PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

LLD LANGUAGE ARTS

Length of Course: Term

Elective/Required: Required

School: High Schools

Student Eligibility: Grades 9-12

Credit Value: 5 Credits

Date Approved: August 24, 2015

Table of Contents

Modifications will be made to accommodate IEP mandates for classified students.

Statement of Purpose

This course of study has been designed for students with language learning disabilities. The Learning/Language Disabilities class is for students with special needs whom struggle significantly with reading, spelling, and/or writing. In order to assist students more effectively in their goals of daily life, the program's learning objectives are based upon the Common Core State Standards. An individual approach to remediate is developed to address language arts skills. The overall objective is to make students literate readers, writers, and speakers as well as astute listeners and viewers.

Course Objectives

The student will be able to: prepare for the literacy demands surrounding the individual's daily life.

Timeline

First Quarter Units: 1, 2 and 3

Second Quarter Units: 3 and 4

Third Quarter Units: 4 and 5

Fourth Quarter Units: 6, 7 and 8

*Pacing of units may vary due to individual abilities

Unit 1 Personal Information

Targeted State Standards: STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES. 9.1 21ST-CENTURY LIFE & CAREER SKILLS ALL STUDENTS WILL DEMONSTRATE THE CREATIVE, CRITICAL THINKING, COLLABORATION, AND PROBLEM-SOLVING SKILLS NEEDED TO FUNCTION SUCCESSFULLY AS BOTH GLOBAL CITIZENS AND WORKERS IN DIVERSE ETHNIC AND ORGANIZATIONAL CULTURES.

Unit Objectives/Enduring Understandings: Students will be able to obtain a variety of information to foster independence throughout their environment.

Essential Questions:
- What is personal information?
- Why is it important to know my own personal information?
- How will knowing my personal information aid me in independent living?

Unit Assessment: Teacher developed assessments both verbal and written.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.2.12.D.6 Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, college applications, and written proposals. 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences. 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.	Personal information: full name, full address, parents full name, where were they born, allergies, clothing/shoe size	Fill out forms correctly Identify information needed for appropriate forms Identify the importance of knowing personal information in order to foster independence	List examples of important personal information Discuss the importance of knowing personal information and provide examples Practical Application Role Play Define related vocabulary Students will be able to complete a personal information card	Class discussion Completion of graphic organizer Notebook checks Complete forms Begin portfolio

Unit 1 Personal Information (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.			Fill out a variety of forms related to school, work, college Create a personal portfolio	

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
Teacher generated worksheets Student Portfolio	Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan. Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one-to-one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior student knowledge.

Unit 2 Reading Strategies

Targeted State Standards: STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Unit Objectives/Enduring Understandings: (Students will be able to…..)
- Read and comprehend a variety of printed text
- Analyze/Comprehend text using reading strategies
- Actively react to, evaluate, and reflect upon a variety of works
- Analyze informational text for real life application

Essential Questions:
- How does reading enjoyment contribute to lifelong learning?
- How does understanding the structure of a text help one better understand its meaning?
- How does fluency affect comprehension?
- How do readers construct meaning from text?
- How do I figure out a word I do not know?
- How do I apply text to real world?

Unit Assessment: Teacher developed assessments both verbal and written.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
E. Reading Strategies (before, during, and after reading) 3.1.12.E.1 Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, monitoring, summarizing, evaluating).	How to improve reading fluency through reading strategies How to make predictions Analyze for meaning Questioning Decoding	Answer imbedded literature questions Sequence events in a story Make predictions based on previous information Identify characters, setting and plot Formulate an understanding of themes	Read short stories utilizing reading strategies Engage in read-a-loud activities Complete imbedded questions related to the different reading strategies	Formal/Informal assessments Performance-based assessments Read aloud Hands-on activities

Unit 2 Reading Strategies (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.E.2 Use a variety of graphic organizers with various text types for memory retention and monitoring comprehension. 3.1.12.E.3 Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.	Context Clues Paraphrasing Difference between fiction and non-fiction Apply informational text to real world Relevant literary terms related to text	Retell parts of a story both receptively and expressively Identify a fact and an opinion Identify a metaphor/simile/personification/thesis Follow written and verbal directions		Monitoring for comprehension Teacher observations Log/journal Classwork Homework Exit/Entrance Slips Student Portfolio
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Teacher generated worksheets, computer, portfolio			**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan. Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one-to-one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior student knowledge.	

Unit 3 Narrative Text

Target State Standards: STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS AND WILL RED A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES. STANDARD 3.34 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.
Unit Objectives/Enduring Understandings: (Students will be able to…..) comprehend, infer, and make relevant connections (text to text, text to world, text to self) to make reading material personally relevant and useful.
Essential Questions: - Who is telling the story?   - Who is the narrator?   - How can understanding of a narrative reading passage be conveyed through responses to critical thinking-based multiple choice response questions?
Unit Assessment: Teacher developed assessments both verbal and written.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
E. Reading Strategies (before, during, and after reading)

3.1.12.E.1 Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, , visualizing, monitoring, summarizing, evaluating).

3.1.12.E.2 Use a variety of graphic organizers with various text types for memory retention | What a narrative text is

What the components of a narrative text are

Key literary terms related to a narrative essay

Analyze the various multiple choice questions related to a narrative text

How to utilize the reading strategies | Identify the components of a narrative reading passage: ex: character, setting, plot, theme, and foreshadowing.

Understand the meaning of vocabulary via the use of context clues.

Understand the author's use of words and implied meaning through the use of figurative language. Ex. Connotation and denotation; irony; symbolism; paradox; simile; metaphor; personification; tone.

Recognize various organizational structures within a narrative passage, including, but not limited to, chronological order; compart/contrast, Cause and effect, | Sustained silent reading Journal entries

Use of graphic organizers such as concept maps; clustering; sequence of events; and Venn-diagrams.

Modeling question techniques when reading.

Annotating passages

Practice tests and passages

Use of short narrative practice pieces. | Formal/Informal assessments

Performance-based assessments

Read aloud

Hands-on activities

Multiple choice quizzes based on narrative reading passages |

Unit 3 Narrative Text (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
and monitoring comprehension. 3.1.12.E.3 Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose 3.1.12.A.1 Interpret and use common textual features (e.g., paragraphs, topic sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information. 3.1.12.D.1 Read developmentally appropriate materials (at an independent level) with accuracy and speed. 3.1.12.D.2 Use appropriate rhythm, flow, meter, and pronunciation when reading. 3.1.12.F.2 Use knowledge of root words to understand new words. 3.1.12.F.3 Apply reading		problem/solution; logical order.		Journal reflections Teacher-created worksheets Notebook assessments Responses to discussion questions Viewing of multi media Responding to questions based on reading and viewing activities

Unit 3 Narrative Text (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
vocabulary in different content areas. 3.2.12.B.8 Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position. 3.2.12.B.9 Provide compelling openings and strong closure to written pieces. 3.2.12.B.10 Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). 3.2.12.B.11 Use the responses of others to review content, organization, and usage for publication.				

Unit 3 Narrative Text (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.2.12.B.12 Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Teacher generated worksheets, computer, portfolio			**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan. Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one-to-one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior student knowledge.	

Unit 4 Open-Ended Responses

Targeted State Standards: STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES **Unit Objectives/Enduring Understandings:** (Students will be able to…..) demonstrate understanding of a narrative, persuasive, and informational text-based reading passage through a logical, reflective and detailed written response. **Essential Questions:** • What are the required elements for a successful open ended response? • How do you identify relevant information in a text to apply to an open-ended question? **Unit Assessment:** Teacher developed assessments both verbal and written.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.2.12.B.8 Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position. 3.2.12.B.9 Provide compelling openings and strong closure to written pieces.	How to answer an open ended questions How to identify key words in an open ended question	Identify the three categories of reading passages: persuasive, narrative, and informational text. Differentiate the purpose and audience for a persuasive, narrative, and informational text reading passage. List and discuss specific reading strategies. Identify the key words in an open-ended prompt; emphasize the use of key word phrases and concrete language in the written response Identify and discuss the elements of a successful written open-ended response Coherence; logical progression; and support	Direct explanation and instruction Modeling Rubric review Use of various short articles, essays, and texts. Journal responses to articles, quotations, and contemporary events Independent readings Provide opportunities improve the use of grammar and punctuation, as needed.	Formal/Informal assessments Performance-based assessments Read aloud Exit/Entrance Slip Hands-on activities Rubric Timed Writings

Unit 4 Open-Ended Responses (con't)

Cumulative Progress Indicators	Core Content			Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*		Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.2.12.B.10 Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). 3.2.12.B.11 Use the responses of others to review content, organization, and usage for publication. 3.2.12.B.12 Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.		of main idea(s). In addition, use of specific details; one paragraph minimum per bulleted question point; use of standard rules of English grammar and punctuation.		Writing practice Graphic Organizers	Journal Assessments Worksheets Notebook assessments Responses to discussion questions Viewing of multi media Responding to questions based on viewing activities Student Portfolio
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Teacher generated worksheets, internet resources, portfolio Multimedia presentations to appeal to a variety of learners Audio and visual enhancement during dramatic study Streaming video to enhance student understanding of cultural context				**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan. Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one-to-one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior student knowledge.	

Unit 5 Coming of Age

Targeted State Standards: STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES. STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS. STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

Unit Objectives/Enduring Understandings: (Students will be able to…..)
- Understand the meaning of empathy through the activities and reading.
- Identify how discrimination exists on all different levels.
- Analyze how education, environment and life experiences impact an individual's life.

Essential Questions:
- How do individuals display courage?
- What is discrimination and how does it impact our society?
- In what manner do literary devices, symbolism, and imagery contribute to the theme of a literary work?
- How does a family influence a child's development?
- How does society influence a child's development?

Unit Assessment: Teacher developed assessments both verbal and written.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1.12.E.1 Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, monitoring, summarizing,	How historical events have influenced writing

Causes of discrimination

The effect that family values have on a child | Research and read about historical events that influence the writing of the text

Experience empathy through activities created to illustrate walking in another person's shoes | Participate in class discussion.

View a multimedia presentation.

Utilize technology to obtain pre-reading information

Complete supplemental resource | KWL Charts

Exit/Entrance slips

Jounals/Logs

Homework |

Unit 5 Coming of Age (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
evaluating). 3.1.12.E.2 Use a variety of graphic organizers with various text types for memory retention and monitoring comprehension. 3.1.12.E.3 Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose. 3.1.12.F.1 Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary. 3.1.12.F.2 Use knowledge of root words to understand new words. 3.1.12.F.3 Apply reading vocabulary in different content areas. 3.1.12.G.1 Apply a theory of literary criticism to a particular literary work.	The effect that society has on a child Identify the author's use of description, details and figurative language to develop meaning How to answer open-ended questions related to the literature	Understand the various developmental stages of a child and how it effects his or her thinking Analyze and evaluate the author's use of literary devices Answer open-ended questions related to the literature modeling HSPA	materials (study guides, handouts, et Create a collage depicting acts of sacrifices, using words and images. Write a reaction after reading a story based on discrimination. Students will interpret quotes from literature. Utilize graphic organizers to answer open-ended questions	Teacher Observation Complete written Tests and quizzes Projects Student Portfolio

Unit 5 Coming of Age (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1.12.G.2 Analyze how our literary heritage is marked by distinct literary movements and is part of a global literary tradition. 3.1.12.G.3 Compare and evaluate the relationship between past literary traditions and contemporary writing. 3.1.12.G.4 Analyze how works of a given period reflect historical and social events and conditions. 3.1.12.G.5 Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning 3.1.12.G.7 Analyze and evaluate figurative language within a text (e.g., irony, paradox, metaphor, simile, personification).				

Unit 5 Coming of Age (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.G.8 Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader.				
3.1.12.G.9 Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.				
3.1.12.G.10 Identify and understand the author's use of idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, and alliteration in prose and poetry.				
3.1.12.G.11 Identify the structures in drama, identifying how the elements of dramatic literature (e.g., dramatic				

Unit 5 Coming of Age (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
Irony, soliloquy, stage direction, and dialogue) articulate a playwright's vision.				
3.1.12.G.12 Analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict.				
3.1.12.G.13 Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior.				
3.1.12.G.14 Identify and analyze recurring themes across literary works and the ways in which these themes and ideas are developed.				
3.2.12.D.1 Employ the most effective writing formats and strategies for the purpose and audience.				

Unit 5 Coming of Age (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.2.12.D.2 Write a variety of essays (for example, a summary, an explanation, a description, a literary analysis essay) that: • Develops a thesis; • Creates an organizing structure appropriate to purpose, audience and context; • Includes relevant information and excludes extraneous information; • Makes valid inferences; • Supports judgments with relevant and substantial evidence and well-chosen details; and • provides a coherent conclusion.				

Unit 5 Coming of Age (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	Assessment Check Points
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	
3.2.12.D.3 Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements.				
3.3.12.A.1 Support a position integrating multiple perspectives.				
3.3.12.A.2 Support, modify, or refute a position in small or large-group discussions.				
3.3.12.A.3 Assume leadership roles in student-directed discussions, projects, and forums.				
3.3.12.A.4 Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.				
3.3.12.B.1 Ask prepared and follow-up questions in interviews and other discussions.				

Unit 5 Coming of Age (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.3.12.B.2 Extend peer contributions by elaboration and illustration.				
3.3.12.B.3 Analyze, evaluate, and modify group processes.				
3.3.12.B.4 Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.				
3.3.12.B.5 Question critically the position or viewpoint of an author.				
3.4.12.A.1 Discuss, analyze and extend ideas heard orally.				
3.4.12.A.2 Distinguish emotive from persuasive oral rhetoric.				
3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments,				

Unit 5 Coming of Age (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 3.4.12.A.4 Identify and define unfamiliar vocabulary through context in oral communications. 3.5.12.A.1 Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 3.5.12.A.2 Identify and evaluate how a media product expresses the values of the culture that produced it. 3.5.12.A.3 Identify and select media forms appropriate for the viewer's purpose.				

Unit 5 Coming of Age (con't)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
Night by Elie Wiesel *I Have Lived a Thousand Years* by Livia Bitton-Jackson *When I Was Puerto Rican* by Esmeralda Santiago Mississippi Trial, 1955 by Chris Crowe Thats Then, This is Now by S.E. Hinton Other novels may apply Multimedia presentations to appeal to a variety of learners Audio and visual enhancement during dramatic study Streaming video to enhance student understanding of cultural context	Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan. Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one-to-one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior student knowledge. Vary instructional delivery methods to target auditory, visual, and kinesthetic learners. Incorporate a variety of teaching strategies such as: direct instruction, inquiry-based learning, cooperative learning, and information processing models Use tiered activities that provide different levels of support, challenge, or complexity

Unit 6 Persuasive Text

Targeted State Standards: STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

Unit Objectives/Enduring Understandings: (Students will be able to…..)Analyze and develop an understanding of persuasion and the author's point of view by reading a variety of persuasive text.

Essential Questions:
- How does the author use persuasion to convince his readers?
- What is the author's purpose and viewpoint?
- What facts are used in the article?
- What opinions are used in the article?
- What persuasive techniques does the author use?

Unit Assessment: Teacher developed assessments both verbal and written.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
E. Reading Strategies (before, during, and after reading) 3.1.12.E.1 Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, monitoring, summarizing, evaluating).	Purpose of persuasive articles Difference between fact and opinion Various persuasive techniques How to utilize the reading strategies	Differentiate between fact and opinion Determine author's purpose and view point Identify main idea and supporting details Identify and use persuasive techniques	Sustained silent reading Journal entries Use of graphic organizers such as concept maps; clustering; sequence of events; and Venn-diagrams. Modeling question techniques when reading	Formal/Informal assessments Performance-based assessments Read aloud Hands-on activities

Unit 6 Persuasive Text (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.E.2 Use a variety of graphic organizers with various text types for memory retention and monitoring comprehension. 3.1.12.E.3 Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose 3.1.12.A.1 Interpret and use common textual features (e.g., paragraphs, topic sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information. 3.1.12.D.1 Read developmentally appropriate materials (at an independent level) with accuracy and speed. 3.1.12.D.2 Use appropriate rhythm, flow, meter, and pronunciation when reading. 3.1.12.F.2 Use knowledge of root words to understand new words.		Compare and contrast opposing views Differentiate between essential and non-essential information; identify the use of exaggeration; bias; propaganda; stereotyping; and other media techniques Understand the meaning of vocabulary via the use of context clues.	Annotating passages Practice tests and passages Use of short persuasive practice pieces.	Formal/Informal assessments Performance-based assessments Read aloud Hands-on activities Exit/Entrance slips Multiple choice assessments that accompany persuasive reading passages Multiple choice quizzes based on persuasive reading passages Journal reflections Teacher-created worksheets Notebook assessments Responses to discussion questions

Unit 6 Persuasive Text (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.1.12.F.3 Apply reading vocabulary in different content areas. 3.4.12.A.1 Discuss, analyze and extend ideas heard orally. 3.4.12.A.2 Distinguish emotive from persuasive oral rhetoric. 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 3.4.12.A.4 Identify and define unfamiliar vocabulary through context in oral communications.				Viewing of multi media Responding to questions based on reading and viewing activities

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
Teacher generated worksheets, internet resources, portfolio, magazine articles, newspapers Multimedia presentations to appeal to a variety of learners Audio and visual enhancement during dramatic study Streaming video to enhance student understanding of cultural context	Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan. Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one-to-one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior student knowledge.

Unit 7 Persuasive Writing

Targeted State Standards: STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.
Unit Objectives/Enduring Understandings: (Students will be able to…..)Understand and apply the power of persuasiveness and the various techniques necessary to persuade an audience.
Essential Questions: - How does an ability to understand and use strong persuasive writing techniques aid in the composition of an effective persuasive essay?   - Why is it important to know how to write a persuasive essay?   - What criteria might be used to evaluate a persuasive argument?   - How do you influence others using support?
Unit Assessment: Teacher developed assessments both verbal and written.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.2.12.A.3 Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.

3.2.12.A.4 Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.

3.2.12.A.5 Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing. | What essential reading strategies are necessary to successfully comprehend a persuasive writing prompt

What essential writing strategies are necessary to successfully compose a persuasive essay | Understand the task a persuasive writing prompt including main idea; key words; purpose; and audience.

Understand the importance of highlighting and annotating as you read.

Understand the importance of brainstorming and listing the pros and cons of an argument.

Develop a solid thesis that is clear in its support of one side of the proposed argument.

Provide ideas and concrete | Direct explanation or instruction

Modeling

Providing opportunities for argument and debate

Use of critical review formats

Modeling successful persuasive pieces

Provide opportunities improve the use of grammar and punctuation, as needed.

Opportunities to write regularly | Exit/Entrance Slip

Hands-on activities

Timed Writings

Student Portfolio

Formal/Informal assessments

Performance-based assessments

Final product |

Unit 7 Persuasive Writing (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.2.12.A.6 Review and edit work for spelling, usage, clarity, and fluency. 3.2.12.A.7 Use the computer and word-processing software to compose, revise, edit, and publish a piece. 3.2.12.A.8 Use a scoring rubric to evaluate and improve own writing and the writing of others. 3.2.12.A.9 Reflect on own writing and establish goals for growth and improvement. 3.2.12.B.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism). 3.2.12.B.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc.		examples to support the thesis. Using coherence and logical progression, formulate body paragraphs to provide thesis support. Craft an effective concluding persuasive paragraph Utilize the standard rules of English in grammar, spelling, punctuation, and usage.	Brain storm a variety of situations where persuasion would be effective	

Unit 7 Persuasive Writing (con't)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
Teacher generated worksheets, internet resources, portfolio Multimedia presentations to appeal to a variety of learners Audio and visual enhancement during dramatic study Streaming video to enhance student understanding of cultural context	Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan. Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one-to-one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior student knowledge.

Unit 8 Reading Informational Text

Targeted State Standards: STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.   **Unit Objectives/Enduring Understandings:** (Students will be able to…..Comprehend, infer, and make relevant connections (text to text, text to world, text to self) to make reading material personally relevant and useful.   **Essential Questions:**   • How can understanding of an informational text be conveyed through responses to critical thinking-based multiple choice response questions?   • How can informational text be useful?   • Why is informational text important?   • How does asking questions help readers to understand text?   • Why and how do readers write about what they have read?   **Unit Assessment:** Teacher developed assessments both verbal and written.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.G.20 Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, instructional manuals). 3.1.12.G.21 Distinguish between a summary and a critique. 3.1.12.G.22 Summarize informational and technical texts and explain the visual	Essential reading strategies necessary to successfully comprehend, read critically, and draw conclusions from an informational text passage	Identify specific reading strategies: sequencing; categorizing; cause and effect relationships; comparing and contrasting; summarizing; making generalizations and predictions; drawing inferences and conclusions. Recognize main idea and supporting details. Differentiate between essential and non-essential information.	Direct instruction and explanation Sustained silent reading Read aloud Journal entries Use of graphic organizers such as concept maps; clustering; sequence of events; and Venn-diagrams.	Formal/Informal assessments Performance-based assessments Read aloud Hands-on activities Exit/Entrance slips Multiple choice assessments that

Unit 8 Reading Informational Text (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
components that support them. 3.1.12.G.23 Evaluate informational and technical texts for clarity, simplicity and coherence and for the appropriateness of graphic and visual appeal. 3.1.12.G.24 Identify false premises in an argument. 3.1.12.G.25 Analyze foundational U.S. documents for their historical and literary significance and how they reflect a common and shared American Culture (e.g., The Declaration of Independence, The Preamble of the U.S. Constitution, Abraham Lincoln's "Gettysburg Address," Martin Luther King's "Letter from Birmingham Jail"). 3.3.12.B.1 Ask prepared and follow-up questions in interviews and other discussions. 3.3.12.B.2 Extend peer contributions by elaboration and illustration.	Essential reading strategies necessary to successfully comprehend, read critically, and draw conclusions from an informational text passage	Understand the meaning of vocabulary via the use of context clues. Understand the purpose and design variations of informational text.	Modeling question techniques when reading. Annotating passages Practice tests Use of short informational text practice pieces.	accompany informational reading passages Multiple choice quizzes based on informational reading passages Journal reflections Teacher-created worksheets Notebook assessments Responses to discussion questions Viewing of multi media Responding to questions based on reading and viewing activities

Unit 8 Reading Informational Text (con't)

3.3.12.B.3 Analyze, evaluate, and modify group processes. 3.3.12.B.4 Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements. 3.3.12.B.5 Question critically the position or viewpoint of an author. 3.3.12.B.6 Respond to audience questions by providing clarification, illustration, definition, and elaboration.			

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	Instructional Adjustments: Modifications, student difficulties, possible misunderstandings
Teacher-created resources Tables of Information Graphs Newspaper articles Blogs Business reports Movie reviews Chart listings (Billboard Top 50)	Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan. Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one-to-one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior student knowledge.

Unit 9 Writing

Targeted State Standards: STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	

Unit Objectives/Enduring Understandings: (Students will be able to…..) develop an understanding of writing for a purpose.

Essential Questions:
- How do writers vary their writing when they write for different purposes and different audiences?
- What role do grammar and mechanics play in crafting a piece of writing?
- How does following the writing process help a writer craft an effective piece of writing?
- How do a varied vocabulary and a consideration of word choice improve a piece of writing?
- Why do we use punctuation?
- How does punctuation change the way we read/speak?

Unit Assessment: Teacher developed assessments both verbal and written.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.2.12.A.3 Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing. 3.2.12.A.4 Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.	Making sure writing is appropriate for the desired audience is necessary for communication of ideas and understanding. Writing is a process that includes collaboration, editing and revision. Correct spelling and punctuation are necessary for meaning. Being able to write legibly is an important skill because not all final drafts will be typed.	Identify the steps of the writing process in order Use appropriate spelling and spelling rules for grade level Recognize areas in writing that require revision Use research skills to find supporting details for topic sentences Analyze the prompt and provide the appropriate response	Direct explanation or instruction Modeling Providing opportunities to research various disciplines and topics Use of graphic organizers Provide opportunities improve the use of grammar and punctuation, as needed Provide opportunities to write regularly	Exit/Entrance Slip Hands-on activities Timed Writings Student Portfolio Formal/Informal assessments Performance-based assessments

Unit 9 Writing (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.2.12.A.5 Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing. 3.2.12.A.6 Review and edit work for spelling, usage, clarity, and fluency. 3.2.12.A.7 Use the computer and word-processing software to compose, revise, edit, and publish a piece. 3.2.12.A.8 Use a scoring rubric to evaluate and improve own writing and the writing of others. 3.2.12.A.9 Reflect on own writing and establish goals for growth and improvement. 3.2.12.B.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).			Provide samples of successful writing Engage in writing for a variety of purposes i.e. thank you letter, cover letter, job application, narrative, etc.	Peer and self-editing

Unit 9 Writing (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.2.12.B.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc.				

Resources: Essential Materials, Supplementary Materials, Links to Best Practices Teacher generated worksheets, internet resources, portfolio Multimedia presentations to appeal to a variety of learner Audio and visual enhancement during dramatic study Streaming video to enhance student understanding of cultural context	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings Modifications, student difficulties, possible misunderstandings Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan. Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one-to-one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior student knowledge

Unit 10 Isolation/Feeling like an Outsider

Targeted State Standards: STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES. STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS. STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

Unit Objectives/Enduring Understandings: (Students will be able to…..)
- Students will be able to recognize character motivations by using active reading strategies while reading.
- Students will be able to apply active reading strategies when reading literature.
- Students will be able to recognize society's view of individuals who are different by analyzing multiple works.

Essential Questions:
- Why do people feel the need to conform to the society they are living in?
- How does single-mindedness create outsiders in society?
- What does the treatment of these outsiders say about human nature?

Unit Assessment: Teacher developed assessments both verbal and written.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment** **Check** **Points**
3.1.12.E.1 Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, monitoring, summarizing, evaluating). 3.1.12.E.2 Use a variety of graphic organizers with various text types for memory retention and monitoring comprehension.	How to recognize cause and effect relationships. How to use reading strategies to identify the author's purpose and theme. How to use reading strategies to identify how setting and characterization effect the progression of the plot and the resolution of a story	Use reading strategies to formulate unique ideas about the topic. Apply critical reading and thinking skills that lead to synthesis and evaluation. Recognize common themes and messages between authors. Create and mimic the techniques studied.	Participate in class discussion. View a multimedia presentation. Utilize technology to obtain pre-reading information Complete supplemental resource materials (study guides, handouts, etc.). Create a collage depicting acts of kindness vs. bullying, using	K-W-L Charts Exit/Entrance slips Journals/Logs Homework Teacher Observation

Unit 10 Isolation/Feeling like an Outsider (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.E.3 Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose. 3.1.12.F.1 Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary. 3.1.12.F.2 Use knowledge of root words to understand new words. 3.1.12.F.3 Apply reading vocabulary in different content areas. 3.1.12.G.1 Apply a theory of literary criticism to a particular literary work. 3.1.12.G.2 Analyze how our literary heritage is marked by distinct literary movements and is part of a global literary tradition.	How to recognize the commonalities between print and media messages How to analyze human relationships and to create new ideas based on their learning.		words and images. Write a reaction after reading a story based on feeling like an "outsider". Students will interpret quotes from literature. Utilize graphic organizers to answer open-ended questions	Complete written tests and quizzes Projects Student Portfolio Formal/Informal assessments Performance-based assessments

Unit 10 Isolation/Feeling like an Outsider (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.G.3 Compare and evaluate the relationship between past literary traditions and contemporary writing.				
3.1.12.G.4 Analyze how works of a given period reflect historical and social events and conditions.				
3.1.12.G.5 Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.				
3.1.12.G.7 Analyze and evaluate figurative language within a text (e.g., irony, paradox, metaphor, simile, personification).				
3.1.12.G.8 Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement				

Unit 10 Isolation/Feeling like an Outsider (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
and understatement in text and explain their effect on the reader. 3.1.12.G.9 Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. 3.1.12.G.10 Identify and understand the author's use of idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, and alliteration in prose and poetry. 3.1.12.G.11 Identify the structures in drama, identifying how the elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) articulate a playwright's vision. 3.1.12.G.12 Analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict.				

Unit 10 Isolation/Feeling like an Outsider (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.G.13 Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior. 3.1.12.G.14 Identify and analyze recurring themes across literary works and the ways in which these themes and ideas are developed. 3.4.12.A.1 Discuss, analyze and extend ideas heard orally. 3.4.12.A.2 Distinguish emotive from persuasive oral rhetoric. 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 3.4.12.A.4 Identify and define unfamiliar vocabulary through context in oral communications.				

Unit 10 Isolation/Feeling like an Outsider (con't)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.5.12.A.1 Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 3.5.12.A.2 Identify and evaluate how a media product expresses the values of the culture that produced it. 3.5.12.A.3 Identify and select media forms appropriate for the viewer's purpose.				

Resources: Essential Materials, Supplementary Materials, Links to Best Practices Of Mice and Men by John Steinbeck Georgie by Malachy Doyle The Chocolate War by Robert Cormier The Fifth Child by Doris Lessing Other novels may apply Teacher generated worksheets, internet resources, portfolio, magazine articles, newspapers Multimedia presentations to appeal to a variety of learners Audio and visual enhancement during dramatic stud Streaming video to enhance student understanding of cultural context •	**Instructional Adjustments:** Modifications, student difficulties, possible misunderstandings Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan. Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one-to-one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior student knowledge.

Unit 11 Career Project

Targeted State Standards: STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN NGLISH TO BECOME INDEPENDENT AND FLUENT READERS AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION. STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES. STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS. STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES

Unit Objectives/Enduring Understandings: (Students will be able to…..) research higher education and jobs to create a personal portfolio for their future endeavors.

Essential Questions:
- Why do I need to think about my future now?
- How do I find a school that best fits me?
- How do I find a job?
- What do I do to prepare for an interview?
- What is the importance of a calendar?
- How do we interact with other people?

Unit Assessment: Teacher developed assessments both verbal and written.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	**Concepts** *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.1.12.H.1 Select appropriate electronic media for research and evaluate the quality of the information received.

3.1.12.H.2 Develop materials for a portfolio that reflect a specific career choice.

3.1.12.H.3 Develop increased | How to research a school/job

Define the different types of social interaction

Proper attire for their environment

Vocabulary related to | Utilize a computer to higher education and/or jobs

Identify the skills required for specific employment

Identify the various types of social interaction

Engage in an interview | Participate in class discussion.

View a multimedia presentation.

Utilize technology to obtain information

Complete supplemental resource materials (vocabulary sheets, job application, school application). | K-W-L Charts

Exit/Entrance slips

Journals/Logs

Homework

Teacher |

Unit 11 Career Project (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
ability to critically select works to support a research topic. 3.1.12.H.4 Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading. 3.1.12.H.5 Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position. 3.1.12.H.6 Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns. 3.1 12.H.7 Produce written and oral work that	to work/higher education	Dress properly for a job interview Complete a school application Complete a job application Complete a resume Write a personal essay	Engage in a mock interview	Observation Complete written tests and quizzes Projects Student Portfolio Formal/Informal assessments Performance-based assessments

Unit 11 Career Project (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.2.12.D.6 Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, college applications, and written proposals. 3.3.12.B.6 Respond to audience questions by providing clarification, illustration, definition, and elaboration. 3.3.12.B.7 Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).				

Unit 11 Career Project (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	Skills *What students will be able to do.*	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
3.3.12.D.1 Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression). 3.3.12.D.2 Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words). 3.3.12.D.3 Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, and articulation) when speaking. 3.3.12.D.4 Edit drafts of speeches independently and in peer discussions. 3.3.12.D.5 Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).				

Unit 11 Career Project

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts *What students will know.*	**Skills** *What students will be able to do.*	**Activities/Strategies** Technology Implementation/ Interdisciplinary Connections	**Assessment Check Points**
3.3.12.D.6 Use a rubric to self-assess and improve oral presentations. 3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems. 3.5.12.C.1 Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).				

Resources: Essential Materials, Supplementary Materials, Links to Best Practices	Instructional Adjustments: Modifications, student
Teacher generated worksheets, internet resources, portfolio Multimedia presentations to appeal to a variety of learners Audio and visual enhancement during dramatic study Streaming video to enhance student understanding of cultural context	difficulties, possible misunderstandings Students may be assisted through adjustments to assignments deemed necessary as per the Individual Educational Plan. Worksheets and presentation materials may be modified spatially, with regard to the volume of content and in terms of font size. Students may be given additional time to complete assignments. Students may receive one-to-one teacher support or assistance from a paraprofessional. Teacher may group students based upon prior student knowledge.