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| <b>UNIT #_1_:</b> Learning How to Communicate – Introduction / Narrative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>TIMEFRAME:</b> 2 to 3 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>BIG IDEA(S):</b><br>Writing <ul style="list-style-type: none"> <li>• Autobiography Timeline</li> <li>• Autobiography narrative / vignette</li> <li>• Biography / outline speeches</li> <li>• Mechanics</li> <li>• Organization</li> <li>• Setting / Plot / Conflict/ Characters</li> </ul> Speaking/Listening <ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Non-verbal cues</li> <li>• Oral communication</li> </ul> Reading <ul style="list-style-type: none"> <li>• Oral and silent reading</li> <li>• Reading for a purpose</li> <li>• Annotating and note taking</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• What is the purpose of communication?</li> <li>• What are various ways to communicate?</li> <li>• What are the most effective and ineffective ways to communicate?</li> <li>• How do you speak effectively?</li> <li>• In what ways are ideas communicated orally?</li> <li>• How do you listen?</li> <li>• What impact does listening have?</li> <li>• How do we approach writing? (Explain writing steps)</li> <li>• What are the different kinds of writing?</li> <li>• How does each step in the process impact your writing?</li> <li>• How does the audience influence the format of your writing?</li> <li>• How does the purpose influence the format of your writing?</li> <li>• What is narrative writing?</li> <li>• How do you tell the story of one's life and make it interesting?</li> </ul> |
| <b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• The students will understand that they must use nonverbal cues to enhance their message and accurately read the nonverbal cues of your listener.</li> <li>• The students will understand that all messages should be tailored to their audience.</li> <li>• The students will understand that technology is a great tool for reference but it must be used appropriately.</li> <li>• The students will understand that there is a proper way to communicate and they must adhere to these rules, such as empathetic listening and effective feedback.</li> <li>• The students will understand that there is a protocol for the communication classroom and they must follow it.</li> <li>• The students will understand that speeches can be both informal and formal and modify accordingly. Students will research a famous and positive speech, memorize, recite, and explain the meaning of the speech.</li> <li>• Students will understand what an autobiography is and how to write and present a piece of their narrative biography.</li> <li>• Students will understand how to make an interactive timeline of their life and use that timeline as a framework to write a narrative essay and present that story.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>READING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>RELEVANT RESOURCES/MATERIALS/CPIs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Tier 1 CPIs:</b> <ul style="list-style-type: none"> <li>• SL.9-10.1</li> <li>• SL.9-10.1b</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Students will read and review the proper ways to contribute to class and how to participate.</li> <li>• Students will read and take notes on various articles from TimeforKids.com through independent readings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Making Relevant Contributions to Communication - <a href="http://www.princeton.edu/mcgraw/library/for-students/class-participation-contr/">http://www.princeton.edu/mcgraw/library/for-students/class-participation-contr/</a></li> <li>• <i>Human Communication: The Basic Course</i> by Joseph A. DeVito, edition 8, 2000</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <ul style="list-style-type: none"> <li>Students will take notes on the definitions and examples of narrative writing definitions and examples.</li> <li>Students will create their own autobiography timeline</li> <li>Students will create a written vignette narrative on one capturing engaging time in their lives.</li> <li>Students will present their vignettes.</li> <li>Students will research a significant and successful positive leader to write a 5 minute presentation.</li> <li>Students will read a news article provided by the teacher and highlight details. Students will have a class discussion on the vividness of the details. Students will note how descriptive details are important to writing.</li> </ul> | <ul style="list-style-type: none"> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://nieonline.com/starledger/index.cfm">http://nieonline.com/starledger/index.cfm</a></li> <li>News article on server</li> </ul>                                              |
| <b>Tier 2 Activities/Strategies (Application/Analysis)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Tier 2 CPIs:</b> <ul style="list-style-type: none"> <li>RIT.9-10.8</li> <li>W.9-10.9</li> <li>SL.9-10.1</li> </ul>                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>Students will develop a topic with the teacher. They will then have a conversation where they display the proper ways to communicate learned in the reading.</li> <li>The students will highlight details from the news article provided by the teacher and have a class discussion on what details are important or needed or what details can be taken out of writing.</li> </ul>                                                                                                                                                                                                                                                                                                              | <b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>News article – on server</li> </ul>                                                                                                                                                                                          |
| <b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Tier 3 CPIs:</b> <ul style="list-style-type: none"> <li>SL.9-10.1d</li> <li>L.9-10.1</li> </ul>                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>Students will complete a survey to figure out what type of listener they are. They will then create a list of goals for how to better their listening skills. They will refer back to these goals throughout the semester.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>Fluency activity (rubric and directions on server)</li> <li>“What Type of Listener Am I?” Page 20/155 - <a href="http://training.fema.gov/EMIWeb/IS/IS242A.pdf">http://training.fema.gov/EMIWeb/IS/IS242A.pdf</a></li> </ul> |

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| <ul style="list-style-type: none"> <li>• The students will demonstrate their reading skills by completing a fluent oral reading for the teacher. The teacher will note the mistakes and how the students can improve. They will use this to work on their reading throughout the semester. At the end of the semester, the teacher and student will do this again and see if the results improved.</li> <li>• Students will understand their peers' backgrounds through listening skills.</li> <li>• Upon ending the unit, students will review their own communications skills and assess which skills they need to strengthen to become a more effective communicator. They will write a 2-3 paragraph response paper to this question.</li> </ul> |                                                                                                                                                                                                                                                                                                               |
| <b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Communication skills response paper, narrative timeline, vignette narratives, biography presentation, oral fluency rubric, class participation rubric</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b><br>Many of the lessons in this unit are done from the ENO board. They have websites to access and videos to watch.                                                                                                                                   |
| <b>WRITING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>RELEVANT RESOURCES/MATERIALS/CPIs</b>                                                                                                                                                                                                                                                                      |
| <b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Tier 1 CPIs:</b> <ul style="list-style-type: none"> <li>• RL.9-10.1</li> <li>• W.9-10.1</li> </ul>                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• The students will learn about how detail and description is so important to writing.</li> <li>• The teacher will review the different types of writing and show students some examples. Class will have a discussion.</li> <li>• After reading Timeforkids.com articles, the students will complete the questioning sheet. This will determine how the students infer information.</li> <li>• The students will learn how to develop a personal timeline.</li> <li>• The students will learn how to write an outline of a paper. The</li> </ul>                                                                                                                                                             | <b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Learning and Detail and Description - <a href="http://www.suite101.com/content/writing-with-details-a130155">http://www.suite101.com/content/writing-with-details-a130155</a></li> <li>• Questioning sheet (on server)</li> </ul> |

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| teacher will demonstrate and give examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Tier 2 Activities/Strategies (Application/Analysis)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Tier 2 CPIs:</b> <ul style="list-style-type: none"> <li>• W.9-10.1d</li> <li>• W.9-10.1e</li> <li>• W.9-10.3</li> </ul>                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• The students will write their timeline.</li> <li>• The students will write an outline for their narratives.</li> <li>• The students will complete “journal starters” during a timed writing every day. They will have a new sentence that they must complete and elaborate on.</li> </ul>                                                                                                                                                                       | <b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <a href="http://www1.aucegypt.edu/academic/writers/">http://www1.aucegypt.edu/academic/writers/</a></li> <li>• Journal starters examples on the server</li> </ul>                                                                                                                                                       |
| <b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Tier 3 CPIs:</b> <ul style="list-style-type: none"> <li>• W.9-10.2</li> <li>• W.9-10.5</li> <li>• SL.9-10.1b</li> </ul>                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Students will use what they have learned in the unit to evaluate in a short paper what they’ve learned through their autobiography, narrative, and speeches.</li> <li>• The students will receive an excerpt (10 lines) of a story (The Old Man and The Sea) that are jumbled out of order and as a group they have to put the puzzle together. Students will use comprehension and grammar skills, as well as group skills to synthesize the order.</li> </ul> | <b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Autobiography timeline, vignette essay, biography outline and presentation guidelines and rubric (on server)</li> <li>• Sentence strips</li> </ul>                                                                                                                                                                      |
| <b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• <b>Autobiography timeline, vignettes, biography speeches, and journal starters</b></li> </ul>                                                                                                                                                                                                                                                                                                                        | <b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b><br>Many of the lessons in this unit are done from the ENO board. They have websites to access and videos to watch.                                                                                                                                                                                                                         |
| <b>VOCABULARY/GRAMMAR/SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>RELEVANT RESOURCES/MATERIALS/CPIs</b>                                                                                                                                                                                                                                                                                                                                                            |
| <b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Tier 1 CPIs:</b> <ul style="list-style-type: none"> <li>• L.9-10.4</li> <li>• L.9-10.4c</li> </ul>                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• The students will test their grammar skills through a pre-assessment. This will determine what the teacher is going to cover in the next unit, Grammar and Test Prep.</li> <li>• The students will get new</li> </ul>                                                                                                                                                                                                                                           | <b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Teacher-made vocabulary materials</li> <li>• Dictionaries, Dictionary.com</li> <li>• <i>Vocabu-Lit</i> grade 9 book / Prentice Hall Writing and Grammar</li> <li>• <i>Vocabu-Lit</i> grade 9 teacher’s manual</li> <li>• www.freerice.com</li> <li>• Roots, prefixes, and suffixes presentations (on server)</li> </ul> |

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| <p>vocabulary words every week. They will learn about what is expected for them throughout the semester.</p> <ul style="list-style-type: none"> <li>Students will define words from new unit in Vocabu-Lit by reading a short passage and coming up with their own definitions.</li> <li>Students will learn about roots, prefixes, and suffixes through power point presentations and guided notes. They will note how they are used and why we have them.</li> <li>Students will keep a reference list of roots, prefixes, and suffixes in their binders for constant observation.</li> </ul> | <ul style="list-style-type: none"> <li>References -<br/> <a href="https://www.msu.edu/~defores1/gre/roots/gre_rts_afx1.htm">https://www.msu.edu/~defores1/gre/roots/gre_rts_afx1.htm</a>,<br/> <a href="https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm">https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm</a>,<br/> <a href="https://www.msu.edu/~defores1/gre/roots/gre_rts_afx3.htm">https://www.msu.edu/~defores1/gre/roots/gre_rts_afx3.htm</a> </li> </ul>                    |
| <p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Tier 2 CPIs:</b></p> <ul style="list-style-type: none"> <li>L.9-10.4a</li> <li>L.9-10.4b</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>Students will complete the assigned practice sections from unit in Vocabu-Lit, including finding synonyms and antonyms, completing the sentence, and filling in analogies.</li> <li>Students will create their own definitions of vocabulary words using context clues. They will write these on the hypothesis sheet.</li> <li>Students will play a review game of vocabulary words in order to apply the words to real life.</li> </ul>                                                                                                                | <p><b>Tier 2 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>Vocabu-Lit grade 9 book / Prentice Hall Writing and Grammar</li> <li>Vocabu-Lit grade 9 teacher's manual</li> <li>Hypothesis sheet</li> <li>"Vocabulary: How I Teach It" on Literacycookbook.com (Download Zone -&gt; Building Robust Vocabulary)</li> <li><a href="http://www.freerice.com">www.freerice.com</a></li> </ul>                                                                                       |
| <p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Tier 3 CPIs:</b></p> <ul style="list-style-type: none"> <li>L.9-10.4d</li> <li>L.9-10.6</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Students will come up with their own examples of words containing roots, prefixes, and suffixes to demonstrate their knowledge of the meaning of the roots, prefixes, or suffixes. The class will play a game demonstrating their knowledge and the teacher will keep a log of students' work.</li> <li>Students will complete pages 1-</li> </ul>                                                                                                                                                                                                       | <p><b>Tier 3 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>Root game (directions on server)</li> <li><i>201 Ready-to-Use Word Games for the English Language Classroom</i> by Jack Umstatter</li> <li><a href="http://www.prefixsuffix.com/rooty.php?navblks=1011000">http://www.prefixsuffix.com/rooty.php?navblks=1011000</a></li> <li><a href="http://www.prefixsuffix.com/meany.php?navblks=1011000">http://www.prefixsuffix.com/meany.php?navblks=1011000</a></li> </ul> |

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| <p>10 to demonstrate their knowledge acquired through learning about roots, prefixes, and suffixes. They will then work with a partner to discuss and debate their answers.</p> <ul style="list-style-type: none"> <li>Students will complete root, prefix, and suffix games on assigned websites to apply their knowledge to the internet and the world around them.</li> </ul>                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Pre/Post Assessments, Vocabulary exercises, Pages 1-10, games online</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <p>Many of the lessons in this unit are done from the ENO board. They have websites to access and videos to watch.</p>                                                                                                                                                                                                                                                                                                                                           |
| <b>TEST PREP/ NJ ASK PREP</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>RELEVANT RESOURCES/MATERIALS/CPIs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p> <ul style="list-style-type: none"> <li>The students will complete a communications pre-assessment on their own and then the teacher will score. This will determine what skills need to be taught in depth throughout the semester.</li> <li>The students will prewrite for a timed writing exercise.</li> <li>The students will learn about different types of writing and how they can achieve a final product.</li> </ul>                                                                           | <p><b>Tier 1 CPIs:</b></p> <ul style="list-style-type: none"> <li>W.9-10.5</li> </ul> <p><b>Tier 1 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>Types of writing handout – on server</li> <li>Making an outline – references are on the internet</li> </ul>                                                                                                                                                                                                                                               |
| <p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p> <ul style="list-style-type: none"> <li>The students will demonstrate reading comprehension skills by reading short passages and answering questions. Students will label the questions with the skill that they are testing, such as vocabulary in context or inference questions. The teacher will log these skills and keep track of reading comprehension skills over the semester.</li> <li>The students will complete a post-assessment (similar to the pre-assessment) at the end of the</li> </ul> | <p><b>Tier 2 CPIs:</b></p> <ul style="list-style-type: none"> <li>W.9-10.5</li> <li>RIT.9-10.3</li> </ul> <p><b>Tier 2 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>Autobiography timeline, personal narrative, and biography speeches guidelines</li> <li><i>Communications: Support and Practice for the Reading and Writing Workshops</i> by Holt, Reinhart, and Winston (suggested pages: 12, 30, 49, 67, 85, 105, etc)</li> <li>Communications post-assessment (in communications binder)</li> </ul> |

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| semester to determine if their communication skills have improved over the semester.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                            |
| <b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Tier 3 CPIs:</b> <ul style="list-style-type: none"> <li>W.9-10.2</li> <li>W.9-10.2d</li> </ul>                                                                                                                          |
| <ul style="list-style-type: none"> <li>The students will read three different pieces of narrative writing. They will determine who the audience may be, develop characters, conflict, conflict resolution, a descriptive setting(s). Students will then change the writing piece to make it their own as if they were completing a HSPA writing section.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    | <b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>Autobiography timeline directions and rubric (on server)</li> <li>Different articles/papers (on server)</li> </ul>                               |
| <b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b><br>communications pre/post assessment, changed HSPA writing sample                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>Many of the lessons in this unit are done from the ENO board. They have websites to access and videos to watch.</li> </ul> |
| <b>SPEAKING/ LISTENING/ VIEWING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>RELEVANT RESOURCES/MATERIALS/CPIs</b>                                                                                                                                                                                   |
| <b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Tier 1 CPIs:</b> <ul style="list-style-type: none"> <li>RIT.9-10.4</li> <li>W.9-10.6</li> <li>SL.9-10.1</li> </ul>                                                                                                      |
| <ul style="list-style-type: none"> <li>Students will complete “How Flexible Are You” on pages 160-162 in Human Communication. They will then have a class discussion on how to have an effective conversation.</li> <li>Students will watch a video on how to take effective notes. They will model what the video is doing while they watch.</li> <li>Students will go over listening habits and cues and learn about how to have an effective conversation by watching a model video. Then, they will act out a conversation using the habits and cues they have just learned.</li> <li>The students will learn the correct usage of the laptops. They will have to turn them on, log off, find information, and put them</li> </ul> | <b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li><i>Human Communication: The Basic Course</i> by Joseph A. DeVito, edition 8, 2000</li> </ul>                                                     |

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| away neatly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                |
| <b>Tier 2 Activities/Strategies<br/>(Application/Analysis)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Tier 2 CPIs:</b> <ul style="list-style-type: none"> <li>• W.9-10.3d</li> <li>• SL.9-10.6</li> </ul>                                                                         |
| <ul style="list-style-type: none"> <li>• Students will take notes during each student's "Getting to Know You" project about the students. They will create meaningful questions for each student based on their notes.</li> <li>• Students will ask their peers the questions they created while listening in an open forum session. Students will display listening skills and effective communication while asking questions.</li> <li>• The students will complete an Internet scavenger hunt to practice their research and internet skills. This will help them for their future research papers.</li> </ul>                                                                                                                | <b>Tier 2 Resources/Materials:</b>                                                                                                                                             |
| <b>Tier 3 Activities/Strategies<br/>(Synthesis/Evaluation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Tier 3 CPIs:</b> <ul style="list-style-type: none"> <li>• W.9-10.6</li> <li>• L.9-10.3</li> <li>• SL.9-10.5</li> </ul>                                                      |
| <ul style="list-style-type: none"> <li>• Students will present their "Getting to Know You" power point presentation to the class.</li> <li>• Students will present their "How To" projects to the class. They will demonstrate how to do the process that they wrote about. Select students will complete the process along with the presenter.</li> <li>• Students will come up with a list of great, reputable resources for research papers. The teacher will explain to students how they will use them and students will find 2 articles on a subject of their choosing. They must print out the articles, read them, highlight and annotate, and be prepared to write a 3-4 paragraph paper about the articles.</li> </ul> | <b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• "Getting to Know You" project guidelines – on server</li> <li>• "How to" projects</li> </ul>       |
| <b>STUDENT WORK PRODUCTS/<br/>ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Narrative paper, biography</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>INTERDISCIPLINARY CONNECTIONS/ USE OF<br/>TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>• Many of the lessons in this unit are done from the ENO board.</li> </ul> |

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|--------------------------------------------------------------------------|---------------------------------------------------|
| research activity. (rubric on server),                                   | They have websites to access and videos to watch. |
|                                                                          |                                                   |
| <b>ADDITIONAL OVERALL NOTES<br/>(e.g., field trips, guest speakers):</b> |                                                   |