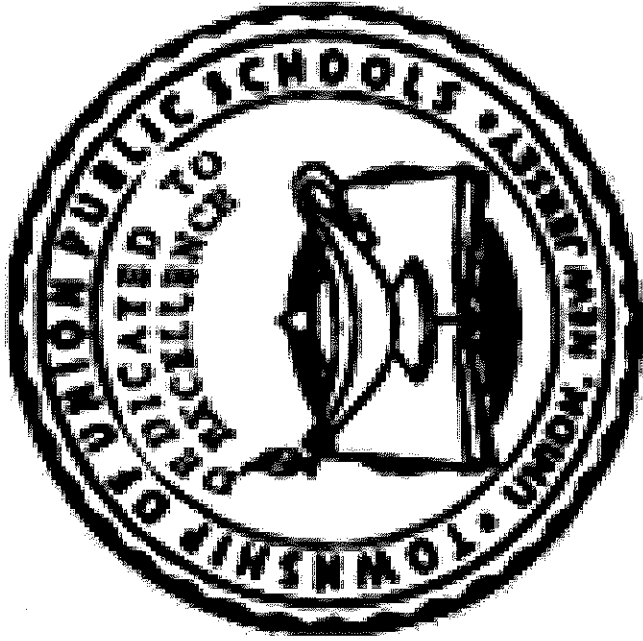
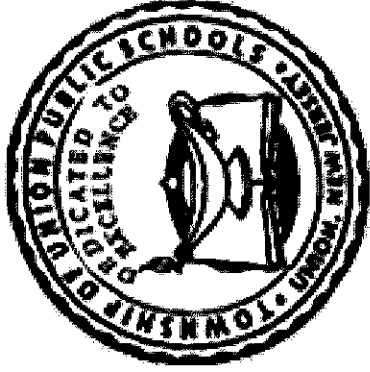


TOWNSHIP OF UNION PUBLIC SCHOOLS



Foundations of English
375
Curriculum Guide
2015



Board Members

Mr. Dave Arminio, President

Vito Nufrio, Vice President

Guy Francis

Richard Galante

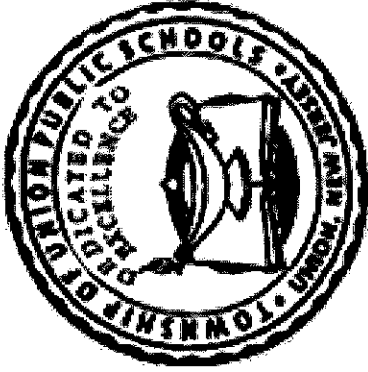
Lois Jackson

Thomas Layden

Ronald McDowell

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

- District SuperintendentMr. Greg Tatum**
- Assistant SuperintendentDr. 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.....	Ms. Maureen Corbett
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

Jennifer Hajkowski

ACADEMIC AREA

EN375

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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.

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 to formulate 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 principals.
- 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.
- Participate effectively and efficiently 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

The English Foundations EN375 course is for students who need enhanced instruction in grammar, content reading, reasoning skills, vocabulary, reading comprehension strategies, and expository writing skills in order to meet grade level standards. It will enable students to become skilled readers and to write adequate prose, composing in a variety of subjects, purposes and forms—narrative, expository and argumentative.

Recommended Textbooks

Bluford Series Novels: Lost and Found
Search for Safety
Until We Meet Again

“Fences”

PARCC approved practice: Gr 11 ELA

Course Proficiencies

Students will be able to ...

- Manage study habits and time.
- Explore ways to remember information.
- Use study strategies to remember information.
- Interpret and use graphic aids.
- Take notes from content area textbooks and other non-fiction sources.
- Use and understand different strategies while reading.
- Comprehend and critique what he/she reads.
- Read different materials for a variety of purposes.
- Set goals and evaluate progress to improve reading.
- Take notes from lectures.
- Move effectively through the stages of the writing process.
- Communicate ideas and experiences to a selected audience.
- Plan and organize ideas by using an appropriate structure.
- Produce expository and persuasive compositions.
- Revise and edit text.
- Retrieve and use information from various sources to accomplish a purpose.

Curriculum Units

Unit 1: Study Skills & Note Taking

Unit 4: Writing Skills – Sentence & Paragraph Development

Unit 2: Reading Skills – Fiction

Unit 5: Writing Skills – Essay Development

Unit 3: Reading Skills – Non-Fiction

Unit 6: Test Taking Strategies

Pacing Guide - Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u>	30
<u>Unit 2:</u>	30
<u>Unit 3:</u>	30
<u>Unit 4:</u>	30
<u>Unit 5:</u>	30
<u>Unit 6:</u>	30

Unit 1: Study Skills & Note Taking

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do I study?</p> <p>How do I take notes?</p> <p>How do I use graphic aids?</p> <p>What ways do I use to remember information?</p> <p>What makes a successful student?</p>	<p>Recognize and compare different study strategies</p> <p>Engage in structured note taking from lecture and text</p> <p>Develop mnemonic devices</p> <p>Analyze and correctly choose graphic aids</p> <p>Express and support various approaches to time management</p> <p>Create an organizational system that meets individual needs</p>	<p>Label and organize topics and supporting details in an outline</p> <p>Complete multiple graphic aids and correctly match their purpose and application</p> <p>Create mnemonic devices that meet individual needs</p> <p>Keep track of key pieces of information from a lecture</p> <p>Identify and keep track of important pieces of information from text</p> <p>Learn foundations of Metacognition</p> <p>Devise multiple schedules to approach time management</p> <p>Create checklists</p> <p>Summarize ideas</p> <p>Complete Introductory Fry Reading Drills & content area studies</p> <p>Create a flip book – each page dedicated to one study skill or note taking strategy – to be used as a reference manual</p> <p>Teach a selected skill to the class as a review</p>	<p>Benchmark – pre-assess writing and reading and fluency levels; multiple intelligences-create portfolio for reading and writing</p> <p>Student created study schedules and timelines (brochures, songs, portfolio)</p> <p>Students graph progress in reading drills (speed, comprehension, critical thinking and open-ended questions)</p> <p>Student self- assessments, checklists, and rubrics</p> <p>Benchmark assessment</p> <p>Venn diagram</p> <p>Content Area Homework (what strategies are the students using)</p> <p>Participation chart</p> <p>Presentation</p> <p>Flip book of skills and strategies</p>

Unit 2: Reading Skills – Fiction

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How can I improve my reading comprehension?</p> <p>What strategies do I use when reading?</p> <p>What is a lifelong reader?</p> <p>How can I read for pleasure and choose a book that I want to read?</p> <p>How can I improve my vocabulary</p> <p>How can I share my reading experience with others?</p>	<p>Read at an independent level with accuracy and speed</p> <p>Develop vocabulary skills</p> <p>Analyze elements of literature such as plot, theme, symbol, mood and literary devices</p> <p>Question an author's point of view</p> <p>Recognize different genres of writing</p> <p>Examine literary elements</p> <p>Compare and contrast characters</p> <p>Express opinions about a variety of texts</p>	<p>Study literary terminology and specific content area vocabulary</p> <p>Identify application of literary terminology</p> <p>Keep track of key plot points on a chart or outline</p> <p>Create an alternate ending for a novel/scene/short story/play</p> <p>Answer questions related to the plot, structure, and literary devices used in a text</p> <p>Conduct metacognitive reading strategies (Teacher Think A louds)</p> <p>Complete Fry-Reading Drills & content area studies</p> <p>Read independently</p> <p>Retell a story in your own words</p> <p>Choral reading</p>	<p>Independent practice</p> <p>Miscue analysis/assessment</p> <p>Scavenger hunt where students read to find information</p> <p>Student created projects and essays</p> <p>Vocabulary quizzes</p> <p>Plot diagram</p> <p>Study guide questions and discussion</p> <p>Literary summary</p> <p>Exit cards & other informal formative assessments</p> <p>Journal entries</p> <p>Participation chart</p> <p>Power Point presentation</p>

Unit 3: Reading Skills – Non-Fiction

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How can I improve my reading comprehension?</p> <p>How will I know where to find information for a variety of purposes?</p> <p>How do I take notes from lectures and from textbooks?</p> <p>How can I critique what I read?</p> <p>How can I retrieve information from different sources?</p> <p>How can I share my reading experience with others?</p>	<p>Read grade level text independently with speed and accuracy</p> <p>Analyze author's purpose</p> <p>Recognize different types of writing (persuasive, expository, descriptive)</p> <p>Analyze word choice</p> <p>Express and support opinions about texts</p> <p>Develop fluency by reading aloud with proper intonation and pace</p> <p>Recognize the context in which a text was written</p>	<p>Complete multiple graphic aids and correctly match their purpose and application</p> <p>Complete Fry's Reading Drills & content area studies</p> <p>Study vocabulary</p> <p>Answer questions related to author's purpose</p> <p>Summarize ideas and take notes on important points</p> <p>Debate an author's point of view</p> <p>Create an annotated bibliography pertaining to one subject of a student's choice</p> <p>Teach key elements of a text to classmates</p> <p>Choral reading</p>	<p>Vocabulary quizzes</p> <p>Rubrics and checklists</p> <p>Journal Entries</p> <p>Exit cards & other informal formative assessments</p> <p>Student Self-Assessment</p> <p>Outline notes</p> <p>Summary of author's key points</p> <p>Presentation of author's key points</p> <p>Graphic organizers for outlining</p>

Unit 4: Writing Skills -- Sentence & Paragraph Development

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How can I apply grammar rules to my writing?</p> <p>How can I use graphic aids to improve my writing?</p> <p>How can I improve my spelling and vocabulary?</p> <p>How can I make appropriate word choices in my writing?</p>	<p>Write correct sentences in a variety of forms</p> <p>Recognize and self correct incomplete sentences</p> <p>Create topic sentences</p> <p>Use supporting details in a paragraph</p> <p>Use a thesaurus to explore word choices</p> <p>Develop vocabulary skills</p> <p>Engage in the writing process</p> <p>Use correct grammar in writing by revising and self correcting work</p> <p>Write for extended periods of time</p> <p>Use proper format when responding to open ended questions</p>	<p>Complete graphic organizers for pre-writing</p> <p>Complete Fry's Writing Drills & content area studies</p> <p>Practice spelling and vocabulary</p> <p>Identify sentence types and forms (compound, complex)</p> <p>Complete various exercises to practice capitalization, punctuation, and other grammar elements</p> <p>Write paragraphs geared to a specific audience</p> <p>Identify and self correct incorrect sentences</p> <p>Research and interpret style manuals for citation format.</p> <p>Create a flip book -- each page dedicated to in text citations -- to be used as a reference manual</p>	<p>Rubrics and checklists</p> <p>Library research</p> <p>Vocabulary quizzes</p> <p>Grammar activities with manipulatives</p> <p>Independent writing activities</p> <p>Group writing activities</p> <p>Paragraph development exercises</p> <p>Student Self-Assessment</p> <p>Journal entries</p> <p>Flip book -- self made reference guide</p> <p>Benchmark</p> <p>Answers to open ended questions</p>

Unit 5: Writing Skills – Essay Development

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How can I connect my ideas when writing?</p> <p>How can I write to persuade my audience?</p> <p>How can I organize my writing?</p> <p>How can I write to explain my point using supporting details?</p>	<p>Use appropriate transitions words and sentences</p> <p>Write with different audiences in mind</p> <p>Engage in the full writing process</p> <p>Independently write for an extended period of time</p> <p>Develop vocabulary</p> <p>Self correct paragraph format and structure</p> <p>Self correct sentence structure and grammar</p> <p>Outline and draft a persuasive essay</p> <p>Outline and draft an expository essay</p>	<p>Complete Fry's Writing Drills & content area studies</p> <p>Journal writing</p> <p>Spelling and vocabulary practice</p> <p>Acquire Webb's DOK/Bloom's Taxonomy Vocabulary</p> <p>Complete reader-response exercises</p> <p>Practice using citations in text.</p>	<p>Rubrics and checklists</p> <p>Content Area Homework (what strategies are the students using)</p> <p>Student Self-Assessment</p> <p>Literature circles</p> <p>Benchmark</p> <p>Labeled diagram and/or exhibit</p>

Unit 6: Test Taking Strategies

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How can I improve my standardized test scores?</p> <p>What are the best strategies for multiple-choice questions?</p> <p>What is the best approach for open-ended questions?</p>	<p>Write a persuasive essay independently</p> <p>Write an expository essay independently</p> <p>Properly format open ended responses independently</p> <p>Properly format citations within text</p> <p>Use multiple choice strategies</p> <p>Read strategically</p> <p>Develop vocabulary</p>	<p>Fry's Writing & Reading Drills and content area studies</p> <p>Journal writing</p> <p>Spelling and vocabulary practice</p> <p>Use a thesaurus to assist with word choice</p> <p>Write and self correct persuasive essay</p> <p>Write and self correct expository essay</p> <p>Teach a selected writing strategy to the class</p>	<p>Content Area Homework (what strategies are the students using)</p> <p>Exit cards and other informal formative assessments</p> <p>Journal entries</p> <p>Individual presentation of one completed essay</p> <p>Group presentation of selected writing strategy to class</p> <p>Persuasive and expository essays</p> <p>Open ended responses</p> <p>Participation chart</p> <p>Study guide questions</p>

New Jersey Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus No planning evident; disorganized Details random, inappropriate, or barely apparent No apparent control Severe/numerous errors Assortment of incomplete and/or incorrect sentences Errors so severe they detract from meaning 	<ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus Attempts organization Few, if any, transitions between ideas Details lack elaboration, i.e., highlight paper Numerous errors Excessive monotony/ same structure Numerous errors Numerous serious errors 	<ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus Some lapses or flaws in organization May lack some transitions between ideas Repetitious details Several unelaborated details Errors/ patterns of errors may be evident Little variety in syntax Some errors Patterns of errors evident 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus Ideas loosely connected Transition evident Uneven development of details Some errors that do not interfere with meaning Some errors that do not interfere with meaning No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed Logical progression of ideas Moderately fluent Attempts compositional risks Details appropriate and varied Few errors Few errors Few errors Few errors 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed Logical progression of ideas Fluent, cohesive Compositional risks successful Details effective, vivid, explicit, and/or pertinent Very few, if any, errors Very few, if any, errors Very few, if any, errors
Usage						
Sentence Construction						
Mechanics						