portfolios * Performance Tasks * Ends of Course Assessments * SGO’s pre and post assessment * State assessments |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Extended time needed * Timelines and checkpoints * Modify tests and quizzes * Preferential seating * Alternative/Formative assessment (projects) * Follow all IEP modifications/504 plan * Differentiated topics/instructions/lengths based on students’ abilities * Appropriate scaffolding provided as necessary * Additional enrichment texts/resources/assignments provided as needed based on student ability * Effective teacher questioning; ranging from fact recall to higher order critical thinking questions * Guided practice in combination with independent exploration * Heterogeneous students grouping * Movement from teacher-directed learning to student-directed learning | | * Supplemental materials * Teacher lead and student led conferences * Cooperative learning * Audio recording of text * Designate a reader * Read instructions orally * Record Podcasts of lessons * Outline lessons * Word webs * Visual organizers * Dictate answers to a scribe * Extended time * Mark text with highlighter * Alternate assessments |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Textbooks * Print Material * White board * Computer * Smart Board * Apple TV * IPads/Laptops * Smart Television * ELMO Document Reader * Overhead Projectors | | * Electronic Academic Response * Departmental Drive * Curriculum Map * District Approved and Selected novels * [Pearson Success Net](https://www.pearsonsuccessnet.com/snpapp/login/login.jsp) * [YouTube](http://www.youtube.com/) * [http://www.webenglishteacher.com](http://www.webenglishteacher.com/) * [http://www.folger.edu](http://www.folger.edu/) * [http://www.shakespeare-online.com](http://www.shakespeare-online.com/) * <http://www.dramaresource.com/> * [Like to Read](http://www.liketoread.com/readingstrategie.html) |
| **Teacher Notes:**   * Infuse various literary genres throughout this unit. * Start a writing portfolio for each student. * The following foundational skills should be developed continuously throughout the year:   Reading:   * Make use of schema * Reread for clarification * Seeking meaning of unknown vocabulary * Make and revise predictions * Draw conclusions * Make connections: text to text, text to self, text to world     Writing:   * Use written and oral English appropriate for various purposes and audiences. * Create and develop texts that include the following text features: * Development: the topic, theme, stand/perspective, argument or character is fully developed * Organization: the test exhibits a discernible progressions of ideas * Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice * Word choice: the words are precise and vivid * Create and develop texts that include the following language conventions: * Sentence formation: sentences are complete and varied in length and structure * Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. | | |

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| **OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  **Unit Overview** | | |
| **Content Area:** EnglishLanguage Arts | | |
| **Unit Title:** Poetry | | |
| **Target Course/Grade Level:** English 11 | | |
| **Unit Summary:** The poetry unit will introduce students to a wide range of poems within the genre. Students will take a critical look at the different selections they are given in an effort to analyze poetic technique used by various writers. Students will also be introduced to different forms of poetic style and they will be asked to differentiate between the styles as the school year progresses. Students will employ their knowledge of the different poetic styles and techniques as they construct their own poems. | | |
| **Primary interdisciplinary connections:**  Science, Social Studies, Mathematics, Technology, Visual and Performing Arts  [Science Standards](http://www.nextgenscience.org/next-generation-science-standards)  [Social Studies Standards](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)  [Mathematics Standards](http://www.corestandards.org/the-standards/mathematics)  [Technology Standards](http://www.state.nj.us/education/cccs/2014/tech/)  [Visual and Performing Art Standards](http://www.state.nj.us/education/cccs/2014/arts/) | | |
| [**21st Century Themes**](http://www.state.nj.us/education/cccs/2014/career/9.pdf)**: Career Ready Practices**  Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP6. Demonstrate creativity and innovation. * CRP7. Employ valid and reliable research strategies. * CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP11. Use technology to enhance productivity. * CRP12. Work productively in teams while using cultural global competence. | | |
| **Learning Targets** | | |
| **Common Core Content Standards** | | |
| Number |  | |
|  | **READING: LITERATURE – Key Ideas & Details** | |
| 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. | |
|  | **READING: LITERATURE – Craft & Structure** | |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | |
|  | **READING: LITERATURE – Integration of Knowledge & Ideas** | |
| RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) | |
| RL.11-12.9 | 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. | |
|  | **READING: LITERATURE – Range of Reading & Level of Text Complexity** | |
| RL.11-12.10 | 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. | |
|  | **READING: INFORMATIONAL TEXT – Key Ideas & Details** | |
| RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | |
|  | **READING: INFORMATIONAL TEXT – Craft & Structure** | |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | |
| RI.11-12.6 | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. | |
|  | **WRITING – Text Types & Purposes** | |
| W.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   * 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. * Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. * 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). * Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | |
|  | **WRITING – Production & Distribution of Writing** | |
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | |
|  | **WRITING – Range of Writing** | |
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. | |
|  | **SPEAKING & LISTENING – Comprehension & Collaboration** | |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.   * Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. * Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. * 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. * 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. | |
| SL.11-12.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | |
|  | **SPEAKING & LISTENING – Presentation of Knowledge & Ideas** | |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | |
|  | **LANGUAGE – Conventions of Standard English** | |
| L.11-12.1 | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   * Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. * Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. | |
| L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Observe hyphenation conventions. | |
|  | **LANGUAGE – Knowledge of Language** | |
| L.11-12.3 | Apply knowledge of language to understand how language functions in  different contexts, to make effective choices for meaning or style, and to  comprehend more fully when reading or listening.  Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | |
| L.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.   * 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. * Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |
| L.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. * Analyze nuances in the meaning of words with similar denotations. | |
| L.11-12.6 | 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. | |
| **Unit Essential Questions**   * What is poetry and what are the different forms of poetic writing? * How does one extract theme from a literary work and apply that theme to daily life? * Why is it important for readers to pay attention to an author’s choice of words? * Why is the skill of paraphrasing important to reading poetry? * Why is it important to make connections across academic disciplines? * Why is it important to be able to find and use evidence to justify our understanding of a situation? * How do past experiences help us look for patterns in order to enhance our understanding of our future decisions? * How we look at experiences to make connections to universal concerns of humanity? * How can understanding someone’s circumstances help a person to connect to his or her own experiences or understandings? * What value is there in looking for patterns in interpersonal relationships? * Why is it important to understand tone? * How can other ideas or opinions help to inform our own ideas or opinions? | | **Unit Enduring Understandings**  *Students will understand…*   * Studying literature can augment our ability to understand other areas of academic study. * Using text from a work of literature to support an inference allows a reader to draw his or her own conclusions. * Past experiences with literature help readers to look for patterns in order to grasp multiple themes in a work of literature. * Using a working knowledge of history and culture from other academic courses, can help a reader make connections to universal concerns of humanity in literature. * An author’s use of theme in a work of literature is a means for a reader to connect to his or her own experiences or understandings. * We can learn about interpersonal relationships from reading literature. * A reader can look at patterns to reveal structure, and the structure imparts meaning. * A reader must understand point of view in order to best understand tone and meaning. * Other interpretations of a work of literature (such as a reading/recording/performance/visual representation) can impart meaning to the reader. |
| **Unit Learning Goals**   * Be able to understand what poetry is and what makes it different from prose * Be able to evaluate the structure and content of several different forms of poetry (ex. cinquain, tanka, sonnet, haiku, concrete) * Be able to recognize the poetic devices used by different authors to craft their poetry and evaluate how their choices affect their poetry * Be able to learn new words in context and understand their connotation and denotation as well as evaluate the author’s language choices * Be able to use textual evidence from a poem in order to support a claim about it * Be able to compare two or more poems and analyze similarities and differences in in structure and content | | **Targeted Skills**   * Be able to participate in structured discussion about poetry by responding to claims by others and advancing the discussion by using evidence from the poetry * Be able to write a written analysis by making a claim about a poem and supporting it with evidence from that poem * Be able to write a paper using evidence from two or more poems to support a claim * Be able to sustain literary-based discussion in both small group and whole group settings and elaborate on discussion by making specific reference to the text * Be able to demonstrate understanding of the content and structure of specific poetic forms by writing poetry in those formats * Be able to recite a poem orally * Be able to give and receive criticism on writing assignments * Demonstrate a command of Standard English in writing and discussion * Respond constructively to advance a discussion and build on the input of others * Evaluate another student’s response in discussion by evaluating their rhetoric and evidence |

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| **OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  **Evidence of Learning** | |
| **Formative Assessments** | |
| * Conferencing individual/small group * Open-ended questions * Games * Graphic Organizers * Kinesthetic assessment * Practice Presentations * Quizzes | * Cooperative groups * Writer’s Notebook * Visual Assessment * Learning/response logs * Think-pair-share * Observations * SGO’s pre- and post assessments |
| **Summative Assessments**   * Final drafts * Oral presentations * Unit/Novel assessments * Interim assessments * Computer Adaptive Tests * Published works / Portfolios * Performance Tasks * Ends of Course Assessments * State assessments |  |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Extended time needed * Timelines and checkpoints * Modify tests and quizzes * Preferential seating * Alternative/Formative assessment (projects) * Follow all IEP modifications/504 plan * Differentiated topics/instructions/lengths based on students’ abilities * Appropriate scaffolding provided as necessary * Additional enrichment texts/resources/assignments provided as needed based on student ability * Effective teacher questioning; ranging from fact recall to higher order critical thinking questions * Guided practice in combination with independent exploration * Heterogeneous students grouping * Movement from teacher-directed learning to student-directed learning * Supplemental materials * Teacher lead and student led conferences * Cooperative learning * Audio recording of text * Designate a reader * Read instructions orally * Record Podcasts of lessons * Outline lessons * Word webs * Visual organizers * Dictate answers to a scribe * Extended time * Mark text with highlighter * Alternate assessments | |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Textbooks * Print Material * White board * Computer * Smart Board * Apple TV * IPads/Laptops * Smart Television * ELMO Document Reader * Overhead Projectors * Electronic Academic Response * Departmental Drive * Curriculum Map * District Approved and Selected novels * [Pearson Success Net](https://www.pearsonsuccessnet.com/snpapp/login/login.jsp) * [YouTube](http://www.youtube.com/) * [http://www.webenglishteacher.com](http://www.webenglishteacher.com/) * [http://www.folger.edu](http://www.folger.edu/) * [http://www.shakespeare-online.com](http://www.shakespeare-online.com/) * <http://www.dramaresource.com/> * [Like to Read](http://www.liketoread.com/readingstrategie.html) | |
| **Teacher Notes:**   * Infuse various literary genres throughout this unit. * Start a writing portfolio for each student. * The following foundational skills should be developed continuously throughout the year:   Reading:   * Make use of schema * Reread for clarification * Seeking meaning of unknown vocabulary * Make and revise predictions * Draw conclusions * Make connections: text to text, text to self, text to world     Writing:   * Use written and oral English appropriate for various purposes and audiences. * Create and develop texts that include the following text features: * Development: the topic, theme, stand/perspective, argument or character is fully developed * Organization: the test exhibits a discernible progressions of ideas * Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice * Word choice: the words are precise and vivid * Create and develop texts that include the following language conventions: * Sentence formation: sentences are complete and varied in length and structure | |

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| **OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  **Unit Overview** | | |
| **Content Area:** English Language Arts | | |
| **Unit Title:** Informational Text | | |
| **Target Course/Grade Level:** 11 | | |
| **Unit Summary**  This unit includes selections consisting of expository, argumentative, and informational texts. This unit focuses on an analysis of a writer’s argument as it is developed in the text along with the persuasive language and rhetorical devices employed by the writer. Claims and counterclaims will be identified through analysis of the text and supported with textual evidence from a given selection. Claim validity will also be evaluated. A portion of this unit will include an analysis of a seminal US document. | | |
| **Primary interdisciplinary connections:**  Science, Social Studies, Mathematics, Technology, Visual and Performing Arts  [Science Standards](http://www.nextgenscience.org/next-generation-science-standards)  [Social Studies Standards](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)  [Mathematics Standards](http://www.corestandards.org/the-standards/mathematics)  [Technology Standards](http://www.state.nj.us/education/cccs/2014/tech/)  [Visual and Performing Art Standards](http://www.state.nj.us/education/cccs/2014/arts/) | | |
| [**21st Century Themes**](http://www.state.nj.us/education/cccs/2014/career/9.pdf)**: Career Ready Practices**  Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP6. Demonstrate creativity and innovation. * CRP7. Employ valid and reliable research strategies. * CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP11. Use technology to enhance productivity. * CRP12. Work productively in teams while using cultural global competence. | | |
| **Learning Targets** | | |
| **Common Core Content Standards** | | |
| **Number** |  | |
|  | **READING: INSTRUCTIONAL TEXT – Key Ideas & Details** | |
| RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain | |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | |
| RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | |
|  | **READING: INSTRUCTIONAL TEXT – Craft & Structure** | |
| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | |
| RI.11-12.6 | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. | |
|  | **READING: INSTRUCTIONAL TEXT – Integration of Knowledge & Ideas** | |
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | |
| RI.11-12.8 | 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). | |
| RI.11-12.9 | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. | |
|  | **READING: INSTRUCTIONAL TEXT – Range of Reading & Level of Text Complexity** | |
| RI.11-12.10 | By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. | |
|  | **SPEAKING & LISTENING – Comprehension & Collaboration** | |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.   * Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. * Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. * 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. * 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. | |
| SL.11-12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | |
| SL.11-12.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | |
|  | **SPEAKING & LISTENING – Presentation of Knowledge & Ideas** | |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | |
| **Unit Essential Questions**   * How does an author’s work persuade readers’ opinions? * How does imagery create emotions for the reader? * What reading techniques help the reader to identify an author’s purpose? * What compels a writer to create an informational text? * How is an author’s point of view supported by structure and voice in nonfiction writing? * How does a reader differentiate between fact and opinion? * What are the necessary elements needed for one to produce an effective informational text? * Why is it important to look beyond the obvious? * What does it mean to draw inferences when reading informational text? * When people are trying to persuade you, why is it important to understand how their arguments relate to one another or refute each other? * How does creativity lend itself to persuasion? * How do you feel when people use technical jargon? * Why is it important to structure your arguments? | | **Unit Enduring Understandings**  *Students will understand that…*   * Informational texts have conventions specific to their subjects/technical areas. * Informational texts come in a variety of forms with a variety of purposes. * Recognizing the conventions of various types of informational texts enhances understanding. * Readers form opinions about and draw conclusions from informational texts by analyzing and evaluating evidence that writers use to support their positions. * An author’s point of view impacts his presentation of information. * When analyzing and evaluating informational texts, it is important to evaluate the quality as well as the quantity of supporting evidence for the author’s position. * In analyzing and evaluating informational texts, it is important to consider what the author does not say. * Understanding of topic-specific vocabulary and jargon is critical to understanding informational texts. * Rhetorical technique supports meaning. * Even though a text is informational, it is still important to make inferences. * A reader should evaluate a work of informational text for multiple central ideas, and determine how these ideas interact. * Authors who write informational texts may use some techniques from narrative writing. * Readers must make themselves familiar with relevant jargon when an author uses technical language. * The author’s structural decisions influence the reader’s perception of the argument. |
| **Unit Learning Goals**   * Be able to determine an author’s claim in a text and analyze how the claim is supported by the author and developed over the course of the text * Be able to make a claim about the text and cite strong evidence from the text as support * Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). * Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. * Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. * Analyze the same subject addressed in different mediums | | **Targeted Skills**   * Cite textual evidence to support analysis of informational text * Analyze development of the main idea in informational text * Define specialized vocabulary * Determine the author’s point of view and explain how it influences the presentation of ideas * Identify what the author does not say and explain why * Evaluate clarity and accuracy if information through close text studies and investigation of other sources. * Identify and explain persuasive devices/strategies * Explain how the author uses the conventions of informational texts * Identify and explain logical fallacies * Identify specific claims in a text and how they are supported * Evaluate the effectiveness of the text * Effectively write an informational text * Explain the conventions of mechanics and syntax used by the writer and to what effect * Be able to support or refute an author’s claim by using evidence from the text. This can be oral or written. * Be able to evaluate several informational sources on the same subject and develop a claim. This claim can then be argued in written context using textual evidence as support. * Be able to participate in small and large group discussions using evidence from the text to support ideas. * Be able to give constructive responses to peers’ ideas during small and large group discussion * Demonstrate a command of Standard English in writing and discussion * Be able to use multimedia resources to present information orally in support of a claim |

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| **OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  **Evidence of Learning** | |
| **Formative Assessments** | |
| * Conferencing individual/small group * Open-ended questions * Games * Graphic Organizers * Kinesthetic assessment * Practice Presentations * Quizzes   Summative Assessments   * Final drafts * Oral presentations * Unit/Novel assessments * Interim assessments * Computer Adaptive Tests * Published works / Portfolios * Performance Tasks * Ends of Course Assessments * State assessment | * Cooperative groups * Writer’s Notebook * Visual Assessment * Learning/response logs * Think-pair-share * Observations * SGO’s pre-and post assessments |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Extended time needed * Timelines and checkpoints * Modify tests and quizzes * Preferential seating * Alternative/Formative assessment (projects) * Follow all IEP modifications/504 plan * Differentiated topics/instructions/lengths based on students’ abilities * Appropriate scaffolding provided as necessary * Additional enrichment texts/resources/assignments provided as needed based on student ability * Effective teacher questioning; ranging from fact recall to higher order critical thinking questions * Guided practice in combination with independent exploration * Heterogeneous students grouping * Movement from teacher-directed learning to student-directed learning * Supplemental materials * Teacher lead and student led conferences * Cooperative learning * Audio recording of text * Designate a reader * Read instructions orally * Record Podcasts of lessons * Outline lessons * Word webs * Visual organizers * Dictate answers to a scribe * Extended time * Mark text with highlighter * Alternate assessments | |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Textbooks * Print Material * White board * Computer * Smart Board * Apple TV * IPads/Laptops * Smart Television * ELMO Document Reader * Overhead Projectors * Electronic Academic Response * Departmental Drive * Curriculum Map * District Approved and Selected novels * [Pearson Success Net](https://www.pearsonsuccessnet.com/snpapp/login/login.jsp) * [YouTube](http://www.youtube.com/) * [http://www.webenglishteacher.com](http://www.webenglishteacher.com/) * [http://www.folger.edu](http://www.folger.edu/) * [http://www.shakespeare-online.com](http://www.shakespeare-online.com/) * <http://www.dramaresource.com/> * [Like to Read](http://www.liketoread.com/readingstrategie.html) | |
| **Teacher Notes:**   * Infuse various literary genres throughout this unit. * Start a writing portfolio for each student. * The following foundational skills should be developed continuously throughout the year:   Reading:   * Make use of schema * Reread for clarification * Seeking meaning of unknown vocabulary * Make and revise predictions * Draw conclusions * Make connections: text to text, text to self, text to world     Writing:   * Use written and oral English appropriate for various purposes and audiences. * Create and develop texts that include the following text features: * Development: the topic, theme, stand/perspective, argument or character is fully developed * Organization: the test exhibits a discernible progressions of ideas * Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice * Word choice: the words are precise and vivid * Create and develop texts that include the following language conventions: * Sentence formation: sentences are complete and varied in length and structure * Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. | |

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| **OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  **Unit Overview** | | |
| **Content Area:** EnglishLanguage Arts | | |
| **Unit Title:** Narrative Writing | | |
| **Target Course/Grade Level:** 11 | | |
| **Unit Summary**  Narrative writing is designed to prompt a student’s imagination. This form of writing allows a student to apply appropriate narrative and descriptive writing techniques in their written expression. Students will synthesize their thoughts in an effort to master creative expression through the writing process. | | |
| **Primary interdisciplinary connections:**  Science, Social Studies, Mathematics, Technology, Visual and Performing Arts  [Science Standards](http://www.nextgenscience.org/next-generation-science-standards)  [Social Studies Standards](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)  [Mathematics Standards](http://www.corestandards.org/the-standards/mathematics)  [Technology Standards](http://www.state.nj.us/education/cccs/2014/tech/)  [Visual and Performing Art Standards](http://www.state.nj.us/education/cccs/2014/arts/) | | |
| [**21st Century Themes**](http://www.state.nj.us/education/cccs/2014/career/9.pdf)**: Career Ready Practices**  Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP6. Demonstrate creativity and innovation. * CRP7. Employ valid and reliable research strategies. * CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP11. Use technology to enhance productivity. * CRP12. Work productively in teams while using cultural global competence. | | |
| **Learning Targets** | | |
| **Common Core Content Standards** | | |
| **Number** |  | |
|  | **WRITING – Text Types & Purposes** | |
| W.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   * 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. * Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. * 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). * Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. * Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | |
|  | **WRITING – Production & Distribution of Writing** | |
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | |
|  | **WRITING – Range of Writing** | |
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. | |
|  | **LANGUAGE – Conventions of Standard English** | |
| L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. * Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed | |
| L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Observe hyphenation conventions. * Spell correctly. | |
|  | **LANGUAGE – Knowledge of Language** | |
| L.11-12.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   * Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | |
| L.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.   * 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. * Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |
| L.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. * Analyze nuances in the meaning of words with similar denotations. | |
| L.11-12.6 | 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. | |
| **Unit Essential Questions**   * Why is it important to be a reader in order to be a writer? * Why is it important to show rather than tell? * How is creative writing used as a tool for social consciousness and understanding? * How are culture and setting essential to the theme of one’s writing? * How can abstract ideas be presented through the structure of writing? * How can one explore their own opinions as a result of the theme or moral of a short story? * How do the characters in a short story model characters in life? * Why is it important to choose words carefully? * How does the writing process shape the final product? * How can effective use of description and detail help strengthen our writing? * Why is it important to write clearly and effectively? | | **Unit Enduring Understandings**  *Students will understand that…*   * Writing is a process. * Descriptive and narrative writing can be used for understanding social consciousness. * Themes are built from social consciousness. * Abstract ideas can be presented through the rhetorical elements and structure of narrative writing. * The moral or theme of the story often reflects universal concerns. * Narrative writing can inform. |
| **Unit Learning Goals**   * Be able to understand the elements that go into writing a successful narrative and be able to employ those elements in their own writing * Be able to write an effective narrative based on a real or imagined event using effective structure and detail * Be able to use multiple points of view, employ a distinct form of narration and write a story that presents the sequence of events effectively and smoothly * Use literary devices to develop the plot and enrich the narrative * Employ techniques to advance sensory detail in the narrative | | **Targeted Skills**   * Be able to employ the use of literary devices to develop the narrative * Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. * Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. * Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. * Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. * Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. * Enhance writing by revising, editing and rewriting * Engage in peer review and give valuable constructive criticism on a peer’s narrative by evaluating the elements of a successful story * Use constructive criticism from peer review to edit and rewrite a narrative * Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |

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| **OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  **Evidence of Learning** | |
| **Formative Assessments**   * Conferencing small group/Individual * Open-ended questions * Games * Graphic Organizers * Kinesthetic assessments * Quizzes * Cooperative Groups * Writer’s Notebook * Visual Assessment * Learning/response logs * Think-pair-share * Observations * SGO’s pre-post assessments |  |
| **Summative Assessments**   * Final drafts * Oral presentations * Unit/Novel assessments * Interim assessments * Computer Adaptive Tests * Published works / Portfolios * Performance Tasks * Ends of Course Assessments * SGO’s pre and post assessments * State assessment | |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Extended time needed * Timelines and checkpoints * Modify tests and quizzes * Preferential seating * Alternative/Formative assessment (projects) * Follow all IEP modifications/504 plan * Differentiated topics/instructions/lengths based on students’ abilities * Appropriate scaffolding provided as necessary * Additional enrichment texts/resources/assignments provided as needed based on student ability * Effective teacher questioning; ranging from fact recall to higher order critical thinking questions * Guided practice in combination with independent exploration * Heterogeneous students grouping * Movement from teacher-directed learning to student-directed learning * Supplemental materials * Teacher lead and student led conferences * Cooperative learning * Audio recording of text * Designate a reader * Read instructions orally * Record Podcasts of lessons * Outline lessons * Word webs * Visual organizers * Dictate answers to a scribe * Extended time * Mark text with highlighter * Alternate assessments | |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Textbooks * Print Material * White board * Computer * Smart Board * Apple TV * IPads/Laptops * Smart Television * ELMO Document Reader * Overhead Projectors * Electronic Academic Response * Departmental Drive * Curriculum Map * District Approved and Selected novels * [Pearson Success Net](https://www.pearsonsuccessnet.com/snpapp/login/login.jsp) * [YouTube](http://www.youtube.com/) * [http://www.webenglishteacher.com](http://www.webenglishteacher.com/) * [Like to Read](http://www.liketoread.com/readingstrategie.html) * <http://theoceancountylibrary.org/researchinfo/> * <http://oedb.org/ilibrarian/150-writing-resources/> | |
| **Teacher Notes:**   * Infuse various literary genres throughout this unit. * Start a writing portfolio for each student. * The following foundational skills should be developed continuously throughout the year:   Reading:   * Make use of schema * Reread for clarification * Seeking meaning of unknown vocabulary * Make and revise predictions * Draw conclusions * Make connections: text to text, text to self, text to world     Writing:   * Use written and oral English appropriate for various purposes and audiences. * Create and develop texts that include the following text features: * Development: the topic, theme, stand/perspective, argument or character is fully developed * Organization: the test exhibits a discernible progressions of ideas * Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice * Word choice: the words are precise and vivid * Create and develop texts that include the following language conventions: * Sentence formation: sentences are complete and varied in length and structure * Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. | |

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| **OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  **Unit Overview** | | |
| **Content Area:** English Language Arts | | |
| **Unit Title:** Informative/Explanatory Writing | | |
| **Target Course/Grade Level:** 11 | | |
| **Unit Summary**  Informative writing allows a student to gather appropriate research materials and apply knowledge to their writing. Students will synthesize information to master the different forms of informative expression to examine and convey complex ideas. | | |
| **Primary interdisciplinary connections:**  Science, Social Studies, Mathematics, Technology, Visual and Performing Arts  [Science Standards](http://www.nextgenscience.org/next-generation-science-standards)  [Social Studies Standards](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)  [Mathematics Standards](http://www.corestandards.org/the-standards/mathematics)  [Technology Standards](http://www.state.nj.us/education/cccs/2014/tech/)  [Visual and Performing Art Standards](http://www.state.nj.us/education/cccs/2014/arts/) | | |
| [**21st Century Themes**](http://www.state.nj.us/education/cccs/2014/career/9.pdf)**: Career Ready Practices**  Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP6. Demonstrate creativity and innovation. * CRP7. Employ valid and reliable research strategies. * CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP11. Use technology to enhance productivity. * CRP12. Work productively in teams while using cultural global competence. | | |
| **Common Core Content Standards** | | |
| Number |  | |
|  | **WRITING – Text Types & Purposes** | |
| W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   * 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. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. * Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the argument presented. | |
| 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 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. * 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. * Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | |
|  | **WRITING – Production & Distribution of Writing** | |
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information | |
|  | **WRITING – Research to Build & Present Knowledge** | |
| W.11-12.7 | 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.11-12.8 | 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.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   * Apply grades 11–12 Reading standards 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”). * Apply grades 11–12 Reading standards 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., The Federalist, presidential addresses]”). | |
|  | **WRITING – Range of Writing** | |
| W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes | |
|  | **LANGUAGE – Conventions of Standard English** | |
| L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. * Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. | |
| L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Observe hyphenation conventions. | |
|  | **LANGUAGE – Knowledge of Language** | |
| L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   * Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | |
| L.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.   * 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. * Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |
| L.11-12.6 | 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. | |
|  | **SPEAKING & LISTENING – Comprehension & Collaboration** | |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.   * Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. * Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. * 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. * 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. | |
| SL.11-12. | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | |
| SL.11-12.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | |
|  | **SPEAKING & LISTENING – Presentation of Knowledge & Ideas** | |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | |
| SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | |
| **Unit Essential Questions**   * How does the research process shape the final written and oral product? * What are the appropriate research strategies that one can use in order to complete the research project? * Why conduct research? * How can use of rhetorical modes help strengthen our writing? * How can people show what they know about a topic? * How much should a text influence our own ideas and writing? * How do I know whether evidence is relevant? * How can I convince others to see my views? * At what point do I decide that my stance on an issue needs to be reevaluated? | | **Unit Enduring Understandings**  *Students will understand that…*   * Informative writing requires students to gather and analyze information from a variety of sources for specific purpose. * Using the various rhetorical modes of writing can enhance their arguments. * There is a specific research and writing process necessary to appropriately complete an informative piece of writing. * It is important to understand the opposing point of view when writing an expository essay. * It essential to remember what type of language communicates ideas most effectively for different writing situations. * Using narrative writing and argumentative writing strategies can help to explain an issue. * A text can influence our own ideas and writing. * The techniques for evaluating the factual accuracy of someone’s opinion on a controversial issue. * Evidence must be evaluated for relevance and factual accuracy. * Through use of effective rhetorical strategies, I can convince others to see my views? * Sometimes our stance on an issue needs to be reevaluated after encountering more information. |
| **Unit Learning Goals**   * 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. * Understand how to evaluate a source’s credibility and its usefulness in supporting a claim * Understand how to gather the appropriate informative materials that are relevant to the given topic. * Understand how to distinguish between essential and nonessential information. * Understand how to analyze information to identify an argument present in information. * Understand how to use details to support a point. | | **Targeted Skills**   * Draft a thesis statement and use supportive evidence to support the thesis statement. * Read a variety of informational texts and evaluate their usefulness in supporting a thesis * Utilize the school’s databases and the Internet to gather appropriate informative materials to support a thesis * Use specific vocabulary appropriate to the topic. * Produce written and oral work based on conclusions identified after reading and evaluating information gathered. * Compose various types of essays for various purposes. * Begin to use varied types of arguments for writing. * Write with a point. * Use transitions in order to maintain cohesion and clarity throughout a piece of writing * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Use specific facts and details in order to develop a topic * Enhance writing by revising, editing and rewriting * Engage in peer review and give valuable constructive criticism on a peer’s essay by evaluating the elements of an expository essay outlined during the unit * Use constructive criticism from peer review to edit and rewrite an essay * Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |

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| **OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM**  **Evidence of Learning** | | | |
| **Formative Assessments** | | | |
| * Conferencing individual/small group * Open-ended questions * Games * Graphic Organizers * Kinesthetic assessment * Practice Presentations * Quizzes | * Cooperative groups * Writer’s Notebook * Visual Assessment * Learning/response logs * Think-pair-share * Observations * SGO’s pre-and post assessments | | |
| **Summative Assessments**   * Final drafts * Oral presentations * Unit/Novel assessments * Interim assessments * Computer Adaptive Tests | | | * Published works / Portfolios * Performance Tasks * Ends of Course Assessments * State assessments |
| **Modifications (ELLs, Special Education, Gifted and Talented)**   * Extended time needed * Timelines and checkpoints * Modify tests and quizzes * Preferential seating * Alternative/Formative assessment (projects) * Follow all IEP modifications/504 plan * Differentiated topics/instructions/lengths based on students’ abilities * Appropriate scaffolding provided as necessary * Additional enrichment texts/resources/assignments provided as needed based on student ability * Effective teacher questioning; ranging from fact recall to higher order critical thinking questions * Guided practice in combination with independent exploration * Heterogeneous students grouping * Movement from teacher-directed learning to student-directed learning * Supplemental materials * Teacher lead and student led conferences * Cooperative learning * Audio recording of text * Designate a reader * Read instructions orally * Record Podcasts of lessons * Outline lessons * Word webs * Visual organizers * Dictate answers to a scribe * Extended time * Mark text with highlighter * Alternate assessments | | | |
| **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Textbooks * Print Material * White board * Computer * Smart Board * Apple TV * IPads/Laptops * Smart Television * ELMO Document Reader * Overhead Projectors | | * Electronic Academic Response * Departmental Drive * Curriculum Map * District Approved and Selected novels * [Pearson Success Net](https://www.pearsonsuccessnet.com/snpapp/login/login.jsp) * [YouTube](http://www.youtube.com/) * [http://www.webenglishteacher.com](http://www.webenglishteacher.com/) * [Like to Read](http://www.liketoread.com/readingstrategie.html) * <http://theoceancountylibrary.org/researchinfo/> * <http://oedb.org/ilibrarian/150-writing-resources/> | |
| **Teacher Notes:**   * Infuse various literary genres throughout this unit. * Start a writing portfolio for each student. * The following foundational skills should be developed continuously throughout the year:   Reading:   * Make use of schema * Reread for clarification * Seeking meaning of unknown vocabulary * Make and revise predictions * Draw conclusions * Make connections: text to text, text to self, text to world     Writing:   * Use written and oral English appropriate for various purposes and audiences. * Create and develop texts that include the following text features: * Development: the topic, theme, stand/perspective, argument or character is fully developed * Organization: the test exhibits a discernible progressions of ideas * Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice * Word choice: the words are precise and vivid * Create and develop texts that include the following language conventions: * Sentence formation: sentences are complete and varied in length and structure * Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. | | | |

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| **Ocean County ENGLISH LANGUAGE ARTS CURRICULUM**  **Unit 7 Overview** | |
| **Content Area: English Language Arts** | |
| **Unit 7 Title: Argumentative Writing** | |
| **Target Course / Grade Level: ELA/11** | |
| **Unit 7 Summary:**  Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **Primary interdisciplinary connections:**  Science, Social Studies, Mathematics, Technology, Visual and Performing Arts  [Science Standards](http://www.nextgenscience.org/next-generation-science-standards)  [Social Studies Standards](http://www.state.nj.us/education/cccs/2014/ss/standards.pdf)  [Mathematics Standards](http://www.corestandards.org/the-standards/mathematics)  [Technology Standards](http://www.state.nj.us/education/cccs/2014/tech/)  [Visual and Performing Art Standards](http://www.state.nj.us/education/cccs/2014/arts/)  [**21st Century Themes**](http://www.state.nj.us/education/cccs/2014/career/9.pdf)**: Career Ready Practices**  Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP6. Demonstrate creativity and innovation. * CRP7. Employ valid and reliable research strategies. * CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. * CRP9. Model integrity, ethical leadership and effective management. * CRP10. Plan education and career paths aligned to personal goals. * CRP11. Use technology to enhance productivity. * CRP12. Work productively in teams while using cultural global competence | |
| **Learning Targets** | |
| **Common Core Content Standards**  **RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening,**  **L – Language** | |
| Number | Common Core Standard for Mastery |
|  | **WRITING –** **Text Types & Purposes** |
| W.9-10.1 | 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. * Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. * Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the argument presented. |
|  | **WRITING – Production & Distribution of Writing** |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
|  | **WRITING – Research to Build & Present Knowledge** |
| W.9-10.7 | 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.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| W.9-10.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |
|  | **WRITING – Range of Writing** |
| W.9-10.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|  | **LANGUAGE –** **Conventions of Standard English** |
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * Use parallel structure. * Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. * Use a colon to introduce a list or quotation. * Spell correctly. |
|  | **LANGUAGE – Knowledge of Language** |
| L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   * Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. |
|  | **LANGUAGE – Vocabulary Acquisition & Use** |
| L.9-10.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.   * 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. * Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. * Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| L.9-10.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. * Analyze nuances in the meaning of words with similar denotations. |
| L.9-10.6. | 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. |

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| **Unit Essential Questions**   * What are techniques for evaluating the factual accuracy of someone’s opinion on a controversial issue? * How does a writer use logical, evidence, and rhetorical devices to persuade? * Why do different people respond differently to the same persuasive message? * How do writers use the writing process to create a persuasive argument in a way that is clear, logical, and convincing? * How can we effectively, yet appropriately argue a point for which there is more than one valid option? * How can we effectively incorporate exposition, narration, or technical writing in a persuasive argument? | **Unit Enduring Understandings**  *Students will understand that…*   * Persuasive writing is a powerful way to get people to appreciate a different point of view, change their way of thinking, and/or take action**.** * Persuasion involves emotional and logical arguments supported by facts, details, or emotional appeals. * Effective writers are able to select and use appropriate information, evaluating different sources for reliability and relevancy. * Persuasion requires a committed stance and call to action. * People have different causes which they are passionate about and they as a members of a democratic society need to appreciate and be open to various viewpoints and opinions. |
| **Unit Learning Goals**   * Be able to write a paper with a substantive claim which is supported using rhetoric and textual evidence which develops a logical conclusion. * Differentiate between persuasion and argument * Recognize argumentative techniques * Formulate an argument with a claim and counterclaim | **Targeted Skills**   * 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. * Be able to introduce counterclaims and use evidence to disprove those counterclaims in order to strengthen the student’s claim * Use transitions in order to maintain cohesion and clarity throughout a piece of writing * Enhance writing by revising, editing and rewriting * Engage in peer review and give valuable constructive criticism on a peer’s essay by evaluating the elements of an argumentative essay outlined during the unit * Use constructive criticism from peer review to edit and rewrite an essay * Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |

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| **OCEAN COUNTY LANGUAGE ARTS LITERACY CURRICULUM**  **Evidence of Learning** |
| **Formative Assessments** |
| * Conferencing individual/small group * Open-ended questions * Games * Graphic Organizers * Kinesthetic assessment * Practice Presentations * Quizzes * Cooperative groups * Writer’s Notebook * Visual Assessment * Learning/response logs * Think-pair-share * Observations |
| **Summative Assessments** |
| * Final drafts * Oral presentations * Unit/Novel assessments * Interim assessments * Computer Adaptive Tests * Published works / Portfolios * Performance Tasks * Ends of Course Assessments * SGO’s pre and post assessments * State assessment |
| **Modification (ELLs, Special Education, Gifted and Talented)**   * Extended time needed * Timelines and checkpoints * Modify tests and quizzes * Preferential seating * Alternative/Formative assessment (projects) * Follow all IEP modifications/504 plan * Differentiated topics/instructions/lengths based on students’ abilities * Appropriate scaffolding provided as necessary * Additional enrichment texts/resources/assignments provided as needed based on student ability * Effective teacher questioning; ranging from fact recall to higher order critical thinking questions * Guided practice in combination with independent exploration * Heterogeneous students grouping * Movement from teacher-directed learning to student-directed learning * Supplemental materials * Teacher lead and student led conferences * Cooperative learning * Audio recording of text * Designate a reader * Read instructions orally * Record Podcasts of lessons * Outline lessons * Word webs * Visual organizers * Dictate answers to a scribe * Extended time * Mark text with highlighter * Alternate assessments |
| **Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher Resources:**   * Textbooks * Print Material * White board * Computer * Smart Board * Apple TV * IPads/Laptops * Smart Television * ELMO Document Reader * Overhead Projectors * Electronic Academic Response * Departmental Drive * Curriculum Map * District Approved and Selected novels * [Pearson Success Net](https://www.pearsonsuccessnet.com/snpapp/login/login.jsp) * [YouTube](http://www.youtube.com/) * [http://www.webenglishteacher.com](http://www.webenglishteacher.com/) * <https://owl.english.purdue.edu/owl/> * [Like to Read](http://www.liketoread.com/readingstrategie.html) * <http://theoceancountylibrary.org/researchinfo/> * <http://oedb.org/ilibrarian/150-writing-resources/> |
| **Teacher Notes:**   * Infuse various literary genres throughout this unit. * Start a writing portfolio for each student. * The following foundational skills should be developed continuously throughout the year:   Reading:   * Make use of schema * Reread for clarification * Seeking meaning of unknown vocabulary * Make and revise predictions * Draw conclusions * Make connections: text to text, text to self, text to world     Writing:   * Use written and oral English appropriate for various purposes and audiences. * Create and develop texts that include the following text features: * Development: the topic, theme, stand/perspective, argument or character is fully developed * Organization: the test exhibits a discernible progressions of ideas * Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice * Word choice: the words are precise and vivid * Create and develop texts that include the following language conventions: * Sentence formation: sentences are complete and varied in length and structure * Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. |