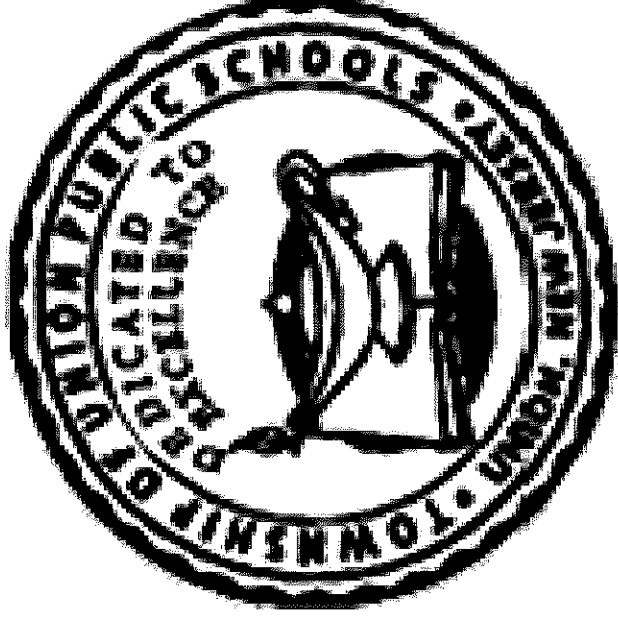


TOWNSHIP OF UNION PUBLIC SCHOOLS



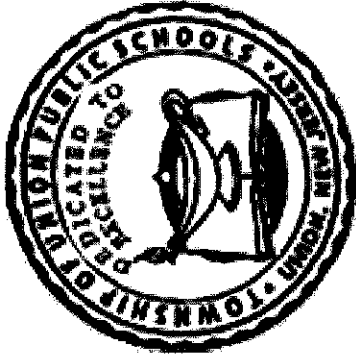
EN 701

Curriculum Guide 2016

Curriculum Guide Approved June 2016

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Board Members

Vito Nufrio, President

David Armenio, Vice President

Guy Francis

Steven Le

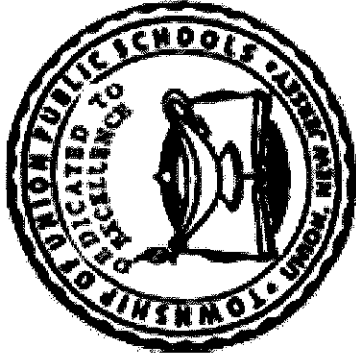
Jeff Monge

Ronald McDowell

Nellis Regis-Darby

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

District Superintendent	Mr. Gregory Tatum
Assistant Superintendent	Mrs. Annie Moses
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. Randi Moran
Math 6-12.....	Dr. Jeremy Cohen
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

EN 701, Grade 7 English Language Arts

NICOLE TOCCACELI

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

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

This year long course is designed to integrate and enforce skills in the areas of reading, reading comprehension, writing, listening, thinking, grammar, vocabulary, and appreciation of literature. Students will respond to open-ended questions and complete several explanatory, narrative, argument, and persuasive writing assignments throughout the school year. Students will also be assigned novels and shorter pieces of literature to read, discuss, analyze, and respond to. This class will expose students to a wide variety of literary genres and writing styles, in addition to providing opportunity to hone these skills.

Recommended Textbooks

1. Literature: Pearson Common Core Literature
2. Prentice Hall Writing Coach
3. Chapter Books Including: *The Outsiders, Hoot, The Lightning Thief, The Giver, So B. It*

Pacing Guide

<u>Unit 1:</u> Short Stories, Drama, and Poetry	Approx. 3 Days Per Story
<u>Unit 2:</u> Novels	Approx. 3 Weeks Per Novel
<u>Unit 3:</u> Writing	Throughout
<u>Unit 4:</u> Grammar	Approx. 2-3 Days Per Topic
<u>Unit 5:</u> Vocabulary	Throughout

Pacing Guide

Marking Period 1

Story	Literary Terms to teach with the story	Suggested Activities
<p>"All Summer in a Day"</p> <p>Non-Fiction Selection- "Follow the Leader: Democracy in Herd Mentality"</p>	<p>Main Idea</p> <p>Mood</p> <p>Suspense</p> <p>Theme</p> <p>Sci-Fi</p> <p>Rhetorical Question</p>	<p>Stations/Centers activities</p> <p>Science connection</p> <p>Journal Writing</p> <p>Perspective/"Bullying"</p> <p>Short Film</p> <p>Writing Coach Chapter 6 – Fiction Narration</p>
<p>"Seventh Grade" (accompanied by "Melting Pot")</p>	<p>Exposition</p> <p>Setting</p> <p>Characters</p> <p>Conflict – internal and external</p> <p>Rising action</p> <p>Climax</p> <p>Falling action</p> <p>Resolution</p>	<p>Fill in blank plot diagram</p> <p>Open-ended Responses</p> <p>Comic Strip Project</p> <p>Multi-cultural Connection</p> <p>Journal Writing</p> <p>Writing Coach Chapter 10 – Review of a Short Story: "Seventh Grade" as a Student Model</p>
<p>"Papa's Parrot"</p>	<p>Mood</p> <p>Foreshadowing</p> <p>Point-of-View</p> <p>Characterization</p> <p>Supporting Details</p> <p>Story related vocabulary</p>	<p>PowerPoint</p> <p>Literature Circles</p> <p>Create plot "bulletin board"</p> <p>KIM Chart</p> <p>Writing Coach Chapter 13 – "Papa's Parrot" as a mentor text</p>

Vocab & Grammar	Specific Topics	Suggested Activities
<p>Parts of Speech</p> <p>Writing Coach Chapters 13&14</p>	<p>Verbs</p> <p>Nouns</p> <p>Proper, Common, Concrete, Abstract, Collective, and Compound</p> <p>Conjunctions</p>	<p>PowerPoint/Smart Board Activities</p> <p>Stations</p> <p>Vocabulary from stories</p> <p>KIM Charts</p> <p>Worksheets</p> <p>Practice from Writing Coach / IREADY</p>
<p>Novel(s)</p> <p>The Outsiders / Hoot</p>	<p>Specific Topics</p> <p>Plot Elements, Historical Context, Characterization, Conflict, Point of View, Dual Plot Lines, Tone, Moral, Theme, Realistic Fiction, Symbolism, Propaganda</p>	<p>Suggested Activities</p> <p>-Cite Textual Evidence and Quotes to Support Analysis / Analyze how and why individuals, events and ideas develop and interact over the course of the text</p> <p>-Compare/Contrast to audio, filmed, staged, or multimedia version</p> <p>-Journals / DO NOWs</p> <p>-Writing Coach Chapters 7 & 12 –Letter/Poetry Writing</p> <p>-Daily Unit Activities</p>

Writing	Specific Skills	Suggested Activities
Open-Ended Responses 5 Paragraph essays Discussion Questions Fiction Narration Exposition- Compare/Contrast Essay	Rubrics Topic Sentences Details Closing Sentences Transitions Titles Including Plot Elements	(Based on stories) <i>Maniac Magee</i> Essay/Test <i>The Outsiders</i> essay / <i>Hoot</i> essay Films: Venn-Diagram/Compare & Contrast Journal Writing Practice from Writing Coach Activities from <i>Scholastic Scope</i> Writing Coach Chapters 6 & 8

Marking Period 2

Story	Literary Terms	Suggested Activities
Writing Coach Chapters 2 and 6 Fiction Narration-Mystery Stories "Traveler", "Be Careful What You Wish For", and <i>Scope</i> archive of "The Dying Detective"	Mood Suspense Point-of-view Foreshadowing Surprise Ending Mystery/Sci-Fi	YouTube Clips Role Playing CSI Activity (writing a police investigation report, create own mystery, etc.) Guest Speakers: Union Police Department Practice from Writing Coach / IREADY Compare/Contrast to audio, filmed, staged, or multimedia version
"A Christmas Carol" Opinion Selection: Reviews of A <i>Christmas Carol</i> (online literature library)	Theme Moral Point-of-View Story related vocabulary Flashback Foreshadowing Irony	Act out the play WebQuest Project Letter Writing PowerPoint Film: Venn-Diagram/Compare & Contrast Analyze how the drama's structure contributes to its meaning
"Amigo Brothers" Non-Fiction Selections – <i>Video Game Competitiveness, Get More from Competition, Win Some Lose Some...</i>	Conflict Moral <u>Figurative Language</u> : Simile, Metaphor, Onomatopoeia Man vs. Man Man vs. Self	Open-Ended Response Literature Circles RAFT Tiered Lesson Literary Analysis Task Research Simulation Task
Novel(s)	Specific Topics	Suggested Activities
<i>Hoot</i> / <i>The Lightning Thief</i>	Realistic Fiction, Greek Mythology, Symbolism Characterization, Conflict, Point of View, Dual Plot Lines, Tone, Moral, Theme, Fantasy Fiction, Research Writing, Hero's Journey	Literature Circles Dioramas Cite textual evidence and draw inferences Daily Unit Activities Compare/Contrast to audio, filmed, staged, or multimedia version

Vocab & Grammar	Specific Topics	Suggested Activities
Mechanics Writing Coach Chapters 18, 25, & 26	<u>Capitalization</u> : Proper Nouns, Proper Adjectives, Titles, Organizations, etc. <u>Punctuation</u> : Comma uses; series, transitions, appositives, interrupters Quotation Marks Underlining Italics	PowerPoint/Smart Board Activities Games Stations Vocabulary from stories KIM Charts Worksheets Practice from Writing Coach IREADY
Parts of Speech Writing Coach Chapters 13, 15, & 22	Adverbs Demonstrative, Indefinite, and Interrogative Pronouns Nominative, Objective, and Possessive	PowerPoint/Smart Board Activities Worksheets Stations Practice from Writing Coach <i>School House Rock</i> IREADY
Writing	Specific Skills	Suggested Activities
Open-Ended 5 Paragraph essays Writing Coach Chapters 5 & 9 Nonfiction Narrative Persuasion Book Brag for Independent	Rubrics Topic Sentences Details Closing Sentences Transitions Researching Outlining	Based on stories <i>Hoot</i> essay/Restaurant Project Book Brag for Independent Reading Selection Films: Venn-Diagram/Compare & Contrast Library Visits Activities from <i>Scholastic Scope</i> "Thank You, Sarah" Letter Writing RAFT Cross-Curricular Project <i>The Lightning Thief</i> essay/Menu Project

Marking Period 3

Story	Literary Terms	Suggested Activities
<p>"After Twenty Years" and "Rip Van Winkle" (Scope archive)</p>	<p>Theme Moral Surprise Ending Story related vocabulary Irony Motif</p>	<p>Author Biography Discussion Questions Prediction Sheets Journal Writing Stations Short Film YouTube Clips Historical Connection Foot-binding Mini-lesson Discussion Questions Journal Writing</p>
<p>"Ribbons"</p>	<p>Conflict Moral Man vs. Man Man vs. Society Symbolism</p>	<p>PARCC-style Evidence Based Selected Response Questions Exploring Language Arts Literacy Powerpoint Text Analysis Respond to text by citing evidence from text read, movies, television shows, digital sources, etc. Literary Analysis & Research Simulation Tasks</p>
<p>Scope / PARCC Reading Passages</p>	<p>ALL previously studied topics</p>	<p>Suggested Activities Utopian Society Connection Chapter by chapter vocabulary KIM Charts Literature Circles/Stations Ending Re-write Essay/Test <i>The Giver</i> Multi-Media Project</p>
<p>Novel(s) <i>The Lightning Thief / The Giver</i></p>	<p>Specific Topics Mood Foreshadowing Interpretative Ending Realistic Fiction Imagery Symbolism Theme/Flashback</p>	<p>Suggested Activities PowerPoint/Smart Board Activities <i>Hey, hey!</i> Riddle Book Worksheets Practice from Writing Coach / IREADY Test</p>
<p>Vocab & Grammar Spelling</p>	<p>Specific Topics Homophones</p>	<p>Suggested Activities PowerPoint/Smart Board Activities <i>Hey, hey!</i> Riddle Book Worksheets Practice from Writing Coach / IREADY Test</p>
<p>Parts of Speech Writing Coach Chapter 15 & 24</p>	<p>Modifiers Adjectives: irregular, comparative, superlative Interjections</p>	<p>PowerPoint/Smart Board Activities Worksheets Practice from Writing Coach / IREADY Writing Prompts <i>School House Rock</i></p>

Writing	Specific Skills	Suggested Activities
Open-Ended 5 Paragraph essays Open-Ended Responses Nonfiction Narrative (continued)	Rubrics Topic Sentences Details Closing Sentences Transitions Researching Note Cards	Based on stories <i>The Lightening Thief</i> essay Films: Venn-Diagram/Compare & Contrast Library Visits Activities from Scholastic <i>Scope</i>

Marking Period 4

Story	Literary Terms	Suggested Activities
"The Monsters are Due on Maple Street" Non Fiction Selections: Joseph R. McCarthy / The Salem Witch Trials of 1692	Foreshadowing Hyperbole Cause and Effect Symbolism Irony Pun Sci-Fi Perspective	Historical Connection KIM Charts Journal Writing <i>Twilight Zone</i> Episodes Writer's Workshop Stations
"Rikki Tikki Tavi"	Theme Suspense Conflict Story related vocabulary Characterization Juxtaposition	Author Biography Discussion Questions Reading with Audio YouTube Clips <i>The Jungle Book</i> Project on Natural Enemies
Poetry Writing Coach Chapter 7 Literature Book (pg. 324-378)- Text Analysis/Guided Exploration	ALL previously studied topics and figurative language/poetic devices	Poetry Walk 7 types of Poetry Poet Study Practice from Writing Coach / IREADY

Vocab & Grammar	Specific Topics	Suggested Activities
Mechanics	Quotations Parts of a Sentence Phrases and Clauses Subject Verb Agreement	PowerPoint/Smart Board Activities Worksheets Practice from Writing Coach Test IREADY
Parts of Speech Writing Coach Chapters 16 & 19	Prepositions	PowerPoint/Smart Board Activities Worksheets Practice from Writing Coach Writing Prompts <i>School House Rock</i> IREADY
Novel(s)	Specific Topics	Suggested Activities
<i>The Giver / So B. It</i>	Realistic Fiction Character Development Literal and Figurative Journey Prejudices and Disabilities Point of View Allusion Plot Twist	Popcorn Reading Mapping Journey Daily Unit Activities DO NOW / Journals Compare and Contrast with similar plot line (film: <i>I am Sam</i>) Predictions Chart with Textual Evidence Alternate Ending

Writing	Specific Skills	Suggested Activities
Open-Ended Responses 5 Paragraph essays Writing Coach Chapter 11 Research Paper Informative Speech/Live Book Report based on Famous Person Research Project	Understanding Scoring Rubric Topic Sentences Details Closing Sentences Transitions Compositional Risk Attention Grabbers/Hooks Compiling information into a research paper Speech Writing/Oration	Based on stories <i>So B. It</i> essay Library visits Presenting information to an audience Activities from Scholastic Scope Practice from Writing Coach / IREADY

Unit 1: Short Stories, Drama, Poetry

Essential Reading Selections	Common Core Standards for Focus in Addition to other CCSS	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments
<ul style="list-style-type: none"> • "Seventh Grade" Gary Soto • "All Summer in a Day" Ray Bradbury • "Papa's Parrot" Cynthia Rylant • "Rikki-Tikki-Tavi" Rudyard Kipling • "Ribbons" Laurence Yep • <u>The Monsters are Due on Maple Street</u> Rod Serling • <u>A Christmas Carol: Scrooge and Marley</u> Dramatized by Israel Horowitz • "After Twenty Years" O. Henry • Stories from current <i>Scope and Scope</i> 	<p>CCSS.ELA-Literacy.SL.7.1 7.1a, 7.1b, 7.1c, 7.1d</p> <p>CCSS.ELA-Literacy.SL.7.2</p> <p>CCSS.ELA-Literacy.SL.7.3</p> <p>CCSS.ELA-Literacy.SL.7.4</p> <p>CCSS.ELA-Literacy.SL.7.5</p> <p>CCSS.ELA-Literacy.SL.7.6</p> <p>CCSS.ELA-Literacy.RL.7.1</p> <p>CCSS.ELA-Literacy.RL.7.2</p> <p>CCSS.ELA-Literacy.RL.7.3</p> <p>CCSS.ELA-Literacy.RL.7.4</p> <p>CCSS.ELA-Literacy.RL.7.5</p> <p>CCSS.ELA-Literacy.RL.7.6</p> <p>CCSS.ELA-Literacy.RL.7.7</p> <p>CCSS.ELA-Literacy.L.7.4 7.4a, 7.4b, 7.4c, 7.4d</p> <p>CCSS.ELA-Literacy.L.7.5 7.5a, 7.5b, 7.5c</p> <p>CCSS.ELA-Literacy.L.7.6</p>	<p>Main Idea</p> <p>Mood</p> <p>Suspense</p> <p>Theme</p> <p>Sci-Fi</p> <p>Rhetorical Question</p> <p>Exposition</p> <p>Setting</p> <p>Characters</p> <p>Conflict – internal and external</p> <p>Rising action</p> <p>Climax</p> <p>Falling action</p> <p>Resolution</p> <p>Foreshadowing</p> <p>Point-of-View</p> <p>Characterization</p> <p>Supporting Details</p> <p>Story related vocabulary</p> <p>Surprise Ending</p> <p>Mystery</p> <p>Flashback</p> <p><u>Figurative Language:</u> Simile, Metaphor, Onomatopoeia</p> <p>Man vs. Man/ vs. Self /vs. Society</p> <p>Hyperbole</p> <p>Cause and Effect</p> <p>Symbolism</p> <p>Irony</p> <p>Pun</p> <p>Sci-Fi</p> <p>Juxtaposition</p> <p>Historical Context</p> <p>Allusion</p>	<ul style="list-style-type: none"> • Class work • Homework • Tests • Quizzes • Benchmark tests • Writing samples • Oral presentations • PARCC Scoring Rubric • Essays/Open-Ended Responses • IREADY Assessment and other digital assessments • Alternative assessments • Journal responses • Performance based assessments • CEMPAS

Unit 2: Novels

Essential Reading Selections	Common Core Standards for Focus in Addition to other CCSS	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments
<ul style="list-style-type: none"> • The Outsiders • Hoot • The Lightning Thief • The Giver • So B. It 	<p>CCSS.ELA-Literacy.RL.7.1 CCSS.ELA-Literacy.RL.7.2 CCSS.ELA-Literacy.RL.7.3 CCSS.ELA-Literacy.RL.7.4 CCSS.ELA-Literacy.RL.7.5 CCSS.ELA-Literacy.RL.7.6 CCSS.ELA-Literacy.RL.7.7 CCSS.ELA-Literacy.RL.7.8 CCSS.ELA-Literacy.RL.7.9 CCSS.ELA-Literacy.RL.7.10 CCSS.ELA-Literacy.SL.7.1 7.1a, 7.1b, 7.1c, 7.1d CCSS.ELA-Literacy.SL.7.2 CCSS.ELA-Literacy.SL.7.3 CCSS.ELA-Literacy.SL.7.4 CCSS.ELA-Literacy.SL.7.5 CCSS.ELA-Literacy.SL.7.6 CCSS.ELA-Literacy.L.7.4 7.4a, 7.4b, 7.4c, 7.4d CCSS.ELA-Literacy.L.7.5 7.5a, 7.5b, 7.5c CCSS.ELA-Literacy.L.7.6</p>	<ul style="list-style-type: none"> • Use context clues to understand new vocabulary words throughout the novel. • Read portions of the novel aloud and silently to practice and check reading fluency, ability, and understanding. • Analyze the author's purpose, create predictions, and relate the novel's community to the real-world and the student's community. • Graphic organizers to analyze and discuss the similarities and differences between characters, plot, and setting among the students and the outside world. • Analyzing and documenting different literary elements found in the novel (similes, metaphors, symbolism, idioms, imagery, hyperbole, personification) • Analyze the meaning of the text through class discussion, group assignments, and worksheets. • Analyze and discuss the characters, plot, theme, setting, conflicts, resolutions, and the conclusion. • Express personal opinions, emotions, and feelings about events and characters throughout the novel orally and in written form • Identify and apply Plot Elements, Historical Context, Characterization, Conflict, Point of View, Dual Plot Lines, Tone, Moral, Theme, Realistic Fiction, Symbolism, Propaganda • Cite Textual Evidence and Quotes to Support Analysis / Analyze how and why individuals, events and ideas develop and interact over the course of the text • Compare/Contrast to audio, filmed, staged, or multimedia version 	<ul style="list-style-type: none"> • Class work • Homework • Tests • Quizzes • Benchmark tests • Writing samples • Oral presentations • Performance Based Assessments • Alternative Assessments • Open-ended questions • PARCC Scoring Rubric • Oral presentations • Essays • Journal Responses • CEMPAS

Unit 3: Writing

Essential Reading Selections	Common Core Standards for Focus in Addition to other CCSS	Major Objectives/Topics for Mastery Understanding/Skills for Mastery	Suggested Learning Activities and Assessments
<p>Prentice Hall Writing Coach (Core Writing Chapters:</p> <ul style="list-style-type: none"> • Nonfiction Narration • Fiction Narration • Poetry and Description • Exposition • Persuasion • Response to Literature • Research • Workplace Writing 	<p>CCSS.ELA-Literacy.W.7.1 7.1a, 7.1b, 7.1c, 7.1d, 7.1e</p> <p>CCSS.ELA-Literacy.W.7.2 7.2a, 7.2b, 7.2c, 7.2d, 7.2e, 7.2f</p> <p>CCSS.ELA-Literacy.W.7.3 7.3a, 7.3b, 7.3c, 7.3d, 7.3e</p> <p>CCSS.ELA-Literacy.W.7.4</p> <p>CCSS.ELA-Literacy.W.7.5</p> <p>CCSS.ELA-Literacy.W.7.6</p> <p>CCSS.ELA-Literacy.W.7.7</p> <p>CCSS.ELA-Literacy.W.7.8</p> <p>CCSS.ELA-Literacy.W.7.9 7.9a, 7.9b</p> <p>CCSS.ELA-Literacy.W.7.10 CCSS.ELA-Literacy.L.7.4 7.4a, 7.4b, 7.4c, 7.4d</p> <p>CCSS.ELA-Literacy.L.7.5 7.5a, 7.5b, 7.5c</p> <p>CCSS.ELA-Literacy.L.7.6</p>	<ul style="list-style-type: none"> • Evaluate, practice, and discuss the writing process for various forms of writing. • Discuss the importance of understanding the audience when writing a persuasive essay, narrative, explanatory essay, or oral presentations. • Evaluate, understand, and use scoring rubrics when writing and composing oral presentations. • Practice peer-editing • Discuss and reflect on personal strengths and weaknesses in written work. • Compose various types of prose such as stories, personal narratives, persuasive essays, descriptive stories, explanatory essays, and oral presentations. • Compose responses to open-ended questions • Practice and understand using transitional words and phrases in written work and oral presentations. • Use a variety of sentence structures while focusing on proper grammar usage, spelling, capitalization, and punctuation. • Use a variety of graphic organizers such as outlines, venn-diagrams, web-diagrams, charts, etc. to help students learn to organize their ideas. • Understand and explain the differences between facts and opinions. • Practice using supporting details throughout written work to support responses. • Research information for written assignments using a variety of sources such as the internet and various print materials. • Practice using a variety of reference materials to improve word choice and grammar 	<ul style="list-style-type: none"> • Class work • Homework • Tests • Quizzes • Benchmark tests • Persuasive essays • Narratives • Informative/Explanatory Texts • Open-ended questions • Outlines • Alternate assessments • Oral Presentations • PARCC Scoring Rubrics • Journal writing • Essays • Writing Coach Practice
<p>All short stories, dramas, and poetry from Pearson Literature book</p> <p>Novels:</p> <ul style="list-style-type: none"> • The Outsiders • Hoot • The Lightning Thief • The Giver • So B. It <p>Scholastic Scope</p> <p>Various reading passages and IREADY lessons</p>			

Unit 4: Grammar

Essential Reading Selections	Common Core Standards for Focus in Addition to other CCSS	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments
<p>All short stories, dramas, and poetry from Pearson Literature book</p> <p>Novels:</p> <ul style="list-style-type: none"> • The Outsiders • Hoot • The Lightning Thief • The Giver • So B. It 	<p>CCSS.ELA-Literacy.L.7.1 7.1a, 7.1b, 7.1c</p> <p>CCSS.ELA-Literacy.L.7.2 7.2a, 7.2b</p> <p>CCSS.ELA-Literacy.L.7.3 7.3a</p> <p>CCSS.ELA-Literacy.L.7.4 7.4a, 7.4b, 7.4c, 7.4d</p> <p>CCSS.ELA-Literacy.L.7.5 7.5a, 7.5b, 7.5c</p> <p>CCSS.ELA-Literacy.L.7.6</p> <p>CCSS.ELA-Literacy.RI.7.1</p> <p>CCSS.ELA-Literacy.RI.7.2</p> <p>CCSS.ELA-Literacy.RI.7.3</p> <p>CCSS.ELA-Literacy.RI.7.4</p> <p>CCSS.ELA-Literacy.RI.7.5</p> <p>CCSS.ELA-Literacy.RI.7.6</p> <p>CCSS.ELA-Literacy.RI.7.7</p> <p>CCSS.ELA-Literacy.RI.7.8</p> <p>CCSS.ELA-Literacy.RI.7.9</p>	<ul style="list-style-type: none"> • Analyze sentence structure to reinforce parts of speech, subject/verb agreement, and subject/predicates. • Practice identifying and labeling parts of speech in both, professional writing as well as assessing individual writing. • Use current events to understand the importance of punctuation and sentence structure in communication. • Use of daily “warm – ups” to address all grammar objectives, as well as to monitor for individual understanding. • Engage in textual scavenger hunts that enable students to identify grammar objectives as well as exposing students to various forms of texts. 	<ul style="list-style-type: none"> • Class work • Homework • Tests • Quizzes • Benchmark tests • Writing samples • Oral presentations • IREADY and other digital assessments • Performance based assessments • CEMPA • Alternate assessments • Writing Coach Practice • PARCC Scoring Rubrics
<p>Scholastic Scope</p> <p>Various reading passages and IREADY lessons</p> <p><i>Prentice Hall Writing Coach:</i> Core Writing Chapters and Core Grammar Chapters</p>			

Unit 5: Vocabulary

Essential Reading Selections	Common Core Standards for Focus in Addition to other CCSS	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments
<p>All short stories, dramas, and poetry from Pearson Literature book</p> <p>Novels:</p> <ul style="list-style-type: none"> • The Outsiders • Hoot • The Lightning Thief • The Giver • So B. It <p>Scholastic Scope</p> <p>Various reading passages and IREADY lessons</p>	<p>CCSS.ELA-Literacy.RL.7.4</p> <p>CCSS.ELA-Literacy.RI.7.4</p> <p>CCSS.ELA-Literacy.L.7.4 7.4a, 7.4b, 7.4c, 7.4d</p> <p>CCSS.ELA-Literacy.L.7.5 7.5a, 7.5b, 7.5c</p> <p>CCSS.ELA-Literacy.L.7.6</p>	<ul style="list-style-type: none"> • Use dictionaries and electronic resources to find the definitions of words. • Use a thesaurus to find synonyms and antonyms for vocabulary terms. • Practice using new terminology in sentences. • Practice pronouncing new terms. • Use context clues in the text to help them understand the meaning of the vocabulary words and how each is used in sentences. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. • Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. • Use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<ul style="list-style-type: none"> • Class work • Homework • Tests • Quizzes • Benchmark tests • Writing samples • Oral presentations • Performance Based Assessments • Alternative Assessments • IREADY and other digital assessments • Open-ended questions • PARCC Scoring Rubrics

Common Core State Standards

Reading Literature

Key Ideas and Details:

CCSS.ELA-Literacy.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure:

CCSS.ELA-Literacy.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-Literacy.RL.7.5

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

CCSS.ELA-Literacy.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCSS.ELA-Literacy.RL.7.8

(RL.7.8 not applicable to literature)

CCSS.ELA-Literacy.RL.7.9

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RL.7.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

Key Ideas and Details:

CCSS.ELA-Literacy.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure:

CCSS.ELA-Literacy.RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RI.7.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-Literacy.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCSS.ELA-Literacy.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-Literacy.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.RI.7.10

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

CCSS.ELA-Literacy.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.7.1.a

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.7.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.7.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCSS.ELA-Literacy.W.7.1.d

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.7.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.7.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.2.c

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.7.2.e

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.7.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCSS.ELA-Literacy.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.7.3.a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.7.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.7.3.c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-Literacy.W.7.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-Literacy.W.7.3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.7.4

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.)

CCSS.ELA-Literacy.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 [here](#).)

CCSS.ELA-Literacy.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-Literacy.W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.7.9.a

Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

CCSS.ELA-Literacy.W.7.9.b

Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Range of Writing:

CCSS.ELA-Literacy.W.7.10

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 discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.7.1.b

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.7.1.c

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-Literacy.SL.7.1.d

Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-Literacy.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.7.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-Literacy.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 [here](#) for specific expectations.)

Language

Conventions of Standard English:

CCSS.ELA-Literacy.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.7.1.a

Explain the function of phrases and clauses in general and their function in specific sentences.

CCSS.ELA-Literacy.L.7.1.b

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCSS.ELA-Literacy.L.7.1.c

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

CCSS.ELA-Literacy.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.7.2.a

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

CCSS.ELA-Literacy.L.7.2.b

Spell correctly.

Knowledge of Language:

CCSS.ELA-Literacy.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.7.4.a

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.7.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *belli* *co*se, *rebel*).

CCSS.ELA-Literacy.L.7.4.c

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 or its part of speech.

CCSS.ELA-Literacy.L.7.4.d

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).

CCSS.ELA-Literacy.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.7.5.a

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

CCSS.ELA-Literacy.L.7.5.b

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

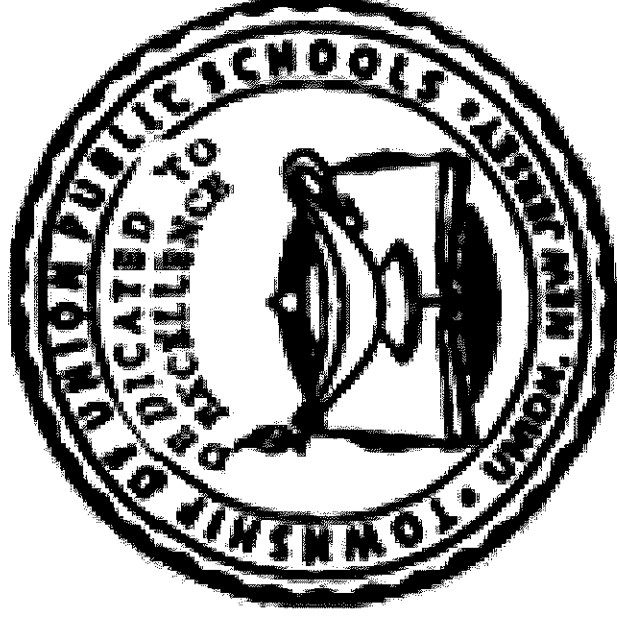
CCSS.ELA-Literacy.L.7.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

CCSS.ELA-Literacy.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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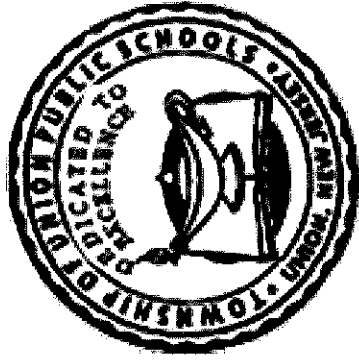


EN201 Sophomore English
Curriculum Guide 2016

Curriculum Guide Approved June 2016

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Board Members

Vito Nufrio, President

David Armenio, Vice President

Guy Francis

Steven Le

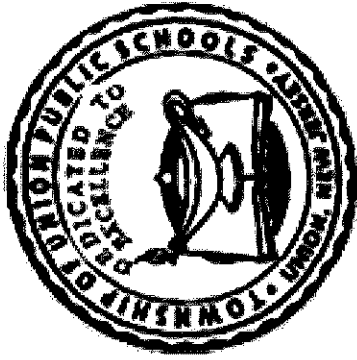
Jeff Monge

Ronald McDowell

Nellis Regis-Darby

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent	Mr. Gregory Tatum
Assistant Superintendent	Mrs. Annie Moses
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. Randi Moran
Math 6-12.....	Dr. Jeremy Cohen
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

EN201, Grade 10

**Andy Kenny
Thomas Danza**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

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

In Sophomore English, students study a variety of literary genres including the short story, the novel, and drama. Through the critical reading and analysis of works such as Julius Caesar and A Streetcar Named Desire, students continue to develop skills introduced in Freshman English, including the key elements of literature, especially the development of character and theme. In addition to a variety of creative assignments, students will continue to develop skills in research and writing MLA documented essays. Grammar, usage, vocabulary, and study skills will also be incorporated throughout the year.

Recommended Textbooks

- Prentice Hall Literature: Grade Ten; 2010, Pearson Education, Inc.
- Prentice Hall Writing Coach: Grade Ten, Date , Pearson Education, Inc.
- To Kill a Mockingbird----- Lee, Harper
- The Tragedy of Julius Caesar----- Shakespeare, William
- A Streetcar Named Desire----- Williams, Tennessee
- The Kite Runner----- Hosseini, Khalid
- A Separate Peace----- Knowles, John

Pacing Guide

Unit 1: To Kill a Mockingbird - The Novel
Unit 2: The Tragedy of Julius Caesar - Drama
Unit 3: A Separate Peace/ The Kite Runner
Unit 4: A Streetcar Named Desire - Drama
Unit 5: Writing and Grammar

Apx. Length of Unit: 45 days
Apx. Length of Unit: 45 days
Apx. Length of Unit: 45 days
Apx. Length of Unit: 45 days
Apx. Length of Unit: Throughout

Unit 1: To Kill a Mockingbird

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<u>To Kill a Mockingbird</u>	Characterization Plot Textual evidence Context Writing/Grammar Figurative Language Social inequality Human nature / morality Time period	-Characterization chart -Book v. movie analysis - Vocabulary in context - Plot chat/Timeline of events - Real-life connection assessment	RL. 1-10 RI 8,9,10 W. 1-10 SL. 1, 3, 5 L. 1-6
"The Monkey's Paw" "The Open Window" "There Will Come soft Rains"	The Short Story as a literary form Characterization Plot Textual evidence Context Writing/Grammar Genres in literature Foreshadowing suspense	-Characterization chart - Short story writing - Explanatory essay (Three Wishes) - Genre characteristics worksheet: Sci-fi v. Horror -Six-word short story -Comprehension/study guide questions	RL 1-10 RI 1,5,7-10 W. 1-10 SL. 1,2,4,6 L. 1-6
"The Bridegroom" "The Bean Eaters"	Poetry as a literary form Figurative language Types of poetry Writing/Grammar Speaker Fluency Tone mood	-Rhyme scheme exercise -Poems -Figurative in song project - Poetry worksheet: Identification of form / meter	RL 1-10 RI 1-7 W. 1-10 SL. 1,2,3 L. 1-6

Unit 3: Drama and Nonfiction

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<u>A Streetcar Named Desire</u>	elements of drama Characterization Plot Textual evidence Context Writing/Grammar Mood Stage directions Time period / setting conflict	-Plot charting - Nonfiction connection activity -Documented essay -Characterization chart -Book v. movie analysis - Vocabulary in context - Plot chat/Timeline of events - Real-life connection assessment	RL 1-10 RI 1-10 W. 1-10 SL. 1-6 L. 1-6
“The Dog That Bit People” “The Weather of New England	Nonfiction v. fiction Nonfiction types Purpose and Audience Hyperbole understatement Essay types Writing/Grammar	- Nonfiction identification activity - Vocabulary in context activity - Purpose identification through commercials activity - Persuasive/Narrative nonfiction writing	RL 1-10 RI 1-10 W. 2-6, 8-10 SL. 1-6 L. 4,5

Unit 4: The Novel and Nonfiction

Essential Reading Selections	Major Objectives/TOPICS for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<u>The Kite Runner</u>	Understanding the novel Characterization Plot Textual evidence Context Writing/Grammar Time period / setting Friendship and betrayal	<ul style="list-style-type: none"> -Characterization chart -Book v. movie analysis - Vocabulary in context - Plot chat/Timeline of events - Real-life connection assessment 	RL 1-10 RI 1-10 W. 1-10 SL. 1-10 L. 1-10
“From Desert Exile: The Uprooting of a Japanese American Family” “Keep Memory Alive”	Nonfiction v. fiction Nonfiction types Purpose and Audience Essay types Writing/Grammar World War II Persuasion Rhetorical devices Author’s purpose	<ul style="list-style-type: none"> - Nonfiction identification activity - Vocabulary in context activity - Purpose identification through commercials activity - Persuasive/Narrative nonfiction writing 	RL 1-10 RI 1-10 W. 1,6, 8-10 SL. 1-6 L. 1,3-5

Unit 5: Writing and Grammar

Essential Topics	Major Objectives/TOPICS for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p>Persuasive Essay Compare and Contrast Essay Literary Analysis Narrative Writing</p>	<p>Purpose and audience Textual evidence Introductions Body paragraphs In-text citations Plagiarism Conclusions Transitions Plot development Character development Creative writing References Using credible sources Conducting research</p>	<ul style="list-style-type: none"> - Essay writing - Multi-source text analysis - D.B.Q.'s - Documented essay - narrative writing 	<p>RL 1-10 RI 1-10 W. 1-10 SL. 2-6 L. 1-6</p>
<p>Selections from Writer's Coach</p>	<p>Various grammatical and mechanical topics including:</p>	<ul style="list-style-type: none"> - Do Now's - assessment in context of writing - peer review - Activity worksheets 	<p>RL 1-10 RI 1-10 W. 1-10 SL. 2-6 L. 1-6</p>

Common Core State Standards

Reading Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure:

CCSS.ELA-LITERACY.RL.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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CCSS.ELA-LITERACY.RL.9-10.8

(RL.9-10.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.9-10.10

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Reading: Informational Texts

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.4

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).

CCSS.ELA-LITERACY.RI.9-10.5

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).

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.RI.9-10.8

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.

CCSS.ELA-LITERACY.RI.9-10.9

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.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.1.A

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.

- CCSS.ELA-LITERACY.W.9-10.1.B
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.
- CCSS.ELA-LITERACY.W.9-10.1.C
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.
- CCSS.ELA-LITERACY.W.9-10.1.D
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.W.9-10.1.E
Provide a concluding statement or section that follows from and supports the argument presented.
- CCSS.ELA-LITERACY.W.9-10.2
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.
- CCSS.ELA-LITERACY.W.9-10.2.A
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.9-10.2.B
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-LITERACY.W.9-10.2.C
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- CCSS.ELA-LITERACY.W.9-10.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.W.9-10.2.F
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).

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.A

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.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.9-10.4

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.)

CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

CCSS.ELA-LITERACY.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.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.9.A

Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

CCSS.ELA-LITERACY.W.9-10.9.B

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").

Range of Writing:

CCSS.ELA-LITERACY.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.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

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.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.9-10.4

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.

CCSS.ELA-LITERACY.SL.9-10.5

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.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 [here](#) for specific expectations.)

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.1.A

Use parallel structure.*

CCSS.ELA-LITERACY.L.9-10.1.B

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.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.2.A

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

CCSS.ELA-LITERACY.L.9-10.2.B

Use a colon to introduce a list or quotation.

CCSS.ELA-LITERACY.L.9-10.2.C

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.9-10.3.A

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.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.9-10.4.A

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.

CCSS.ELA-LITERACY.L.9-10.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

CCSS.ELA-LITERACY.L.9-10.4.C

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.

CCSS.ELA-LITERACY.L.9-10.4.D

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).

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.9-10.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.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.