

Grade: 10		Subject: Advanced Communications																	
Teachers: Kalnick																			
Date: 04/14/2014																			
Unit # 1 / Title: Introduction to the course, Summer reading, research essay – theme or character analysis																			
Time Frame (calendar and # of weeks): 2-3 weeks																			
Standard(s): RL9-10.1, 9-10.2, 9-10.3; 9-10.4, 9-10.5, 9-10.10; RI 9-10.1, 9-10.2, 9-10.4, 9-10.5, 9.10-8, 9-10.10; W9-10.1, 9-10.4, 9-10.5, 9-10.6, 9-10.7, 9-10.8, 9-10.10; SL 9-10.1; L -10.1, 9-10.2, 9-10.3, 9-10.3, 9.10.6.																			
Big Idea(s): Review summer reading. Character and theme analysis. Introduction to research paper guidelines. Course expectations and guidelines.																			
Essential Questions		Enduring Understandings																	
<ul style="list-style-type: none">❖ What are the different styles and purposes of writing?❖ How can outside sources serve a writer in developing his or her ideas?❖ How can writing and researching improve thinking?❖ What are the guidelines for effective research writing?		<ul style="list-style-type: none">➤ Critical examination and evaluation of a text is essential in finding answers and developing worthwhile questions for further inquiry.➤ Using multiple sources to analyze multiple perspectives on an issue in an organized (use initial graphic organizers) outline and ultimately fashioned research paper.																	
Areas of Focus		Suggested Instructional Strategies																	
Prioritized CPIs ➤ READING: ➤ WRITING/RESEARCH:		➤ TOPIC/TEXT – TBA Summer Reading <table><tr><td colspan="2">Tier 1 → Activities/Strategies (Knowledge/Comprehension)</td></tr><tr><td>-</td><td>Students will have read summer reading texts (TBA) and complete a summary analysis of comprehension based on the theme(s), central characters, setting, and plot.</td></tr><tr><td>-</td><td>Review summer reading text to check for understanding of the novel. Review graphic organizers and discuss plot, characters, setting of the book.</td></tr><tr><td colspan="2">Tier 2 → Activities/Strategies (Application/Analysis)</td></tr><tr><td>-</td><td>Required format and use of in-text citations for a research essay.</td></tr><tr><td>-</td><td>The use of paraphrase and summary is more frequently used and is generally more effective than direct quotation.</td></tr><tr><td>-</td><td>The elements of an argument, particularly the counterargument.</td></tr><tr><td>-</td><td>Strategies for responding to timed essay prompts.</td></tr></table>		Tier 1 → Activities/Strategies (Knowledge/Comprehension)		-	Students will have read summer reading texts (TBA) and complete a summary analysis of comprehension based on the theme(s), central characters, setting, and plot.	-	Review summer reading text to check for understanding of the novel. Review graphic organizers and discuss plot, characters, setting of the book.	Tier 2 → Activities/Strategies (Application/Analysis)		-	Required format and use of in-text citations for a research essay.	-	The use of paraphrase and summary is more frequently used and is generally more effective than direct quotation.	-	The elements of an argument, particularly the counterargument.	-	Strategies for responding to timed essay prompts.
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➤ ORAL:	<ul style="list-style-type: none"> - Evaluate the validity and quality of sources. - Paraphrase, summarize and quote source material in support of a thesis. - Write a research essay that adheres to MLA requirements. - Blend original thought with outside source material. - Avoid plagiarism in consulting source material. - Develop a thesis on the theme or character analysis of the novel.
	Tier 3 → Activities/Strategies (Synthesis/Evaluation)
	- Complete 2-3 page essay on summer reading with at least two drafts that have been peer and teacher edited.
	➤ TOPIC/TEXT – Summer Reading
	Tier 1 → Activities/Strategies (Knowledge/Comprehension)
	<ul style="list-style-type: none"> - Students will read and identify strong quotes or passages that relate to the theme(s) of the book in order to reflect upon.
	Tier 2 → Activities/Strategies (Application/Analysis)
	<ul style="list-style-type: none"> - Students will respond to passages and quotes related to the theme(s) of the book through double entry journal entries, postcard writing, letters to friends, or multiple journal entries.
	Tier 3 → Activities/Strategies (Synthesis/Evaluation)
	<ul style="list-style-type: none"> - Students will brainstorm a theme they would like to explore in their book. - Students will organize their thematic brainstorm into an organized sequenced outline with subtopics to explore.
	➤ TOPIC/TEXT Periodicals TBA
	Tier 1 → Activities/Strategies (Knowledge/Comprehension)
	<ul style="list-style-type: none"> - Students will research periodicals to support their thematic research essay, annotating varied texts and linking them to the theme in the central text.
	Tier 2 → Activities/Strategies (Application/Analysis)

	<div data-bbox="584 191 1403 531"> <ul style="list-style-type: none"> - Students will begin to draft an essay utilizing quotes, facts, and analysis from periodicals to support a developed thesis on the summer reading. - Students will paraphrase and summarize information that supports their thesis argument. - Students will develop rationalization and logic to support thesis statements and provide written dialogue with sources to expand upon their thematic thesis statement. </div> <div data-bbox="584 531 1403 743"> <p>Tier 3 → Activities/Strategies (Synthesis/Evaluation)</p> <ul style="list-style-type: none"> - Students will peer review and revise their essays. - Students will use a rubric to self evaluate their writing and revise any needed mistakes. - Students will one on one conference their writing with their teacher. </div> <div data-bbox="584 846 1403 882"> <p>Performance Tasks/Assessments</p> </div> <div data-bbox="584 882 1403 1877"> <p>Activities to provide evidence for student learning of content and cognitive skills:</p> <ol style="list-style-type: none"> 1. Respond to quick writes related to essential questions and summer reading texts. 2. Brainstorm, draft, peer edit, and revise research paper through Google Docs. 3. Participate in whole class and small group discussions of texts in class. 4. Respond to online discussion prompts. <p>Research logs.</p> <p>Other Evidence of Mastery (Summative): Student proficiency (for a specific unit or multiple units) is defined for the individual at 80% or better; for the class: 80% of the students attain the established minimum standard; an exemplar or rubric should be referenced and included in the Evaluation Section</p> <p>Summative Assessments may include one or more of the following:</p> <ol style="list-style-type: none"> 1. Timed essay response to a prompt related to one or more of the summer reading texts. 2. Panel discussions of summer reading text. </div>
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Resources: <ul style="list-style-type: none"> - Summer reading texts - www.turnit.com - The Online Writing Lab at Purdue - Online and hard copy periodicals - Academy Charter High School Research paper guide on the server 	

INSTRUCTIONAL PLAN		
Unit#1 Sequence of instructional Topics*	Resources	Suggested Options for Differentiation
Topic #1: Introduction to the Course	Teacher-generated handouts presenting course requirements and student responsibilities	Students suggest rules and regulations to be incorporated in the teacher-generated handouts.
Topic #2: Summer Reading	Assigned Summer Reading texts (changes yearly)	
Topic #3: Responding to Literature	<i>Writing About Literature:</i> http://owl.english.purdue.edu/owl/resource/618/01/	Oral or digital presentation that offers a response to the summer reading text. A panel discussion among peers who shared the same summer reading text. A narrative that extends the plot of the summer reading text.
Topic #4: The Research Process (This topic may be pursued at any time throughout the year) Finding valid print and online sources Using MLA format Integrating sources Organizing sources	<i>Modern Language Association Handbook for Writing Research Papers (7th edition)</i> <i>Writing a Research</i>	Research paper response to the National Peace Essay Contest for High School Students: <i>The National Peace Essay Contest for High School Students:</i> http://www.usip.org/ed/npec/index.html Oral presentation of research findings.

Avoiding plagiarism	<p><i>Paper:</i> http://owl.english.purdue.edu/owl/resource/658/01/ <i>Room for Debate:</i> http://www.nytimes.com/roomfordebate (a list of contemporary controversial topics) Academy Charter High School Research paper guide on the server.</p>	
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