

**ELA Advanced Communications**  
**CURRICULUM GUIDE**  
**2019-2020**

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### **SCHOOL PHILOSOPHY AND MISSION:**

As a child-centered school, Academy Charter High School is dedicated to providing a challenging, nurturing environment in which each child's social and academic potential is maximized. The students who graduate from ACHS will have the self-esteem, self-discipline, intellectual curiosity and critical thinking skills to maintain their status as lifelong learners.

### **PURPOSE AND VISION:**

The purpose of the Academy Charter High School English-Language Arts (ELA) Curriculum Guide is to provide a blueprint for organizing instructional strategies, methodologies and activities that provide an opportunity for every child to meet and exceed the New Jersey Student Learning Standards. It will guide the implementation of the standards by specifying the design of instructional materials, curriculum and instructional strategies. The standards designate what to teach at specific grade levels, and this guide provides procedures and selected research-based approaches for implementing instruction to meet the diverse needs of the student population, including those with special learning needs and whose native language is other than English.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:

- Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
- Provide student outcomes that are developmentally appropriate and measurable
- Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
- Present the Key Elements of content and skills for the purpose of creating an environment of Enduring Understanding through
- Essential Questions and student-centered learning scenarios
- Provide resources of Best Practices from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:

- Exploration & Discovery
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning stations

The English Language Arts Literacy Curriculum Guide provides a balanced and comprehensive approach that focuses on:

- Explicit teaching of skills as a means of supporting mastery of standard English conventions, comprehension strategies and communication skills to cultivate competent learners
- Acquisition of literacy skills to support efficient readers, writers, speakers, listeners and viewers
- Engagement of students in activities that provide opportunities for students to participate in problem-solving using inquiry skills
- A variety of literary genres to create well rounded readers
- Differentiated instructional strategies to address diverse learning styles and needs
- Project-based, authentic learning activities
- Instructional practices delivered in meaningful contexts in order to enable students to preserve the learning for future use or transfer to other learning activities
- The use of technology as a tool for learning to develop 21st century learners
- Intentional, explicit and systematic instruction in fluency, comprehension, and vocabulary development

<b>Content Area</b>	English Language Arts - Advanced Communications
<b>Interdisciplinary Connections</b>	The updated curriculum documents to reflect interdisciplinary connections. Activities, assessments and/or differentiation strategies were highlighted and coded the specific content area. <b>(Interdisciplinary Connections)</b>
<b>Core Instructional Materials (including digital tools)</b>	<i>12 Angry Men</i> and <i>Freedom Writers</i> . Specific supplemental instructional materials are located within each unit below. All students are also supplied with a Chromebook with internet access.
<b>21<sup>st</sup> Century Themes and Skills</b>	<p>Students completing Advanced Communications will develop the following 21<sup>st</sup> Century Skills and Themes:</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>- Global Awareness</li> <li>- Civic Literacy</li> </ul> <p><b>Skills:</b></p> <p><u>Learning and Innovation Skills</u></p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <li>- Think creatively, work creatively with others</li> </ul> <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <li>- Reason effectively, use systems thinking, make judgements and decisions, solve problems</li> </ul> <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <li>- Communicate clearly, collaborate with others</li> </ul> <p><u>Information, Media and Technology Skills</u></p> <p>Information Literacy</p> <ul style="list-style-type: none"> <li>- Access and evaluate information, use and manage information</li> </ul> <p>Media Literacy</p> <ul style="list-style-type: none"> <li>- Analyze media products</li> </ul> <p>ICT Literacy</p>

	<ul style="list-style-type: none"> <li>- Apply technology effectively</li> </ul> <p><u>Life and Career Skills</u></p> <p><u>Flexibility and Adaptability</u></p> <ul style="list-style-type: none"> <li>- Adapt to varied roles, job responsibilities, schedules and contexts</li> <li>- Be Flexible: Incorporate feedback effectively; deal positively with praise, setbacks, and criticism; understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments</li> </ul> <p><u>Initiative and Self-Direction</u></p> <ul style="list-style-type: none"> <li>- Manage goals and time, work independently, be self-directed learners</li> </ul> <p><u>Social and Cross-Cultural Skills</u></p> <ul style="list-style-type: none"> <li>- Interact effectively with others, work effectively in diverse teams</li> </ul> <p><u>Productivity and Accountability</u></p> <ul style="list-style-type: none"> <li>- Manage projects and produce results</li> </ul> <p><u>Leadership and Responsibility</u></p> <ul style="list-style-type: none"> <li>- Guide and lead others, be responsible to others</li> </ul>
<p><b>Career Readiness Practices and Standards</b></p>	<p>Students completing Advanced Communications will develop the following Career Readiness Practices and Standards:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

	<p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals.</p> <p>9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions.</p> <p>9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</p>
<p><b>8.1 Educational Technology</b></p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</b></p>	<p>Upon completion of Advanced Communications, students will have developed the following NJSLS Technology Standards:</p> <p>8.1.12.A.3 – Collaborate in online courses, learning communities, social networks or virtual worlds to discuss the resolution to a problem or issue</p> <p>8.1.12.C.1 – Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community</p> <p>8.1.12.E.1 – Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources</p> <p>8.1.12.F.1 – Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and social needs</p>
<p><b>New Jersey Student Learning Standards (NJSLS)</b></p>	<p><b><i>Reading Literature</i></b></p> <p><b>Key Ideas and Details</b></p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>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 and provide an objective summary of the text.</p> <p>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.</p>

**Craft and Structure**

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).

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 specific effects (e.g. mystery, tension, or surprise).

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**

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 work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

***Reading Informational Text*****Key Ideas and Details**

RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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**

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).

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).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

**Integration of Knowledge and Ideas**

RI.9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe 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 reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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,” Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

***Writing***

**Text Types and Purposes**

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.

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.  
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.

**Production and Distribution of Writing**

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.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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**

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 an understanding of the subject under investigation.

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 (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

**Range of Writing**

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***

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- 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.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

***Presentation of Knowledge and Ideas***

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

***Language***

***Conventions of Standard English***

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure.\*
- 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.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

**Knowledge of Language**

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**Vocabulary Acquisition and Use**

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.

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

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

	<p>text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p>	
<b>Pacing Guide</b>	<b>Unit</b>	<b>Timeframe</b>
	1. Introduction to the Course, Summer Reading, Research essay - Theme or Character Analysis	2-3 weeks
	2. Argumentative vs. Persuasive and <i>12 Angry Men</i>	3-4 weeks
	3. Research Fact Based and Expository Writing	3-5 weeks
	4. Narrative Writing	3-4 weeks
	5. Journalism	3-5 weeks
<b>Resource</b>	<p>Students in Resource English are exposed to texts that are the same or similar in content, but are scaled to students' Lexile and comprehension levels. Texts may include, but aren't limited to the adapted version of core texts and graphic novels of core texts. Additionally, students in Resource English may have a modified pacing guide to meet the needs of individual students.</p>	
<b>Benchmark Assessments</b>	<p>All students take standardized midterms and finals. Other assessments are indicated throughout the units of study.</p>	

**Unit 1:  
Introduction to the Course, Summer Reading, Research Essay - Theme or Character Analysis**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP1; CRP2; CRP4; CRP9; CRP11; CRP12; 9.1.12.A.5**

**NJSLS Technology: 8.1.12.A.3**

**Interdisciplinary Connections: Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3**

**Approximate Time Frame: 2-3 weeks**

**Big Ideas:**

- Course expectations and guidelines
- Review summer reading
- Character and theme analysis
- Introduction to research papers

**Essential Questions:**

- 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?

**Enduring Understandings:**

- The students will understand that the critical examination and evaluation of a text is essential in finding answers and developing worthwhile questions for further inquiry.
- The students will understand that using multiple sources to analyze multiple perspectives on an issue in an organized (use initial graphic organizers) outline and ultimately fashioned research paper.

**SUMMER READING/RESEARCH MLA FORMAT**

**RELEVANT RESOURCES/MATERIALS/CPIs**

<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: RL.9-10.2.</b></p>
<ul style="list-style-type: none"> <li>● Students will have read summer reading texts and complete a summary analysis of comprehension based on the theme(s), central characters, setting, and plot.</li> <li>● Review summer reading text to check for understanding of the novel. Review graphic organizers and discuss plot, characters, setting of the book.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Assigned Summer Reading Novels</li> <li>● Graphic Organizers/ Plot Charts/ Summer Assignment</li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: RL.9-10.1. RL.9-10.3. W.9-10.9.</b></p>
<ul style="list-style-type: none"> <li>● Required format and use of in-text citations for a research essay.</li> <li>● The use of paraphrase and summary is more frequently used and is generally more effective than direct quotation.</li> <li>● The elements of an argument, particularly the counterargument.</li> <li>● Strategies for responding to timed essay prompts.</li> <li>● Evaluate the validity and quality of sources.</li> <li>● Paraphrase, summarize and quote source material in support of a thesis.</li> <li>● Write a research essay that adheres to MLA requirements.</li> <li>● Blend original thought with outside source material.</li> <li>● Avoid plagiarism in consulting source material.</li> <li>● Develop a thesis on the theme or character analysis of the novel.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● MLA requirements Doc or book</li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: W.9-10.2 W.9-10.5 W.9-10.6. W.9-10.8</b></p>

<ul style="list-style-type: none"> <li>Complete 2-3 page essay on summer reading with at least two drafts that have been peer and teacher edited.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Essay drafting/Google Docs</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Respond to quick writes related to essential questions and summer reading texts, Summer reading assignments, and essay	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Google Docs

QUOTATIONS AND PARAPHRASING	RELEVANT RESOURCES/MATERIALS/CPIs
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs:</b> <b>W.9-10.9.</b> <b>RL.9-10.1</b> <b>RL.9-10.2.</b>
<ul style="list-style-type: none"> <li>Students will read and identify strong quotes or passages that relate to the theme(s) of the book in order to reflect upon.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Main summer reading text</li> <li>Purdue OWL online</li> <li><i>Modern Language Association Handbook for Writing Research Papers (7th edition)</i></li> <li><i>Writing a Research Paper:</i></li> <li><a href="http://owl.english.purdue.edu/owl/resource/658/01/">http://owl.english.purdue.edu/owl/resource/658/01/</a></li> <li><i>Room for Debate:</i></li> <li><a href="http://www.nytimes.com/roomfordebate">http://www.nytimes.com/roomfordebate</a></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs:</b> <b>RL.9-10.2.</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Graphic Organizers</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs:</b> <b>RL.9-10.2.</b>

<ul style="list-style-type: none"> <li>Students will brainstorm a theme they would like to explore in their book.</li> <li>Students will organize their thematic brainstorm into an organized sequence outline with subtopics to explore</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Theme Analysis Docs</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Theme analysis and quotation review cards, research log, discussions	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Technology for writing and research

PERIODICALS/DATABASE ARTICLES	RELEVANT RESOURCES/MATERIALS/CPIs
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: RI.9-10.5. RI.9-10.3.</b>
<ul style="list-style-type: none"> <li>Students will research periodicals to support their thematic research essay, annotating varied texts and linking them to the theme in the central text.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Periodicals/Scholarly Journals</li> <li>SIRS database</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: W.9-10.9.</b>
<ul style="list-style-type: none"> <li>Students will begin to draft an essay utilizing quotes, facts, and analysis from periodicals to support a developed thesis on the summer reading.</li> <li>Students will paraphrase and summarize information that supports their thesis argument.</li> <li>Students will develop rationalization and logic to support thesis statements and provide written dialogue with sources to expand upon their thematic thesis statement.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>Draft Process</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: W.9-10.5</b>

<ul style="list-style-type: none"> <li>● Students will peer review and revise their essays.</li> <li>● Students will use a rubric to self evaluate their writing and revise any needed mistakes.</li> <li>● Students will one on one conference their writing with their teacher.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Peer Review sheets</li> <li>● <a href="http://www.turnitin.com">www.turnitin.com</a></li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Brainstorming, Essay drafting, final essay</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Technology for writing and research</p>

**Unit 2:**  
**Argumentative vs. Persuasive and *12 Angry Men***

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)**

**Approximate Time Frame: 3-4 weeks**

**Big Ideas:**

- Racism
- Prejudice
- Restorative Justice
- Capital Punishment

**Essential Questions:**

- Is our judicial system fair?
- What is the role of a juror and how does one become a juror?
- How do other countries justice systems work?
- Is capital punishment efficient and fair?
- Why does racism and prejudice exist?
- How do we unlearn racism and prejudice?

**Enduring Understandings:**

- Students will understand definitions of racism, prejudice, restorative justice, reasonable doubt.
- Students will understand restorative justice policies
- Students will understand the parameters of the policy of capital punishment

- Students will understand the civic role of a juror in the United States
- Students will understand the historical background of male and female roles in the 1950s.

READINGS OF THE PLAY <i>12 ANGRY MEN</i>	RELEVANT RESOURCES/MATERIALS/CPIs
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: RL.9-10.3. RL.9-10.5. W.9-10.9</b></p>
<ul style="list-style-type: none"> <li>• Students will read and identify with one of the 12 characters in the play.</li> <li>• Students will identify, discuss, and take notes on the elements of the setting in the play.</li> <li>• While reading and acting out the play, students will graphically organize character’s decisions that drive the plot. Students will also take notes on the evidence revealed in the play.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <i>12 Angry Men</i> play</li> <li>• Character list</li> <li>• Comprehension questions</li> <li>• Evidence Graphic Organizer</li> <li>• Juror Voting Graphic Organizer</li> <li>• NY Times article – Google Mistrials</li> <li>• <i>What I’ve Learned About Undoing Racism</i> article by Andrea Ayvazian</li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: RL.9-10.5. RL.9-10.1. RI.9-10.1 RI.9-10.2</b></p>
<ul style="list-style-type: none"> <li>• Students will list the order of evidence and then analyze the evidence of the play in terms of circumstantial or reasonable doubt.</li> <li>• Students will read various short essays about the US judicial system, roles of a juror, other countries judicial systems to compare and contrast to.</li> <li>• Students will analyze gender and race theories through character analysis of the play.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.icivics.org">www.icivics.org</a></li> <li>• <a href="http://gordonscruton.wordpress.com/2011/09/13/12-angry-men-a-dramatic-activity-plan/">http://gordonscruton.wordpress.com/2011/09/13/12-angry-men-a-dramatic-activity-plan/</a></li> <li>• <a href="https://bu.digication.com/americanjusticeidu/Activities">https://bu.digication.com/americanjusticeidu/Activities</a></li> <li>• <a href="http://www.webenglishteacher.com/rose.html">http://www.webenglishteacher.com/rose.html</a></li> </ul>

<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: RI.9-10.3. RI.9-10.5.</b>
<ul style="list-style-type: none"> <li>● Students will have Socratic discussions about the play that evaluate the evidence of the play and the decisions of the boy’s innocence of the play.</li> <li>● Students will write about a personal time in which they may have influenced others to make a decision that favored their own.</li> <li>● Students will evaluate the pros and cons of our current judicial system and provide suggestions on how to make it better.</li> <li>● Students will evaluate legal policies concerning a state’s capital punishment or life in prison.</li> <li>● Students will complete formative quizzes on the play and complete a summative end of play test.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Legal policies/Capital punishment laws</li> <li>● Paper/Docs</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <i>12 Angry Men</i> quizzes and end of play summative test, Vocabulary quizzes	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Articles from databases or online. Docs for writing tasks, History of jurors/government.

<b>PERSUASIVE ADVERTISEMENTS AND ESSAYS</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: RI.9-10.4 RI.9-10.7</b>
<ul style="list-style-type: none"> <li>● Students will learn new persuasive vocabulary – ethos, pathos, and logos.</li> <li>● Students will look at various advertisements that try to persuade people.</li> <li>● Students will review the elements of a 5 paragraph persuasive/argumentative essay.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Vocabulary list</li> <li>● Advertisement samples</li> <li>● Elements of a persuasive/argument essay doc</li> </ul>

<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: RI.9-10.7 RI.9-10.8</b></p>
<ul style="list-style-type: none"> <li>● Students will learn persuasive essay vocabulary – ethos, pathos, and logos.</li> <li>● Students will view, read, and analyze advertisements that appeal to each one of these terms.</li> <li>● Students will brainstorm controversial topics for a persuasive essay that are two sided.</li> <li>● Students will write thesis statements for persuasive topics.</li> <li>● Students will research logos, ethos, and pathos evidence to support their thesis.</li> <li>● Students will analyze a wholistic persuasive rubric as well as model persuasive essays.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Thesis statement template</li> <li>● Research and vocab. Log</li> <li>● Rubric</li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: RI.9-10.9 W.9-10.1 W.9-10.5.</b></p>
<ul style="list-style-type: none"> <li>● After analyzing other advertisement students will create their own advertisements using an ethos, pathos, or logos argument.</li> <li>● Students will write a polished five paragraph persuasive/argument essay that is peer edited, one on one edited with the teacher.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Advertisement samples</li> <li>● Peer edit sheets</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Research logs, vocabulary review, persuasive/argument essay, peer edit logs</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for writing essays, researching terms, and creating thesis statements.</p>

**Unit 3:  
Research Fact Based and Expository Writing**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)**

**Approximate Time Frame: 3-5 weeks**

**Big Ideas:**

- Thesis Statements
- Supporting Evidence
- Citations
- Inquiry

**Essential Questions:**

- How is research writing similar and different from persuasive and narrative writing?
- How does research enrich an institution or a cause and ultimately society?
- How can outside sources serve a writer in developing his or her ideas?
- How can writing and researching improve thinking?
- Why is research important to improving your reading and writing?

**Enduring Understandings:**

- Students will understand how to choose a topic and subtopics.
- Students will understand the parts of a research paper.
- Students will understand how to organize a research paper.
- Students will understand how to develop thesis statements.
- Students will understand how to find and cite appropriate sources.

PURPOSE OF A RESEARCH PAPER AND TOPICS	RELEVANT RESOURCES/MATERIALS/CPIs
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: W.9-10.2.</b></p>
<ul style="list-style-type: none"> <li>● Read Academy Charter High School’s Research Paper Guide – purpose of research paper, sample research paper.</li> <li>● Understanding the difference between an essay and a research paper.</li> <li>● Read about all of the different parts of a research paper.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Academy Charter High School Research Paper Guide</li> <li>● <a href="http://www.midway.edu/library/topics">http://www.midway.edu/library/topics</a></li> <li>● <a href="http://www.topessaywriting.org/blog/high-school-research-paper-topics">http://www.topessaywriting.org/blog/high-school-research-paper-topics</a></li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: W.9-10.2. W.9-10.7.</b></p>
<ul style="list-style-type: none"> <li>● After reading a sample research paper and a sample essay in the packet, analyze through a Venn diagram the differences between the two types of writing.</li> <li>● Research topics of interest and analyze a perspective on that topic in which you can argue a point.</li> <li>● Develop written thesis statements that try to prove something about your topic.</li> <li>● Develop subtopics based on your topics in an outline form.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Venn Diagram</li> <li>● Sample essays</li> <li>● Topics list</li> <li>● Thesis statement template</li> <li>● Sample source annotations</li> <li>● Outline</li> </ul>

<ul style="list-style-type: none"> <li>• How to annotate your sources of information. Annotate your sources for key evidence that supports your topic.</li> <li>• Organize and revise an outline</li> </ul>	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: W.9-10.2. W.9-10.6.</b>
<ul style="list-style-type: none"> <li>• Gather research evidence to paraphrase, summarize, and synthesize into multiple subtopics.</li> <li>• Self evaluate how much credible sources and information is available from your research of your topic.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• How to paraphrase, quote, and summarize information</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Evidence logs, venn diagram	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for research, history depending on the topic chosen

<b>RESEARCH WRITING</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: W.9-10.8.</b>
<ul style="list-style-type: none"> <li>• Continue to research and read literary articles about your topic from a variety of sources.</li> <li>• Begin to write a rough draft developing an introduction that catches a reader and includes your thesis.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Literary articles</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: RI.9-10.1</b>
<ul style="list-style-type: none"> <li>• Write a first rough draft based on your outline including an introduction, various argument paragraphs that cite sources, and a conclusion.</li> <li>• Review research paper packet that shows models of how to cite sources and write effective conclusions.</li> <li>• Develop a works cited page in MLA format according to research packet.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>• Draft template/outline</li> <li>• Research paper packet/models</li> <li>• Works Cited information</li> </ul>

<ul style="list-style-type: none"> <li>● Revise various drafts through peer editing, teacher coaching sessions, and self reflections. See research packet for techniques for successful editing.</li> </ul>	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: RI.9-10.1 W.9-10.5. W.9-10.6.</b>
<ul style="list-style-type: none"> <li>● Utilize multiple revisions and feedback to create a final draft.</li> <li>● Review research paper rubric in order to do well on the final.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Docs</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Research paper drafts	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for research, articles. And typing essays

**Unit 4:  
Narrative Writing**

**21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)**

**Approximate Time Frame: 3-4 weeks**

**Big Ideas:**

- Narration
- Elements of a story
  - setting,
  - plot,
  - conflict,
  - and characters

**Essential Questions:**

- What are the elements of a narrative story?
- What is a complex character?
- How are conflicts resolved in writing?
- What strategies in writing lead to conflicts?
- Why do some authors use more than one narration?

**Enduring Understandings:**

- Students will be able to write narrative essays in different narrations.
- Students will understand how to develop complex characters with both inner conflicts and exterior conflicts.
- Students will understand how to write creative dialogue.
- Students will understand the difference between fiction, nonfiction, and creative nonfiction.
- Students will be able to develop descriptive settings that add to the element of the story.

NARRATIVE LITERATURE: READING	RELEVANT RESOURCES/MATERIALS/CPIs
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 CPIs: RL.9-10.1. RL.9-10.3.</b></p>
<ul style="list-style-type: none"> <li>● Identify narrative points of view in various genres of literature.</li> <li>● Read narrative short stories or larger novel for understanding of setting, plot, characters, and conflicts (choice).</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● <i>The Catcher in the Rye</i> by J.D. Salinger; <i>Their Eyes Were Watching God</i> by Zora Neale Hurston; <i>The Freedom Writers</i> by Erin Sewel; <i>The Lottery</i> by Shirley Jackson; <i>A Hunger Artist</i> by Franz Kafka; <i>The Man Who Was Almost a Man</i> by Richard Wright; <i>The Bet</i> by Anton Chekhov; <i>This I Believe</i> NPR Essay Book.</li> <li>● <i>Freedom Writers</i> Movie; <i>Their Eyes Were Watching God</i> movie; <i>The Catcher in the Rye</i> movie</li> <li>● <a href="http://thisibelieve.org/">http://thisibelieve.org/</a></li> <li>● <a href="http://more.headroyce.org/research/writing/narrative/narrtopics.html">http://more.headroyce.org/research/writing/narrative/narrtopics.html</a></li> <li>● <a href="http://www.glencoe.com/sites/north_carolina/student/language_art/assets/binders/wp_sr_sr_g9_nc.pdf">http://www.glencoe.com/sites/north_carolina/student/language_art/assets/binders/wp_sr_sr_g9_nc.pdf</a></li> <li>● <a href="http://staff.esuhd.org/danielle/english%20department%20village/biographical2.html">http://staff.esuhd.org/danielle/english%20department%20village/biographical2.html</a></li> <li>● <a href="http://www.freedomwritersfoundation.org/curriculum">http://www.freedomwritersfoundation.org/curriculum</a></li> <li>● <a href="http://www.imdb.com/video/wab/vi1487340057/">http://www.imdb.com/video/wab/vi1487340057/</a></li> </ul>

<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 CPIs: W.9-10.10</b>
<ul style="list-style-type: none"> <li>● Use graphic organizers to analyze character and plot analysis.</li> <li>● Annotate the literature for main ideas, vocabulary inferences, setting, plot, conflict, and character analysis.</li> <li>● Journal writing prompts in relation to quotes from the literature.</li> <li>● Summarize chapter or short stories and reflect on comprehension / understanding.</li> </ul>	<u>Tier 2 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Graphic organizers</li> <li>● Journal prompts</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 CPIs: W.9-10.10</b>
<ul style="list-style-type: none"> <li>● Evaluate understanding of narrative text(s) through quizzes, unit tests from end of the novel or short stories used.</li> <li>● Quizzes on vocabulary</li> <li>● Personal journal writing narratives based on <i>Freedom Writers</i>.</li> </ul>	<u>Tier 3 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Quizzes/Tests</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Tests and Quizzes – Unit test on narrative novel or narrative short stories. Vocabulary quizzes. Projects – Journal writing projects	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Technology for typing assignments and reviewing articles and texts by website

<b>NARRATIVE WRITING</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 CPIs: RL.9-10.3.</b>
<ul style="list-style-type: none"> <li>● Understand the elements of a story.</li> <li>● Brainstorm what makes good characters.</li> <li>● Brainstorm what makes a good problem in drama and what are the most common problems in drama.</li> </ul>	<u>Tier 1 Resources/Materials:</u> <ul style="list-style-type: none"> <li>● Story elements chart</li> </ul>

<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: RL.9-10.3. RL.9-10.1. W.9-10.5.</b></p>
<ul style="list-style-type: none"> <li>● Develop characters in a story you will develop – either fictional or nonfictional.</li> <li>● Create and develop character traits and personalities in each of those characters.</li> <li>● Define descriptive setting(s) in where your story will take place.</li> <li>● Develop 3 conflicts that each character is going through. Analyze how each character personality will react / respond to each conflict. Analyze how the conflict will drive and twist the story.</li> <li>● Practice writing dialogue to establish character and conflict relationship and how conflicts are resolved.</li> <li>● Write two rough drafts of a story.</li> <li>● Analyze and apply a writing rubric to the narrative writing texts with models of established writing.</li> <li>● Alternate project – create a comic strip narrative writing story board.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Drafting outlines</li> <li>● Character, setting, and conflict charts</li> <li>● Comic strip storyboard sample</li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: W.9-10.3 W.9-10.4. W.9-10.6.</b></p>
<ul style="list-style-type: none"> <li>● Workshop both rough drafts of a story through one on one teacher writing coaching and peer editing.</li> <li>● Publish students’ narrative writing.</li> <li>● Comic strip narrative writing story board.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Outlines/Drafts</li> <li>● Storyboard program</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Writing Assignments – Narrative writing story published piece.</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Technology for typing essays and creating storyboards</p>

## Unit 5: Journalism

### **21<sup>st</sup> Century Themes and Skills:**

**Themes:** Global Awareness, Civic Literacy

**Skills:** Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

**NJSLS 21<sup>st</sup> Century Life and Career Practices: CRP 5; CRP 7; CRP 11; 9.1.12.A.3; 9.1.12.A.9**

**NJSLS Technology: 8.1.12.C.1; 8.1.12.F.1**

**Interdisciplinary Connections: (Social Studies - 6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.D.9.b; Visual & Performing Arts - 1.2.12.A.2; 1.4.12.A.3)**

**Approximate Time Frame: 3-5 weeks**

### **Big Ideas:**

- News Sources
- Current Events
- Objectivism

### **Essential Questions:**

- What are the different types of journalism?
- How do you know what is a credible news source?
- Why are current events important to be knowledgeable about?
- Why are some news sources slanted towards a particular political way of thinking?
- What are some different interviewing styles and how are they different?

### **Enduring Understandings:**

- Students should understand how to write a news story with a lead, facts and evidence, and a conclusion.
- Students should be able to decipher what political slant a news source report is.
- Students should understand different interview styles and various questioning techniques.
- Students will be able to understand how to present their own news writing stories in a professional news broadcast.

- Students will be able to critique different news formats and ways they portray the news.
- Students will understand the difference between broadcast journalism, literary journalism, and media journalism.

<b>IDENTIFYING DIFFERENT SOURCES OF JOURNALISM</b>	<b>RELEVANT RESOURCES/MATERIALS/CPIs</b>
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: RI.9-10.2. RI.9-10.3.</b></p>
<ul style="list-style-type: none"> <li>• Students will read for information and understanding of facts in a variety of print and online news sources.</li> <li>• Students will identify what a lead or introduction paragraph is.</li> <li>• Students will brainstorm and discuss news topics in current events.</li> <li>• Students will understand the role of a career in news.</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Print and Online New Source examples</li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: RI.9-10.2.</b></p>
<ul style="list-style-type: none"> <li>• Students will analyze news stories and discuss various themes, viewpoints, and issues that are trending in the news.</li> <li>• Students will discuss why certain news stories are trending, how long they stay newsworthy, and what reasons or solutions there are to these issues.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Print and Online New Source examples</li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: RI.9-10.1</b></p>
<ul style="list-style-type: none"> <li>• Students will evaluate the role news plays in our lives. How are we influenced by news sources and which types of news?</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>• Docs/Paper</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> Analysis/Evaluation of new sources</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Computers for research of new sources and typing an evaluation of each</p>

NEWSCAST PROJECT	RELEVANT RESOURCES/MATERIALS/CPIs
<p style="text-align: center;"><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p style="text-align: center;"><b>Tier 1 CPIs: RI.9-10.3.</b></p>
<ul style="list-style-type: none"> <li>● Students will read, discuss and summarize 3 to 5 news stories in different news categories per week (sports, politics, world, science, history, art, entertainment, food, local, state, government, health, etc).</li> </ul>	<p><u>Tier 1 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● 3-5 News stories from different topics</li> <li>● <a href="http://www.acep.org/Advocacy/Effective-Media-Interview-Techniques/">http://www.acep.org/Advocacy/Effective-Media-Interview-Techniques/</a></li> <li>● <a href="http://www.nbcnews.com/id/3032608/">http://www.nbcnews.com/id/3032608/</a></li> <li>● <a href="http://www.cnn.com">www.cnn.com</a></li> <li>● <a href="http://www.timemagazine.com">www.timemagazine.com</a></li> <li>● <a href="http://www.nj.com">www.nj.com</a></li> <li>● <a href="http://www.app.com">www.app.com</a></li> <li>● <a href="http://www.nytimes.com">www.nytimes.com</a></li> <li>● <a href="http://www.cbsnews.com/60-minutes/">http://www.cbsnews.com/60-minutes/</a></li> <li>● <a href="http://www.nytimes.com/2004/10/12/opinion/12scanlan.html?_r=0">http://www.nytimes.com/2004/10/12/opinion/12scanlan.html?_r=0</a></li> </ul>
<p style="text-align: center;"><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p style="text-align: center;"><b>Tier 2 CPIs: RI.9-10.5.</b></p>
<ul style="list-style-type: none"> <li>● Students will write a short summary and analysis on at least one or two news stories to present in a news broadcast or a literary newspaper or magazine.</li> </ul>	<p><u>Tier 2 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Summary example and template</li> </ul>
<p style="text-align: center;"><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p style="text-align: center;"><b>Tier 3 CPIs: RI.9-10.8. W.9-10.8.</b></p>
<ul style="list-style-type: none"> <li>● Peer edit other students' news stories for publication or news broadcast.</li> <li>● Perform news stories in a newscast through public speaking.</li> <li>● Critique and evaluate news broadcast or literary newspaper or magazine as a class.</li> </ul>	<p><u>Tier 3 Resources/Materials:</u></p> <ul style="list-style-type: none"> <li>● Peer edit forms</li> <li>● Discussion question samples</li> </ul>

<ul style="list-style-type: none"> <li>● Discuss various current events that we have learned through the course of this unit.</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> News story creation, summaries of news stories, peer edit forms</p>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> Technology for new sources and typing summaries and evaluations</p>

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments that require higher level thinking</p> <p>Varied Lexile levels of reading</p> <p>Increased production in writing assignments</p> <p>Substituting written texts with project based learning</p>	<p><b>Modifications for Classroom</b></p> <p>Literature-Centered Language Development chapter.</p> <p><b>Instructional Supports:</b></p> <p>Hands-on materials</p> <p>-bilingual dictionaries</p> <p>-visual aids</p> <p>-teacher made adaptations, outlines, study guides</p> <p>-varied leveled texts of the same content</p> <p><b>Modifications for Homework/ Assignments</b></p> <p><b>Preparing students for the lesson:</b></p> <ul style="list-style-type: none"> <li>• Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>

<p>Varying time requirements to complete assignments</p> <p>Student-directed learning/ independent studies</p> <p><b>Extension Activities</b></p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments that require higher level thinking</p> <p>Flexible Grouping: <a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a></p> <p>Jigsaw Activities: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a></p>	<ul style="list-style-type: none"> <li>• Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.</li> <li>• Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in English.</li> <li>• Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses.</li> <li>• Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc</li> </ul> <p><b>Presenting the Lesson</b></p> <ul style="list-style-type: none"> <li>• Use multiple strategies and varied instructional tools to increase the</li> </ul>	<p>Student may request books on tape / CD / digital media, as available and Varied Lexile levels of reading</p> <ul style="list-style-type: none"> <li>• Increased production in writing assignments</li> <li>• Substituting written texts with project based learning</li> <li>• Varying time requirements to complete assignments</li> </ul> <p>Student-directed learning/ independent studies appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p><b>Modifications for Homework and Assignments</b></p>	<p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>
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	<p>opportunities for students to develop meaningful connections between content and the language used in instruction.</p> <ul style="list-style-type: none"> <li>• Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.</li> <li>• Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.</li> <li>• Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.</li> </ul> <p><b>Modified Assignments</b></p> <p>Native Language Translation (peer, online assistive technology,</p>	<p>Extended time to complete assignments</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>	<p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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	<p>translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> <p><b>Additional Resources</b></p> <p>CanDo Descriptors - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <p>Colorin Colorado - <a href="http://www.colorincolorado.org/educators/">http://www.colorincolorado.org/educators/</a></p> <p>WIDA - <a href="https://www.wida.us/">https://www.wida.us/</a></p>		
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