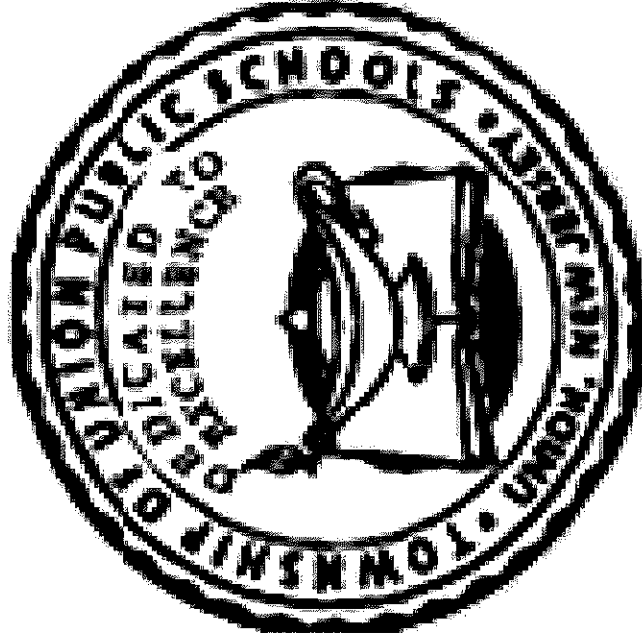


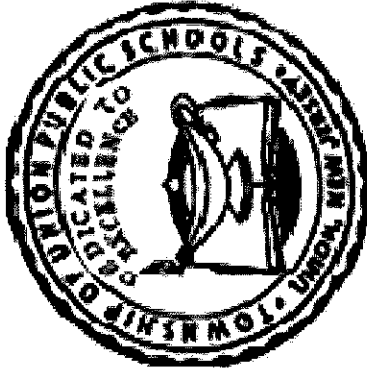
TOWNSHIP OF UNION PUBLIC SCHOOLS



English 275

Curriculum Guide 2015

Curriculum Guide Approved June 2015



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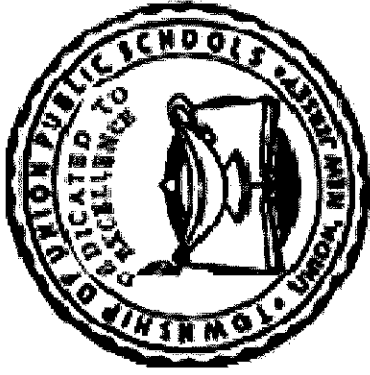
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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent Mr. Gregory Tatum
Assistant Superintendent Dr. Noreen Lishak
Director of Student Information/Technology Ms. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts 6-12	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee

Misbah Bajwa

Andrew Kenny

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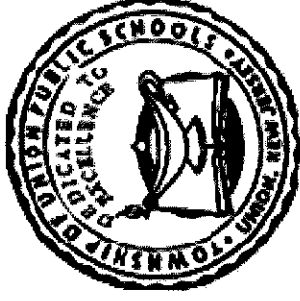
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District Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or, when necessary, removed, in order for the district to maintain the appropriate educational setting.

District Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.



Statement of District Goals

- ❖ Develop reading, writing, speaking, listening, and mathematical skills.
- ❖ Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- ❖ Acquire and use the skills and habits involved in critical and constructive thinking.
- ❖ Develop a code of behavior based on moral and ethical principles.
- ❖ To be able to work with others cooperatively.
- ❖ Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- ❖ Acquire a knowledge and understanding of the physical and biological sciences.
- ❖ Efficient and effective participation in economic life and the development of skills to enter a specific field of work.
- ❖ Appreciate and understand literature, art, music, and other cultural activities.
- ❖ Develop an understanding of the historical and cultural heritage.
- ❖ Develop a concern for the proper use and/or preservation of natural resources.
- ❖ Develop basic skills in sports and other forms of recreation.

Course Description

EN275 Sophomore English Foundations

Foundations classes are offered in addition to students' regular English course. The English Foundations course accommodates the tutorial needs of students who fail to meet class requirements in reading and / or writing and based on teacher recommendations. Students in this course will receive enhanced instruction in grammar, content reading, reasoning skills, vocabulary, reading comprehension strategies, and expository writing skills in order to meet grade level standards. The course will enable students to become skilled readers and to write adequate prose, composing in a variety of subjects, purposes, and forms.

Recommended Textbooks

Journeys: A Reading and Literature Program

A Raisin in the Sun

The Fallen

Brighton Beach Memoirs

Speak

**Vocabulary for the College Bound: Book B
(Prestwick House)**

Course Proficiencies

1. Students will be able to use strategies before, during, and after reading to aid in the construction and enhancement of meaning
2. Students will be able to respond in discussions and in writing, using personal, literal, interpretative, and evaluative stances, to works of fiction and/or non-fiction.
3. Students will be able to identify and explain the function of essential short story elements in the writer's craft (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, point of view).
4. Students will be able to identify and explain the significance of the essential literary elements of novels (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view)
5. Students will be able to engage in informal writing assignments (i.e. reader response, freewriting, focused freewriting, prediction, response journals, and other pieces of writing that they do not take through the entire writing process).
6. Students will be able to engage in formal writing assignments that require utilization of all stages of the writing process.
7. Students will be able to choose and use a relevant pre-writing strategy that will help them to prepare for the assignment.
8. Students will be able to ask and answer questions logically and effectively.

9. Students will be able to engage critically and constructively in oral exchanges of ideas (i.e. class discussions, peer group assignments).

10. Students will be able to engage in proofreading in the following areas:

- a. complete sentences (avoiding fragments, comma splices, and run-ons)
- b. subject verb agreement
- c. effective use of active and passive voice
- d. parallel structure
- e. pronoun antecedent agreement
- f. verb tense consistency
- g. capitalization
- h. proper MLA documentation (in-text citations and works cited)
 - i. punctuation
 - i. end punctuation
 - ii. commas, colons, and semi-colons
 - iii. periods in abbreviations
 - iv. apostrophes
 - v. quotation marks, commas, and periods in direct quotations

Curriculum Units

Unit 1 (Short Story Unit One)

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	SWBAT: <ul style="list-style-type: none"> Describe or graphically represent the relationship between central ideas and specific details. Determine a theme or central idea of a text 	RI.9-10.2
2	SWBAT: <ul style="list-style-type: none"> Draw conclusions about characters and events in a text and identify how author's choices affect theme 	RI.9-10.3
3	SWBAT: <ul style="list-style-type: none"> Identify multiple and/or conflicting motivations of complex characters Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society) 	RI.9-10.3
4	SWBAT: <ul style="list-style-type: none"> Write arguments to support claims in an analysis of topics related to text, using valid reasoning and sufficient evidence. 	W.9-10.1
5	SWBAT: <ul style="list-style-type: none"> Draw evidence from texts to support analysis and reflection. 	W.9-10.9

	<ul style="list-style-type: none"> Identify what constitutes good evidence. 	
6	<p>SWBAT:</p> <ul style="list-style-type: none"> Identify figurative language within text. Evaluate meaning of figurative language within text. 	

Journeys Textbook Vocabulary Book Literary Terms PPT (Identified by PARCC Model Content Frameworks).
Blue type indicates grade level fluency requirements. (Identified by PARCC Model Content Frameworks).

Selected Opportunities for Connection to Mathematical Practices

CCSS #	Assessments
L.9-10.4	Vocabulary Quiz
RI.9-10.2	Short Story End of Unit Assessment
RI.9-10.2	Short Story Format Sheet
W.9-10.4	Open-ended responses

Unit 2 (The Fallen)

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	<p>SWBAT:</p> <ul style="list-style-type: none"> Draw conclusions about characters and events in a text and identify how author's choices affect theme 	RI.9-10.1
2	<p>SWBAT:</p> <ul style="list-style-type: none"> Identify multiple and/or conflicting motivations of complex characters Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society) 	RI.9-10.3
3	<p>SWBAT:</p> <p>Write arguments to support claims in an analysis of topics related to text, using valid reasoning and sufficient evidence.</p>	W.9-10.1
4	<p>Determine the meaning of words or phrases using context clues</p>	L.9-10.4

The Fallen Vocabulary book (Identified by PARCC Model Content Frameworks).
Bold type indicates grade level fluency requirements. (Identified by PARCC Model Content Frameworks).

Assessments	
CCSS #	
RI.9-10.1	Study Guide Questions
W.9-10.1	Open-Ended Responses (Daily)
RI.9-10.2	End of Novel Test
L.9-10.4	Vocabulary Quiz

Unit 3 (A Raisin in the Sun)

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	SWBAT: <ul style="list-style-type: none"> • Draw conclusions about characters and events in a text and identify how author's choices affect theme • Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis 	RI.9-10.1
2	SWBAT: <ul style="list-style-type: none"> • Identify multiple and/or conflicting motivations of complex characters • Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. vs.) 	RI.9-10.3

	<p>society)</p> <ul style="list-style-type: none"> Differentiate among complex or multi-dimensional character types and roles within a story or drama 	
3	<p>SWBAT:</p> <ul style="list-style-type: none"> Explain the impact of specific language choices by the author Explain how authors use language choices to create an effect Analyze how specific language choices have a cumulative effect on meaning and tone in literary texts <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone</p>	RI.9-10.3
4	<p>SWBAT:</p> <p>Write arguments to support claims in an analysis of topics related to text, using valid reasoning and sufficient evidence.</p>	W.9-10.1
5	Determine the meaning of words or phrases using context clues	L.9-10.4
6		

A Raisin in the Sun Vocabulary Book (Identified by PARCC Model Content Frameworks).

Bold type indicates grade level fluency requirements. (Identified by PARCC Model Content Frameworks).

Selected Opportunities for Connection to Mathematical Practices

CCSS #	Assessments
RI.9-10.3	Study Guide Questions
W.9-10.1	Open-Ended Responses
RI.9-10.2	End of Play/ Test
L.9-10.4	Vocabulary Quiz

Unit 4 (Brighton Beach Memoirs)

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	<p>SWBAT:</p> <ul style="list-style-type: none"> • Draw conclusions about characters and events in a text and identify how author's choices affect theme • Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis 	RI.9-10.1
2	<p>SWBAT:</p> <ul style="list-style-type: none"> • Identify multiple and/or conflicting motivations of complex characters • Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society) • Differentiate among complex or multi-dimensional character types and roles within a story or drama • Explain what specific lines of dialogue reveal about characters 	RI.9-10.3
3	<p>SWBAT:</p> <ul style="list-style-type: none"> • Explain the impact of specific language choices by the author • Explain how authors use language choices to create an effect • Analyze how specific language choices have a cumulative effect on meaning and tone in literary texts 	RI.9-10.4

	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone	
4	SWBAT: Write arguments to support claims in an analysis of topics related to text, using valid reasoning and sufficient evidence.	W.9-10.4
5	Determine the meaning of words or phrases using context clues	L.9-10.4
6		

Babbitt Beach Memoirs PPT The Great Depression Vocabulary Book (Identified by PARCC Model Content Frameworks).
Bold type indicates grade level fluency requirements. (Identified by PARCC Model Content Frameworks).

CCSS #	Assessments
RI.9-10.3	Study Guide Questions
W.9-10.4	Open-Ended Responses
RI.9-10.2.2	End of Playl Test
L.9-10.4	Vocabulary Quiz

Unit 5 (Speak)

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	<p>SWBAT:</p> <ul style="list-style-type: none"> Draw conclusions about characters and events in a text and identify how author's choices affect theme 	<p>RI.9-10.1</p>
2	<p>SWBAT:</p> <ul style="list-style-type: none"> Identify multiple and/or conflicting motivations of complex characters Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society) 	<p>RI.9-10.3</p>
3	<p>SWBAT:</p> <p>Write arguments to support claims in an analysis of topics related to text, using valid reasoning and sufficient evidence.</p>	<p>W.9-10.1</p>
4	<p>Determine the meaning of words or phrases using context clues</p>	<p>RI.9-10.4</p>

Speak PPT on Dealing with Depression Vocabulary Book (Identified by PARCC Model Content Frameworks).

Bold type indicates grade level fluency requirements. (Identified by PARCC Model Content Frameworks).

Selected Opportunities for Connection to Mathematical Practices

Assessments	
CCSS #	
RI.9-10.1	Study Guide Questions
W.9-10.4	Open-Ended Responses (Daily)
RI.9-10.2	End of Novel Test
L.9-10.4	Vocabulary Quiz

Unit 6 (Short Story Unit Two)

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	SWBAT: <ul style="list-style-type: none"> Describe or graphically represent the relationship between central ideas and specific details. Determine a theme or central idea of a text 	RI.9-10.2
2	SWBAT: <ul style="list-style-type: none"> Draw conclusions about characters and events in a text and identify how author's choices affect theme 	RI.9-10.1

3	<p>SWBAT:</p> <ul style="list-style-type: none"> Identify multiple and/or conflicting motivations of complex characters Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society) 	<p>RP.9-10.3</p>
4	<p>SWBAT:</p> <ul style="list-style-type: none"> Write arguments to support claims in an analysis of topics related to text, using valid reasoning and sufficient evidence. 	<p>W.9-10.1</p>
5	<p>SWBAT:</p> <ul style="list-style-type: none"> Draw evidence from texts to support analysis and reflection. Identify what constitutes good evidence. 	<p>W.9-10.9</p>
6	<p>SWBAT:</p> <ul style="list-style-type: none"> Identify figurative language within text. Evaluate meaning of figurative language within text. 	<p>L.9-10.5</p>

Journeys Textbook Vocabulary Book Literary Terms PPT (Identified by PARCC Model Content Frameworks).

Italic type indicates grade level fluency requirements. (Identified by PARCC Model Content Frameworks).

Selected Opportunities for Connection to Mathematical Practice 1

Assessments	
CCSS #	
L.9-10.4	Vocabulary Quiz
RI.9-10.2	Short Story End of Unit Assessment
RI.9-10.2	Short Story Format Sheet
W.9-10.4	Open-ended responses

Supplemental Grammar Unit (Incorporated Full Year)

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	SWBAT: <ul style="list-style-type: none"> Successfully use various types of phrases to convey specific meanings and add variety and interest to writing. 	L.9-10.1
2	SWBAT: <ul style="list-style-type: none"> Correctly use semi colons and colons Identify and correct punctuation, capitalization and spelling errors. 	L.9-10.2

Daily Oral Grammar Exercises (Identified by PARCC Model Content Frameworks)
Bold type indicates grade level fluency requirements. (Identified by PARCC Model Content Frameworks).

Pacing Guide – Course

UHS EN275 Pacing Guide – 10th Grade Developmental English

Semester 1 (Marking Periods 1&2)

Story	Applicable Literary Terms / Concepts to be Taught	Suggested Activities
<p>“Mr. Dexter’s Dragon”</p>	<ul style="list-style-type: none"> -foreshadowing -theme -plot/rising action -characters -resolution 	<ul style="list-style-type: none"> - paraphrasing text -short story format page -plot diagram -turn story into play
<p>“Hide and Seek”</p>	<ul style="list-style-type: none"> - paraphrasing - questioning reading technique - simile -metaphor -climax 	<ul style="list-style-type: none"> -short story format page - plot diagram
<p>“That Glorious Day”</p>	<ul style="list-style-type: none"> -tone -mood -flashback - climax - resolution 	<ul style="list-style-type: none"> - paraphrase story - short story format page - plot diagram - alternate ending

<p>“Sancho”</p>	<ul style="list-style-type: none"> -plotline -nonfiction -characterization -simile -metaphor 	<ul style="list-style-type: none"> -plot diagram -short story format page -paraphrase/summarize
<p><i>The Fallen</i></p>	<ul style="list-style-type: none"> -plot -foreshadowing -paraphrase -mood/tone -internal and external conflict -cause/effect -theme/link to own life 	<ul style="list-style-type: none"> -graphic organizers -character illustrations -essay -reenactment -journals -open-ended responses -alternate ending -plot diagram
<p><i>A Raisin in the Sun</i></p>	<ul style="list-style-type: none"> -theme -point of view -foreshadowing -symbolism -irony -historical background/American history -racial justice/equality -internal/external conflict -cause and effect -dramatic irony -soliloquy/monologue/aside 	<ul style="list-style-type: none"> -point of view -graphic organizers -character illustrations -essay -reenactment -time period information/web quest -open ended -timeline -letters to and from characters -journals

Vocabulary	Specific Skills	Suggested Activities
Vocabulary	<ul style="list-style-type: none"> - developing advanced vocabulary - using context clues 	<ul style="list-style-type: none"> - Perfect 12 - Vocabulary Tic-Tac-Toe - Vocabulary in-context of stories

Writing	Specific Skills	Suggested Activities
Open-Ended	<ul style="list-style-type: none"> - rubrics - open-ended formatting (RACES) - using supporting details 	<ul style="list-style-type: none"> - based on stories or PARCC preparatory materials
Reading Non-fiction articles	<ul style="list-style-type: none"> - reading comprehension - open ended - persuasive writing - expository writing 	<ul style="list-style-type: none"> - various reading comprehension exercises - various essays - various open ended linked to life and texts
Grammar and Mechanics	<ul style="list-style-type: none"> - Proper use of all elements of grammar and mechanics (including punctuation, fragments, etc.) - sentence construction - subject/verb agreement 	<ul style="list-style-type: none"> - Daily Oral Language - open-ended responses

Semester 2 (Marking Periods 3&4)

Story	Literary Terms	Suggested Activities
<p>“Fly Like an Eagle”</p>	<ul style="list-style-type: none"> - characters - plot - paraphrase - symbolism 	<ul style="list-style-type: none"> - paraphrasing text -short story format page -plot diagram
<p>“The Love Life of a Bachelor Homemaker”</p>	<ul style="list-style-type: none"> -irony -symbolism -mood -tone 	<ul style="list-style-type: none"> - paraphrasing text -short story format page -plot diagram
<p>“The Love Letter”</p>	<ul style="list-style-type: none"> - characters - plot - paraphrase - symbolism 	<ul style="list-style-type: none"> - paraphrasing text -short story format page -plot diagram
<p>“Martinez’ Treasure”</p>	<ul style="list-style-type: none"> -irony -symbolism -mood -tone 	<ul style="list-style-type: none"> - paraphrasing text -short story format page -plot diagram
	<ul style="list-style-type: none"> -theme -point of view -foreshadowing -symbolism -irony 	<ul style="list-style-type: none"> -point of view -graphic organizers -character illustrations -essay -reenactment

<p>Brighton Beach Memoirs</p>	<ul style="list-style-type: none"> -historical background/American history -racial justice/equality -internal/external conflict -cause and effect -dramatic irony -soliloquy/monologue/aside 	<ul style="list-style-type: none"> -time period information/web quest -open ended -timeline -letters to and from characters -journals
<p>Speak</p>	<ul style="list-style-type: none"> - plot - foreshadowing - characters - paraphrase - mood/tone - internal and external conflict - cause/effect - theme/link to own life - dramatic irony 	<ul style="list-style-type: none"> - point of view - graphic organizers - character illustrations - essay - reenactment - journals - open-ended responses - alternate ending - plot diagram - letters to and from characters

Vocabulary	Specific Skills	Suggested Activities
<p>Vocabulary</p>	<ul style="list-style-type: none"> - developing advanced vocabulary - using context clues 	<ul style="list-style-type: none"> - Perfect 12 - Vocabulary Tic-Tac-Toe - Vocabulary in-context of stories