Pequannock Township School District
Curriculum Syllabus

Language Arts Essentials / PTHS

Course Description:

This course is designed to supplement a high school English curriculum. It has been created to assist students who have been identified as struggling with the core/basic and necessary skills to successfully compLete in the mainstream academic assigned coursework. This course will equip students with strategies that will help them complete their regular education coursework with a greater level of confidence and independence. The course will address various reading and writing strategies; a strong focus will be placed on reading comprehension and analysis which will then extend to application in writing as authors of all genres. The writing strategies addressed will assist the students in transforming the information they extract from a text or writing prompt into a detailed, organized written response. Some final skills the course will address include grammar, vocabulary and figurative language. Thus, the curriculum is designed into three units: Vocabulary, Reading, and Writing.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

New Jersey Student Learning Standards	NJSLS
Conventions of Standard English	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	NJSLSA.L1.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	NJSLSA.L2.
Knowledge of Language	
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	NJSLSA.L3.

Vocabulary Acquisition & Use	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	NJSLSA.L4.
Demonstrate understanding of word relationships and nuances in word meanings.	NJSLSA.L5.
Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.	NJSLSA.L6.
Anchor Standards for Reading	
Key Ideas & Details	
Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	NJSLSA.R1.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	NJSLSA.R2
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	NJSLSA.R3
Craft and Structure	
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	NJSLSA.R4.
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	NJSLA. R5.
Assess how point of view or purpose shapes the content and style of a text.	NJSLSA.R6.
Integration of Knowledge and Ideas	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	NJSLSA.R8.
Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	NJSLSA.R9.
Progress Indicators for Reading Literature **Key Ideas and Details**	
Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9-10,11-12.1.
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RL.9-10,11-12..2.

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RL.9-10,11-12..3.
Craft & Structure	
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RL.9-10,11-12.4.
Integration of Knowledge and Ideas	
Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL.9-10,11-12.9.
Progress Indicators for Reading Informational Text: Key Ideas and Details	
Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text..	RI.9-10,11-12.1.
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	RI.9-10,11-12.2.
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	RI.9-10,11-12.3.
Craft and Structure	
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RI.9-10,11-12.4.
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	RI.9-10,11-12.6.
Text Types and Purposes	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	NJSLSA.W1.
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	NJSLSA.W2.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	NJSLSA.W3.
Production and Distribution of Writing	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	NJSLSA.W5.
Research to Build and Present Knowledge	
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	NJSLSA.W8.
Range of Writing	
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.	NJSLSA.W10.

CRP	Career Ready Practices
1	Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leaders and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity

Standard __Educational Technology:__	**New Jersey Technology Standards:** **All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate, and to create and communicate knowledge.**
8.1.12.D.1	**Advocate and practice safe, legal, and responsible use of information and technology.** **Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.**
8.1.12.D.2	**Demonstrate personal responsibility for lifelong learning.**
8.1.12.D.3	**Demonstrate the application of appropriate citations to digital content.** **Demonstrate an understanding of fair use and Creative Commons to intellectual property.**
Exhibit leadership for digital citizenship.	
8.1.12.D.4	**Assess the credibility and accuracy of digital content.**
8.1.12.D.5	**Understand appropriate uses for social media and the negative consequences of misuse.**

Scope and Sequence

Unit 1: Valuable Vocabulary
Vocabulary is at the core of reading and writing. Therefore, it must be at the core of our teaching. Merely learning words in isolation is not how students assimilate words for life-long learning; they must be taught in context with opportunities for deep processing in order to successfully apply in writing and reading. Therefore, in order to get students to "buy into" learning vocabulary, it must be presented in an engaging, easy-to-implement manner which is relevant to their lives. Teaching derivations will create a foundation that will assist students to decode all language despite depth of complexity. By approaching vocabulary as the core of Language Essentials, students will become fluent in reading, writing and speech.

Unit 2: Reading Renditions
Reading is a complex, meaning-making process that continues through life. Students who struggle with core, basic reading skills need essential support and reinforcement. This Reading Unit will enforce and enhance the skills necessary for students to succeed in their core English classes. Focus in this Unit will be skills-based, applicable to novels being read in core content English. The purpose of a skills focused reading unit/course is to ensure growth and application across the curriculum. Mastery of basic reading skills is the primary focus of this unit.

Unit 3: Writing Workshop
When assigned a writing prompt, students find themselves blocked and frustrated as to where to begin the writing process in order to "get a good grade" and "get the task done." They tend to ask, "how many sentences or paragraphs do I "have to write?", or "Is this enough?" To assist them in composing a fluent and cohesive final draft, the focus in this class will be on the WRITING PROCESS; most specifically and heavily on BRAINSTORMING! Students will learn about the flurry of activity that their brain actually is processing on any given topic and this course will assist them in how to tap into those thoughts, then organize them into categories which then they can find evidence from text to support their reasoning.

This unit will be focused on brainstorming techniques, organizing responses and paragraphs in proper sequence, appropriate transition word usage, word/language control through proper use of contractions and pronouns, as well as understanding the use and misuse of prepositions.

Assessments

Evaluation of student achievement in this course will be based on the following:

    a. Observational data collected by teachers as students are learning
    b. Formative assessments given by teachers to gauge progress toward each standard

Curriculum Resources

Sadlier Oxford Vocabulary Books-Various Levels
Amy Benjamin - Vocabulary at the Center
Descriptionari
Sensory Warm Ups
Real World Applications
https://www.quia.com/cb/213396.html
http://ebi.missouri.edu/wp-content/uploads/2012/10/Vocabulary-Lesson-Classroom-Ideas.pdf
https://www.ezschool.com/Grades7-12/
https://www.education.com/games/grammar/

https://s3.amazonaws.com/scschoolfiles/1061/there_their_theyre_worksheet_1.pdf
http://englishlinx.com/content-by-subject/grammar/word-usage/commonly-confused-words/their-there-they're-confused-words.html
https://www.k12reader.com/worksheet/context-clues-reading-for-meaning/
http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html?tab=4
http://www.readwritethink.org/classroom-resources/printouts/common-content-area-roots-30842.html
http://www.readwritethink.org/classroom-resources/lesson-plans/improve-comprehension-word-game-1042.html
Do's & Dont's of Vocabulary
Vocabahead - Vocab Visualizations & Videos
Newsela
Kahoot
Quizlet
16 Websites to Teach Vocab
Everyday Edits
Writing & Grammar - Quill.org
Marzano Six-Step Process for Teaching Vocabulary
Dictionary.com | Meanings and Definitions of Words at Dictionary.com
Word Clouds
Flocabulary - Context Clues
Right or Write Way to Teach Grammar
The Reading Strategies Book
Novel Guides
http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf
https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/217/sspt%20handbook%20files/SSPT%20Strategies%20ELA.Math%2011.4.16.pdf
http://www.adlit.org/pdfs/articles/19844_aid1.pdf
https://www.asc.dso.iastate.edu/sites/default/files/resources/handouts/Study%20Skills/Reading/Reading--THIEVES%20Strategy.pdf
https://www.readworks.org/
http://jacobeport.weebly.com/uploads/2/9/3/5/29353663/probable_passage_prereading.pdf

https://www.weber.edu/wsuimages/vetsupwardbound/StudySkills/SQ3Rmethod.pdf
https://freeology.com/wp-content/files/cornellnotetaker2.pdf
https://englishforeveryone.org/Topics/Reading-Comprehension.htm
Newsela
http://www.readwritethink.org/classroom-resources/lesson-plans/biography-study-using-role-398.html
ETS - Praxis Practice
https://www.flocabulary.com/
https://owl.purdue.edu/owl/purdue_owl.html
https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/00465Chap07.pdf
Scaffolded Writing Skills Requirements

Common Errors Lesson
http://www.readwritethink.org/files/resources/interactives/comic/index.html
http://www.readwritethink.org/classroom-resources/lesson-plans/conclusion-inquiring-into-strategies-31168.html
Conventions in Grammar

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Utilize Study Island to help practice and improve skills that align with state standards
- Read Works to help improve reading comprehension skills
- Commonlit to allow students an array of short reading pieces and corresponding comprehension questions
- Read about and discuss current events