Revised: 2024

**Summit Public Schools**
**Summit, New Jersey**
**Grade Level: 9-12 / Content Area: English**
**Length of Course: Full Year**

# Transition English

**Course Description:** Transition English is a full year course intended to improve the English language proficiency of students who are transitioning out of ESL. Emphasis is placed on the use of Standard English in speaking, reading, writing, and listening, and provides a more intimate environment for students to build confidence and become more comfortable with the structures, approaches and content of a general education English classroom, as well as literacy expectations across the disciplines. Students who are in the Advanced ESL course and those who have exited the ESL program are eligible to take this course and repeat it if necessary. It is in addition to a regular English or ESL course. Students will participate in whole-class, small-group, and independent reading and writing activities that model and hone instructional practices common to other English classes and reinforce foundational skills. Students also receive support with the work they have for their general education English class.

**Language Domain Anchor Statements:**
**System and structure, effective use, and vocabulary**

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary 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.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

**Big Ideas:** *Course Objectives / Content Statement(s)*
Effective communication in personal, academic, and professional settings is facilitated by the use of Standard English grammar and usage, mechanics (punctuation), and syntax (GUMS). Students will explore how different contexts require choices related to grammar, word choice, and usage. Students will understand how language can be powerfully and purposefully applied to reach an audience, as well as how as an audience we can be careful and critical interpreters of language. Additionally, students will become familiar with discourse markers, informal or “mortar” language, and modes of expression used cross-curricularly.

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
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| ● How can I determine the meaning of unfamiliar words in context? | Students will understand that… |

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| ● How does a writer choose the best word to convey an idea or image?<br><br>● How do different types of sentences and uses of syntax influence the effectiveness of a piece of writing?<br><br>● What does it mean to demonstrate command of the conventions of Standard English grammar and usage? | There are many context clues within a piece of writing that can help us to understand the meaning and purpose of a particular word or phrase.<br><br>Effective writers understand the denotative and connotative meanings of words, and select words that create vivid concrete images for the audience.<br><br>Effective readers have an awareness of a word's etymological meanings, syntactical usages, limitations, and semantic meanings.<br><br>GUMS (grammar, usage, mechanics, and syntax) have an impact on the clarity of their written work.<br><br>Command of English grammar and usage is knowledge of form and function in written and verbal communication. |
| **Areas of Focus: Proficiencies (Cumulative Progress Indicators)** | **Examples, Outcomes, Assessments** |
| Students will:<br><br>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.<br>A. Use parallel structure.<br>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.<br>C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.<br>D. Use a colon to introduce a list or quotation.<br>E. Recognize spelling conventions.<br><br>L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.<br>A. 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.<br>B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.<br>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Instructional Focus:** Vocabulary Acquisition<br><br>Through close reading activities and high-frequency word lists, students can build vocabulary lists and create a "word wall" with new and interesting words. Students should work on creating tiered vocabulary lists in vocabulary journals (i.e. words they know and can use but can't define; words they have heard of but can't use in context; words they are unfamiliar with). Through evidenced-based vocabulary instruction, students will engage in daily explicit vocabulary instruction through words in context, vocabulary workshop workbook, and online resources.<br><br>**Sample Assessments:**<br>*Formative Assessments*:<br>● Vocabulary/Error Journals: Students will create their own double-entry journals to track vocabulary words, meanings (connotative and denotative), etymology, morphemes, syntax, limitations, and collocations for context-based words and high-frequency word lists.<br>● Frayer Model: Students may complete Frayer Model vocabulary graphic organizers for vocabulary.<br>● Print-Rich Environment: Students may create a word wall with connected images to associate with vocabulary.<br>● Cognate Connections: Students will hypothesize word meanings based on cognate connections between languages.<br>● Gestural/Image Based Presentations: Students will present their word, its definition and usage through speech, image, and gesture, |

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| L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.<br>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.<br>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).<br>C. 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).<br>D. 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.<br>E. 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).<br><br>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.<br>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.<br>B. Analyze nuances in the meaning of words with similar denotations.<br>C. 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; how the language of a court opinion differs from that of a newspaper). | *Summative Assessments:*<br>● Vocabulary Assessments: Students will take quizzes creating and completing sentences, matching and identifying words in context.<br><br>**Instructional Focus:** Knowledge of Language & MLA Citations.<br><br>Through writing frequently in various genres, students will explore and question their grammar in context. Students at advanced levels have an awareness of sophisticated verb tenses, but will learn to expand their linguistic repertoire by varying sentence lengths, starting sentences with gerund phrases, complicating one part of the simple English syntactic structure, Subject-Verb-Object, and reaching for more precise and descriptive word choice. Students will also become proficient in the integration of parenthetical citations in MLA format.<br><br>**Sample Assessments:**<br>● Vocabulary/Error Journals: Students will create their own double-entry journals to track grammatical errors they make in their writing.<br>● Writing: Students will practice proper quotation integration and MLA parenthetical citations in context. Students will also demonstrate a range of grammatical forms in writing to deepen their mode of expression and artfully construct their claim.<br>● Peer & Sample Editing: Students will be given sample excerpts to correct. They will make annotations on the sample/peer writing and answer multiple choice questions about proper grammar, mechanics, and MLA format.<br><br>**Instructional Strategies:**<br>*Interdisciplinary Connections*<br>● Word lists: Vocabulary should be selected from various disciplines with an understanding of what the high-frequency words are in each course. Students should discern between subject-specific academic language (CALPS) and commonly used social vocabulary (BICS).<br>*Technology Integration*<br>● Reading Software: Students will use a program Wordle.com, Hemingwayapp.com, lexical analyzers or others to manipulate and explore the uses or complexity of language in a piece of excerpted text.<br>● Editing Software: Students will use a site such as NoRedInk.com or Grammarly to build and reinforce skills in grammar, syntax, and mechanics.<br>● Vocabulary/Grammar Software: |

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| | Students will use Blookit or Gimkit to practice vocabulary and grammar in a gamified platform.<br>*Global Perspectives*<br>● Comparative Study: Compare texts from a variety of global perspectives (poems, proverbs, songs, speeches) and compare the use of certain words, images, euphemisms, idioms etc. Sample texts may include texts that integrate and/or code switch between one or more languages. |
| The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area. | **21st Century Skills:**<br>● Creativity and Innovation<br>● Critical Thinking and Problem Solving<br>● Communication and Collaboration<br>● Information Literacy<br>● Media Literacy<br>● Life and Career Skills<br>● Integrity, ethical leadership, and effective management.<br>**21st Century Themes (as applies to content area):**<br>● Financial, Environmental, Economic, Business, and Entrepreneurial Literacy<br>● Civic Literacy<br>● Health Literacy |

**Reading Domain Anchor Statements:**
**Text complexity and growth of comprehension**

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, 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.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, 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.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

- **(CT) Comparison of Texts:** By the end of grade 12, 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.

**Big Ideas:** *Course Objectives / Content Statement(s)*
Effective reading of both literature and informational texts (non-fiction) requires that students understand and can identify main ideas and arguments, literal and figurative meanings, and how the form and style of a work impacts its function. Students will focus on comprehension, interpretation, and analysis of the central ideas and language choices in the print and visual texts they encounter.

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
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| ● What kinds of messages are being conveyed through the text? What does the author want us to understand through the course of reading a specific text? In a nonfiction and or opinion piece, what is the main idea of the text? What is the argument or thesis?<br><br>● How is the author different from the narrator? What is the point of view and perspective of the narrator and why does it matter in understanding the meaning of the text?<br><br>● What techniques/strategies do authors use to effectively communicate meaning made?<br><br>● What do readers do when they don't understand what they are reading?<br><br>● What are the different literary genres (types) and modes of expression (forms)?<br><br>● How do readers make connections with a text?<br><br>● How do readers assess the credibility of different forms of media, including media presented on a variety of websites and social media forms?<br><br>● How do readers distinguish between anecdotal evidence and/or opinion and statistical evidence and/or supporting objective facts?<br><br>● How do readers identify the usage of Artificial Intelligence (AI) in text and social media platforms? | Students will understand that…<br><br>Good readers pay attention to the overall meaning of a text and interpret what the author wants us to understand through the course of a fiction or non-fiction text. In a nonfiction essay/opinion piece, good readers should be able to identify the main idea of the text.<br><br>Good readers can differentiate between an author and a narrator, and make inferences as to why an author uses a particular narrative perspective and point of view.<br><br>Good readers analyze word choice, writing structure and other writing techniques (e.g., formal/informal tone, pacing, flashbacks, figurative language, persuasive language, voice, narration, stylistic choices) in order to identify the author's purpose.<br><br>Good readers plan and monitor their reading, visualize scenes, ask questions of or about the text, and determine the importance of passages.<br><br>Readers draw connections between their own lives and the texts they read, between one text and another, between a text and the time/place or historical context in which it was written.<br>Good readers read beyond the socio-political connections, too, to make connections with the author's aesthetic and conceptual efforts.<br><br>When having a difficult time comprehending, strong readers analyze images, word choice, sentence structure, and connotation, in order to determine the meaning of the words and the author's claims. Strong readers engage in conversations about the text to deepen personal readings, and strong readers read more about the text or author to bolster foundational understanding of the text's meaning and purpose.<br><br>Readers should evaluate the form in which a story is told (oral storytelling, fiction, memoir, newspaper |

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| | articles, short story, novel, poem) and identify which details are emphasized through the given structure.<br><br>Readers should approach texts and social media posts with a critical eye, discerning the perspective, agenda, and intention of the author / speaker / influencer, as well as the types of images, personal stories, soundbites, and/or artificial intelligence used to generate the message. |
| **Areas of Focus: Proficiencies (Cumulative Progress Indicators)** | **Examples, Outcomes, Assessments** |
| Students will:<br><br>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.<br><br>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.<br><br>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.<br><br>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.<br><br>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.<br><br>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.<br><br>RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). | **Instructional Focus:** Genre Reading<br><br>Students will read a varied selection of articles, essays, historical documents, short stories, and poems as well as excerpts from memoirs and graphic novels for comprehension and analysis.<br><br>**Sample Assessments:**<br>*Informal Assessments:*<br>● Extensive: Through independent and small group reading, students will be able to summarize short nonfiction works, identifying sentences or excerpts that best convey the main idea. Students will be able to identify thematic meaning in a literary work and reference significant excerpts. Students will be consistently engaged in chosen independent reading. Students will track and respond to their independent reading in online reading journals, which they can share with peers.<br>● Close: Students will develop close reading skills through Reading, Underlining and Annotating (RUA) as a regular practice.<br>● Thematic: Through functional, structural, or figurative language analyses, students will determine important evidence that supports textual themes.<br>● Critical: Students will track characters, symbols, motifs, and thematic ideas throughout a text to identify answers to guided reading and essential questions.<br><br>*Formal Assessments:*<br>● Extensive: Students will show their comprehension of main ideas through verbal and written response in the form of class discussion, short summary assignments, reflective writing, and self-to-text writing. Double Entry journals and higher order thinking questions will give students the opportunity to reflect on individual words and deepen comprehension skills. Students will complete thematic and/or character trackers on appropriate readings to help connect main ideas |

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

and understand character/thematic development over the course of a literary work.
- Close: Students will respond to literature through reader responses, journals, and marginalia/annotations to demonstrate knowledge of functional, figurative, structural, and/or rhetorical language.
- Thematic: Students will respond to readings in one pager responses, analysis papers, article writing, and or other creative executions.
- Critical: Students will engage in accountable talks on assigned texts. Students will produce a final portfolio to demonstrate critical reflection on personal work.

*Additional Assessments:*
Key words such as title, subtitle, main idea, context clues, vocabulary from the course material, quotations, transition words, and other persuasive language, can all formally be assessed as well.

**Instructional Strategies**
*Interdisciplinary Connections*
- Diverse: Reading selections should be representative of many subject areas, disciplines, and topics such as Human Biology, Climate, Personal and Public Health, Political/Current Issues, Human Rights, Immigration, College and Career choices
- Application: Teacher communication with English, social studies and science teachers for the students in the class will help identify topics being addressed in those subjects that can guide selection of articles.

*Technology Integration/ Media Literacy Integration*
- Authentic: Articles and essays selected should frequently come from current periodicals and address "real-world" issues.
- Differentiated: Lexical readers, Use of Brisk and other similar applications to differentiate reading level. Audio texts, and other software should be used to meet individual reader needs.

*Organization:*
- Pragmatic: Graphic organizers, note taking strategies, error journals, portfolio organization other soft skills for planning and organization will be continually practiced.

*Global Perspectives:*
- Interdependent: Works selected should be reflective of different cultures, histories, and literary movements. Students should regularly compare literature and non-fiction from different

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| | points of view and cultures to identify distinctive literary approaches and stylistic elements.<br><br>**Instructional Focus:** Visual and Media Literacy<br><br>Students should regularly view and respond to a variety of visual texts including photographs, political cartoons, graphic novels, artwork, advertisements, websites, blogs, memes, social media messaging, etc. clips from documentaries, fictional films, and dramatic stage performances. Students will be introduced to strategies for observing visual media, gathering information, making interpretations, and comparing and evaluating sources for their explicit and implicit messages.<br><br>**Sample Assessments:**<br>● *Informal Assessments:*<br>● Digital: Students will question a text's meaning through a critical lens and will determine the value of embedded or hyperlinked information.<br>● Close: Students will analyze digital texts for irony, humor, and metaphor and recognize how sounds, images, and words are used.<br>● Thematic: Students will read digital and print texts through a critical lens to question the intrinsic messaging of normative behaviors.<br>● Critical: Students will track images and structures throughout a text to identify answers to course unit inquiry and essential questions.<br><br>*Formal Assessments:*<br>● Extensive: Students will create book trailers, digital posters, and storyboard comics to explore the form and function of the genre.<br>● Close: Students will produce hyperlinked/multimodal articles or blog posts demonstrating knowledge of embedded texts.<br><br>**Instructional Strategies:**<br>*Interdisciplinary Connections*<br>● Diverse: Students will view and respond to photographs, cartoons, etc. from various subject areas.<br>● Application: Draw connections between literature and the visual arts.<br><br>*Technology Integration/ Media Literacy Integration*<br>● Substantive: Students use databases and online resources to locate visual media.<br>● Evaluative: Students identify and infer the messages communicated explicitly and implicitly through visual and digital media. Students will be able to determine the differences between information, misinformation, and disinformation |

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| | through distinguishing between essential and nonessential information.<br><br>*Global Perspectives*<br>● Inclusive: Topics and subject matter for visual images should be representative of a variety of points of view, both familiar and unfamiliar to students.<br>● Culturally Responsive: Students should be encouraged to look carefully at the media they encounter regularly in their personal lives and determine the messages that are directed at them. |
| The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area. | **21st Century Skills:**<br>● Creativity and Innovation<br>● Critical Thinking and Problem Solving<br>● Communication and Collaboration<br>● Information Literacy<br>● Media Literacy<br>● Life and Career Skills<br>● Integrity, ethical leadership, and effective management.<br><br>**21st Century Themes (as applies to content area):**<br>● Financial, Environmental, Economic, Business, and Entrepreneurial Literacy<br>● Civic Literacy<br>● Health Literacy |

**Writing Domain Anchor Statements:**
**Text types, responding to reading, and research**

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- **(RW) Range of Writing:** By the end of grade 12, 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.

**Big Ideas:** *Course Objectives / Content Statement(s)*
Effective writers understand how to apply the developmental steps of the writing process to write for personal, academic, and professional purposes. Students will focus on honing their skills in each phase of the writing process (i.e. brainstorming, information gathering, outlining, drafting, editing, and revising) as they write narrative, expository, and argumentative pieces. Additionally, effective writers regularly engage in communities to develop, organize, and reflect on their writing. Students will conference, digitally communicate, and share writing to deepen their exposure to the social nature of crafting writing as well as to broaden their understanding of audience and readership.

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
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| ● How does a writer identify his/her purpose?<br>● What is the writing process?<br>● How do writers craft in varied genres?<br>● How do writers engage and hold the interest of their audience?<br>● How do writers support their ideas with the best information and evidence?<br>● What role does community play in writing? | Students will understand that…<br>Writers will understand all stages of the writing process and how to apply them while writing in different genres.<br>Writers will engage peers and others in communication about their writing.<br>Writers must know who their audience is and what the objective of a piece of writing is (i.e. inform, entertain, persuade, etc.).<br>Writers will organize clear writing for the audience and to achieve their purpose.<br>Well told stories speak to the reader's emotions, have narrative momentum that moves the reader forward, and has a sense of wholeness and continuity (i.e. beginning, middle, and end).<br>Writers engage their audience with vivid description, meaningful conflict, and a clear, confident voice.<br>Writers select evidence that is connected to the central purpose or claim of a piece, and forgo including extraneous or irrelevant information. |
| **Areas of Focus: Proficiencies (Cumulative Progress Indicators)** | **Examples, Outcomes, Assessments** |
| Students will:<br>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.<br>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes | **Instructional Focus:** Communicative & Informal Writing<br>Students will write to respond to course readings, to discuss the impact of contemporary events, to reflect on their independent reading, to mimic or imitate mentor texts, to show mastery of various genres, and to write collaboratively. Students should regularly compose short, focused written tasks under time |

clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

constraints as well as write informally and with ample time to discuss, revise, and revisit writing. Writing tasks should reflect all steps in the writing process.

**Sample Assessments:**

*Product:*

- Publish: Through online or a digital space, manuscript publishing, one word/one line or low/high stakes readings, students will share their final products.

*Process*

- Pre-Write: Students will keep a journal or Google document (shared to teacher) for regular response to open-ended prompts and response to reading selections or on-going writing projects.
- Plan: Students will...
    - Conduct searches using online databases and periodicals to locate articles of interest and write to respond (i.e. summary, adapt to a story, opinion response, etc.).
    - Quickwrite to generate ideas for lengthy writing assignments.
- Revise: Students will revise pieces using strategies to assist in deep tissue revisions and quick revisions.
- Rewrite: Students will demonstrate the use of feedback and revision strategies as well as prescriptive GUMS (grammar, usage, mechanics, spelling) rules to complete final versions.

*Progress*

- Digital Communication: Students will use a collaborative writing tool, like Google document, for students to conduct a "written discussion" of a text.
- Conference/Small-Group Communication: Participate in writing workshop where students can work independently, in groups, or with a peer to review and revise with one another, and conference with the teacher for writing tasks from Transition English as well as their general education English class.

**Instructional Strategies:**

*Interdisciplinary Connections*

- Composing Across the Curriculum: Students will write in formats and prose styles relevant to differing disciplines (i.e. passive voice or stop-motion storytelling)
- BICS/informal Communication: Students will employ effective communication while discussing writing during writer's workshop by using "mortar"

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. 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 understanding of the subject under investigation.

W.SE.9–10.6. 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).

language relevant to writing across the curriculum.

*Technology Integration/ Media Literacy Integration*

- Digital Writing: Students will regularly use tools (i.e. Google Docs, chromebooks, NoRedInk, Grammarly, dictation tools like Google voice typing, and other software) for students to generate and improve writing.
- Imitative Writing: Students will write critical and interpretive responses to and mimic a variety of media articles and publications.

*Global Perspectives:*

- Culturally Responsive: Students should be encouraged to recognize and develop their own voice as a writer, and how their personal experiences and perspective shapes that voice.
- Agency: Students should be encouraged to write extensively and “with velocity” through “flow” writing to generate ideas from the wealth of owned knowledge they possess.

**Instructional Focus:** Academic Writing and Formal Writing

Students should be introduced to a wide variety of written forms (i.e. personal writing, subject writing, creative writing, academic writing, response to literature, etc.). Students should regularly read samples, both professional and student created, as models to emulate. Resources such as *Bird by Bird,* can be used to explore habits of writers. *Writer’s Inc.* can be used to explore the forms of writing. Support can also be provided for students working with writing in English and their other academic courses. Over the course of the year, students can polish their work and create an individual portfolio with representative samples of the writing they have created. This may be shared with future classes or ESL classes.

**Sample Assessments:**

*Product:*

- Narrative: Ortho-ethnographic paper or personal memoir.
- Informational/Explanatory: Impact analysis paper.
- Argumentative: Article and Research paper.
- Compare and Contrast: Journal writing.
- Multimodal: Digital collaborative Write-Around or written conversation.
- Reflective Writing/Meta-Analysis: Process Writing piece.

*Process:*

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| W.RW.9–10.7. 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. | ● Digital Writing: Students will regularly use tools (i.e. Google Docs, chromebooks, NoRedInk, Grammarly, dictation tools like Google voice typing, and other software) for students to generate and improve writing.<br>● Extensive Writing: Students will write routinely through writing prompts, revisions, re-writes, portfolio preparation, and in an attempt to clarify their own writing process and differences between genres.<br><br>*Progress:*<br>● Digital Feedback: Students will use a collaborative writing tool, like Google document, to track history of revisions and feedback from peers, teachers, and personal comments.<br>● Process & Planning: Students will use planning journals and writing process checklists to manage writing and composition projects and papers across the curriculum.<br><br>**Instructional Strategies:**<br>*Interdisciplinary Connections*<br>● Thematic Connections: Writing forms should address topics, questions, issues, and purposes related to a variety of subjects (i.e. English, social studies, science, art, etc.).<br><br>*Technology Integration / Media Literacy Integration*<br>● Tools: Integrate a variety of word processing and publishing tools regularly so students are familiar with communicating through digital media.<br><br>*Global Perspectives*<br>● Diversity*:* Students should be encouraged to read samples from a variety of authors and perspectives.<br>● Culturally Responsive: Student writers should be aware of how their particular life experiences and culture influence their point of view and voice. |
| The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area. | **21st Century Skills:**<br>● Creativity and Innovation<br>● Critical Thinking and Problem Solving<br>● Communication and Collaboration<br>● Information Literacy<br>● Media Literacy<br>● Life and Career Skills<br>● Integrity, ethical leadership, and effective management.<br>**21st Century Themes (as applies to content area):**<br>● Financial, Environmental, Economic, Business, and Entrepreneurial Literacy<br>● Civic Literacy<br>● Health Literacy |

**Speaking and Listening Anchor Statements:**
**Flexible communication and collaboration**

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- **(PE) Participate Effectively:** By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **(II) Integrate Information:** By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **(ES) Evaluate Speakers:** By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **(PI) Present Information:** By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **(UM) Use Media:** By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **(AS) Adapt Speech:** By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Big Ideas:** *Course Objectives / Content Statement(s)*
Speaking skills (poise, fluency, clarity, preparedness, prosody, articulation, enunciation, etc.) and listening skills (attention, comprehension, critical thinking, note taking, etc.) are developed through regular practice, and integrated consistently into class activities and discussions. Students will practice both structured speaking as well as spontaneous output to demonstrate verbal articulation and to build on what others say. Students will develop active listening skills, and they will improve not just their speaking of English, but their *understanding* of English through receptive-based tasks.

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
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| ● How do good speakers overcome anxiety associated with public speaking?<br><br>● How do good speakers express their thoughts and feelings? What makes a good speaker easy to follow?<br><br>● What does a good listener listen and observe for?<br><br>● How is spoken communication different from written communication? How is speech used tone and word choice used differently in various contexts?<br><br>● What does effective communication look and sound like? | Students will understand that…<br><br>Effective speakers prepare and practice before they present publically. They come to discussions with research, organized notes, and questions to pose and consider.<br><br>Effective speakers convey their thoughts in an organized manner; main ideas are established, transition words are used, and research is presented. Effective listeners can summarize or paraphrase topics being discussed and respond with new insight.<br><br>Effective speakers and listeners have a strong pragmatic communicative competence which signal that they are sensitive to cultural references, figures of speech, dialects, registers in tone, heuristic functions, etc.<br><br>Effective communication involves both active listening and strong speaking skills (i.e., articulation, |

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| | vocabulary, logic, etc.). Discussions work best when peers listen to one another and respond formally at the right time by exercising their strategic communicative competence. |
| **Areas of Focus: Proficiencies (Cumulative Progress Indicators)** | **Examples, Outcomes, Assessments** |
| Students will:<br><br>SL.PE.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.<br>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.<br>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.<br>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.<br>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.<br><br>SL.II.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.<br><br>SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.<br><br>SL.PI.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.<br><br>SL.UM.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. | **Instructional Focus:** Read Alouds, Socratic Seminars, and Digital recordings.<br><br>Students should regularly participate in Read Alouds of common texts. This may include poems, articles, short stories, essays, news programs, closed captioned clips from films or documentaries, or audiobooks. Students should prepare notes, comments, and questions for the texts while listening and before discussing, and they will be encouraged to practice good habits for participating actively as speakers and listeners in the discussion.<br><br>**Sample Assessments:**<br>*Formative*<br>● Quick Talks: Students will complete short class presentations about a particular subject. This can be done as independent presentations or in small group modified fishbowls where students will need to discuss a particular reading or topic in depth.<br>● Teach the Teacher Discussions: Students bring an article of interest they have chosen and lead a short discussion. They prepare open-ended questions for the other members of the group.<br><br>*Summative*<br>● Socratic Seminar: Students will be assessed for their participation in a fishbowl or roundtable discussion on a documentary.<br>● Prepared Speech: Students will be assessed on a prepared speech about a topic or reading of choice.<br>● Multimedia Presentations: Students will make podcasts or videos in which they discuss a particular topic and/or reading in depth.<br><br>**Instructional Strategies:**<br>*Interdisciplinary Connections*<br>● Guest Speaker: The practice of public speaking is integral in such a unit. Inviting in the drama teacher or a professional speaker into the classroom to work with the class on speaking skills such as enunciation, inflection, and fluency is an option.<br>● Continual Assessment: Students will take part in ongoing leveled and ungraded Read Aloud assessments of texts from various disciplines to |

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| SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. | gauge and track fluency, prosody, enunciation, inflection, tone, pace, comprehension, and articulation using Colorincolorado.org guidelines.<br><br>*Technology Integration/Media Literacy Integration*<br>● Digital Composition: Students will engage in a whole host of digital composition formats such as VoiceThread, screencasting, storyboarding, Padlet, Flipgrid, Canva, digital book trailers, WeVideo, and more.<br>● Digital Listening: Students can listen to a variety of podcasts or audio files online (i.e. NPR, In Our Time, Listenwise.com, pop culture reviews, TED Talks, both professional and amateur podcasters, etc.) and critique the speaking and presentation skills of the hosts. Then students can pair up and record their own podcasts on a topic about which they are interested and knowledgeable.<br><br>*Global Perspectives:*<br>● Culturally Responsive Teaching: Students should be encouraged to respond to the readings and contribute to discussions with connections to their own personal experiences, backgrounds, cultures, and points of view.<br>● Translanguaging & Translations: Students will be encouraged to listen to, translate & translanguage, and present on areas of study from their home country perspective or in their dominant language.<br><br>**Instructional Focus:** Accountable Listening.<br><br>Students should listen to sound recordings of professional readers reading literature. By reading along as they listen, students can hear the correct pronunciation of words, vocal tone and inflection in fluently spoken language. A large selection of audiobooks is available in the library and through interlibrary loan. Students can also use recording software to create their own audio readings of dramatic scenes, stories, poems, and speeches. Listening is evidenced in student ability to paraphrase, summarize, retell, and extend discourse. Strategic competency is assessed as well (i.e., awareness of tone and proper responsive reactions, eye contact, physical acknowledgements, and facial expressions).<br><br>**Sample Assessments:**<br>*Formative:*<br>● Annotations: Students read, underline and annotate (RUA) a text and prepare comments and questions to be used in discussions. |

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| | ● Notes: Students will take active listening notes to demonstrate listening comprehension through Cornell notes or sketch noting.<br>● Active Listening Tasks: Students will paraphrase, summarize, or infer meaning from verbal stimulus to justify attentive listening. Students will also retell, offer excerpts they want to discuss, and/or respond to comprehension questions from peer presentations or digital recordings.<br><br>*Summative:*<br>● Listenwise.com: Students will engage in a Listenwise audio recording of a story or article and will answer comprehension and inference questions.<br>● AmericanRhetoric.com/TedTalks: Students will listen to orated speeches on AmericanRhetoric.com and will assess the speaker's fluency, enunciation, inflection and tone.<br><br>**Instructional Strategies:**<br>*Interdisciplinary Connections:*<br>● Thematic Connections: Students will choose from a variety of topics and/or speeches from across multiple disciplines (i.e. art, history, current events, global occurrences).<br>● Soft & Study Skills: Students will practice soft and study skills that are applicable to success in all disciplines.<br><br>*Technology Integration/ Media Literacy Integration*<br>● Digital Literacy: Students will learn how to use, read, and engage with media sources to record, edit and post files of readings they create.<br><br>*Global Perspectives:*<br>● Culturally Responsive: Students will visit World Language classrooms to discuss thematic issues and practice English as they practice Spanish, French, or Chinese.<br>● Global Read Aloud: Students can participate in Global Read Aloud which links schools across the US and abroad to discuss books like *Refugee* and *A Long Walk To Water, The Skin I'm In, or The Marrow Thieves.* |
| The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area. | **21st Century Skills:**<br>● Creativity and Innovation<br>● Critical Thinking and Problem Solving<br>● Communication and Collaboration<br>● Information Literacy<br>● Media Literacy<br>● Life and Career Skills<br>● Integrity, ethical leadership, and effective management. |

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| | **21st Century Themes (as applies to content area):**<br>● Financial, Environmental, Economic, Business, and Entrepreneurial Literacy<br>● Civic Literacy<br>● Health Literacy |

**Course**: Transition English
**Unit 1 Title:** Introductions, Routines, Study Skills
[Intro to Expository Writing: 2-3 weeks]

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| **Unit Summary:** Students will introduce themselves to the class and share their interests through short narrative writing, expositional writing, and visual media. Students will visually present and discuss a particular interest and collaborate on making a class image board. Students will read a chosen "My Ten" ( *NYTimes*) or other exemplary article about a public figure and their particular interests, and present their chosen example to the class. Students will write their own "My Ten," inserting images and writing a short paragraph for each example. Students will present their "ten" visually, identify each and why they chose this as an item of importance and/or what it may represent about them as an individual. Classmates will be encouraged to ask questions to encourage peers to clarify their affinities and explain their interests in detail. Students will develop strategies for managing their time and completing assignments. Students will identify their academic strengths and goals for growth and learn how to articulate what kind of assistance they require. | |
| **Primary interdisciplinary connections:** Personal, Social/Emotional and Organizational Skills for all academic subjects. Career readiness. | |
| **Unit Rationale:** (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically? | |
| This unit will help build a sense of community and mutual respect in the classroom. It will give students the opportunity to take agency over their reading choices and to identify, explain, and present aspects of their lives that they value. They will develop expositional writing skills, verbal skills, presentation skills, and inquiry skills. Students will also learn how to keep track of academic assignments and manage their homework time out of school. They will consider how to make time and physical space for academic work while attending to family, job, and extracurricular activities. | |
| **Standards:** (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment) | |
| **Language** | ● L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.<br>● L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.<br>● L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| **Reading** | ● RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.<br>● RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).<br>● RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. |
| **Writing** | ● W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |

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| | ● W.RW.9–10.7. 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 & Listening** | ● SL.PE.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.<br>● SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.<br>● SL.UM.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.<br>● SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |

| **Essential Questions:** | **Understandings:**<br>***Students will understand that…*** |
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| ● How do we present our interests in a clear and effective manner verbally, visually and in writing?<br>● What can we learn from reading about the interests of public figures?<br>● How do we define ourselves through our interests, gender identity, language usage, cultural/national/religious/ethnic background, sexual orientation, class etc?<br>● How can we give constructive feedback to classmates?<br>● How can we encourage classmates to effectively explain their interests and ideas?<br>● How do we effectively listen and learn from our peers in a classroom environment?<br>● What are the best practices and routines that we can follow for an effective learning environment in the classroom?<br>● How can we effectively keep track of academic assignments?<br>● How can we best manage our time in order to complete our academic work while attending to other responsibilities outside of school? | ● It is important to write in a clear, focused, and organized manner in order to convey our interests. It is important to include specific detail and description in order to engage our audience.<br>● Reading models of effective writing is essential in developing writing technique.<br>● In order to define ourselves, we should consider our values, interests, and aspects of our identity.<br>● In order to develop our writing, we need to be respectful and supportive peer editors.<br>● It is important to learn how to formulate questions when we need greater clarity or explanation from a peer or teacher.<br>● In order to develop our writing skills, we need to become engaged and critical listeners.<br>● With planning, and personal scheduling it is possible to effectively complete homework.<br>● Students can gain agency in their academic lives if they manage their time in a way that enables them to complete their work, while still having time for family, friends, work, and other activities. |

Unit Learning Activities:
*Students will…*
*( add from study skills section)*

- Read, annotate, and discuss short expository writing excerpts
- Complete short "Do Now" check-in/writing prompts about recent experiences
- Identify and present defining interests visually and in writing. Representative images.
- Make a collaborative Jam Board with names and images
- Read "My Ten" and choose one to present to the class
- Write and present their own "My Ten" consisting of 10 short paragraphs with inserted, associated images.
- Give constructive feedback and ask questions of peers
- Practice the class routine: Do Now/Write & Discuss, Activity, Share & Closure
- Choose an Independent Reading Book (fine if it's the same one they are using for ELA class)
- Use Student Agenda, or an alternative hardcopy or online planner to keep track of academic assignments
- Map out/schedule homework time alongside job, family, and extracurricular commitments
- Identify strengths and goals for growth, and articulate what kind of support they need.

| Assessments | |
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| Summative:<br>● "My Ten" Project<br>o short expository & descriptive paragraphs with images<br>o Verbal class presentation | Formative:<br>● Annotation and Verbal Response to sample paragraphs<br>● Image and Representation Assignment<br>● Peer Question and Response Paragraph<br>● Presentation of an organized Student Agenda with assignments, activities, and events mapped out on a weekly basis. |

**Course**:
**Unit 2 Title:** Practical Communication
[Epistolary Writing: 3-4 weeks]

**Unit Summary:** Students will practice epistolary writing in different forms, including emails to teachers and employers and personal letters to friends and family members. Students will read a short literary work and write a letter to the author addressing the meaning of the work, and/or personal connections and questions.

**Primary interdisciplinary connections:** Career Readiness, History, Math, Science, ELA.

**Unit Rationale:** (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

In this unit students will practice the skill of effective correspondence in academic, career, and personal contexts. Students will read formal and informal letters and consider the structure of formal and informal letters. They will consider and identify proper salutations, body/statements of purpose, and closing salutations. They will also consider appropriate email subject headings. Students will also read fictional epistolary writing such as excerpts from texts such as Alice Walker's *The Color Purple* or Perks or *The Perks of Being a Wallflower* by Stephen Chboksy that incorporate the form. They will write formal and informal letters in which they will clearly express the letter's purpose and desired result. Students will also engage in "fictional" correspondence with a classmate in which they will deal with different sides of a conflict or misunderstanding. Students will write a letter to an author of a short fiction/non-fiction work.

Students will submit one formal/professional letter and one informal/personal letter for a summative grade. These epistolary skills are essential for navigating the academic and professional world and for building stronger personal, familial, and community relationships.

**Standards:** (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

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| **Language** | ● L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.<br>● L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.<br>● L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| **Reading** | ● RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.<br>● RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).<br>● RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. |

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| **Writing** | ● W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br>● W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.<br>● W.RW.9–10.7. 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 & Listening** | ● SL.PE.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. |

| **Essential Questions:** | **Understandings:**<br>***Students will understand that…*** |
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| ● How do we address and effectively communicate with authorities in an institutional context?<br>● How do we address and effectively communicate with peers and colleagues?<br>● How do we present ourselves—our skills, experiences, goals—in the form of a letter?<br>● How do we explain our feelings and actions in a personal letter?<br>● How do we write a letter for a particular recipient? What factors are important to consider?<br>● What is the best format for formal and informal correspondence? | ● Effective communication requires careful consideration of the audience/ recipient.<br>● Proper letter format conveys a sense of respect and professionalism.<br>● It is important to be able to clearly express one's feelings, actions, and purpose in order to build strong relationships in our personal, academic, and professional lives.<br>● It is important to understand how the language in a correspondence may convey tone and feeling as well as information.<br>● It is important to know one's audience as the recipient of a correspondence to meet expectations, such as formal or informal language. |

Unit Learning Activities:
*Students will…*

- Read a variety of examples of effective letters/emails including basic inquiries/requests to more complex expositional texts.
- Identify and discuss the elements of an effective letter
- Identify, discuss and describe the relationship between the sender and recipient of a letter and how that impacts the formality and style of the letter.
- Write different types of letters—formal/informal; professional/personal.
- Write fictional (role-playing) correspondence with a classmate
- Develop and revise one professional/academic letter and one personal letter for submission.

## Assessments

| Summative: | Formative: |
|---|---|
| ● Quiz on proper letter format and elements<br>● One revised formal letter to a teacher or job supervisor<br>● One personal letter (fictional or nonfictional) to a friend or family member.<br>● Paragraph summary describing efforts at time management, struggles, and successes. | ● Annotated sample letters with response questions about format and elements.<br>● Draft copies of different types of letters with subject, salutation, body, and closing.<br>● Reading aloud, sharing, and giving peer feedback in response to letter drafts.<br>● Showing written evidence of planning & time management in planner |

Revised: 2024

**Unit 3 Title:** Our Migrations
[Public Speaking & Presentation Skills: 3-4 weeks]

| | |
|---|---|
| **Unit Summary:** Students will use Google Earth to trace and present their migration history and memories of their native countries and hometowns. Students will navigate online maps and images to tell a visual story, Students will share their presentations with the class. | |
| **Primary interdisciplinary connections:** Social Studies, Technology / Digital Media | |
| **Unit Rationale:** (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?) | |
| Students will learn how to navigate Google Earth, using visual media to map their personal journeys. Students will develop a visual and verbal narrative to describe their physical movement from country to country. Students will develop greater media literacy, communicate a visual narrative, develop geographic knowledge, and build social connection through sharing their personal immigration stories. Students will use digital media to assist them in describing their hometowns, the obstacles they faced, support received, and communicate their current sense of identity as immigrants in the United States. | |
| **Standards:** (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment) | |
| **Language** | ● L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.<br>● L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| **Reading** | ● RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| **Writing** | ● W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br>● W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| **Speaking & Listening** | ● SL.PI.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.<br>● SL.UM.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. |

| **Essential Questions:** | **Understandings:**<br>***Students will understand that…*** |
|---|---|
| ● How can we use digital platforms to develop our geographical knowledge of our individual migration journeys?<br>● How do we visually present a narrative on a digital platform like Google Earth?<br>● How do we select significant details and events in order to best convey a cohesive narrative?<br>● How can we create a clear and organized visual representation of a personal journey?<br>● How can we verbally communicate a personal narrative in a clear, organized and engaging manner? | ● We can use digital platforms to trace our journeys and navigate geography.<br>● We can use digital platforms and visuals to assist us in communicating a personal story to an audience.<br>● It is important to be able to distinguish between significant events/details that add to a narrative's meaning, and other details and events that are less relevant.<br>● It is important to be clear and organized in digital/visual representation of a journey/narrative. |

| | |
|---|---|
| ● How can we better understand the wide variety of American identities. | ● We can understand each other better by considering what we have in common as well as what is unique to each of our individual stories. |

Unit Learning Activities:
*Students will…*

- Explore Google Earth Tools, locating countries of origin, hometowns, other cities/countries where they have lived, and Summit New Jersey.
- Students will research basic information about a variety of places and include relevant information in their Google Earth presentation.
- Students will mark and identify important places and/or events related to their migration to the United States.
- Students will describe in writing and speech the nature of their migration journey, explaining how it might have been difficult and/or advantageous.
- Students will verbally present their Google Earth migration story to the class.

## Assessments

| Summative: | Formative: |
|---|---|
| ● Migration Slideshow<br>● Verbal Presentation of Slide Show | ● Identification and marking of cities, towns, and routes of travel<br>● Descriptive paragraphs about hometowns<br>● Reflective paragraph/s about their immigration experience.<br>● Reflective paragraph about adjustment to Summit, NJ. |

**Course**: Transition English
**Unit 4 Title:** Narrative Reading & Writing
[Personal Narrative Writing: 6-8 weeks]

**Unit Summary:** Students will read and analyze published and sample memoirs/personal narratives. Students will study how narratives are structured and consider what craft elements most engage readers. Students will write and develop their own short personal narratives, focusing on significant details, setting, and character development. They will be encouraged to identify particular events that have impacted their lives and caused them to grow intellectually, emotionally, psychologically, and socially. They will practice the writing process of generation, review, revision, proofreading, submission/publication and/or verbal presentation.

**Primary interdisciplinary connections:** Interdisciplinary skills include undersing language distinctions, close reading skills, and application of the writing process across the curriculum

**Unit Rationale:** (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

The unit on narrative writing is based on models of contemporary autobiographies. Students will read from the following selections: *New York Times* Personal Essay (student) winners. “Aria” by Richard Rodriguez; “Names/Nombres” by Julia Alvarez; “Two Kinds” by Amy Tan; “Salvation” by Langston Hughes. Students will analyze character development, plot structure, narrative voice, and thematic ideas regarding immigration, coming-of- age, biculturality, bilingualism, racism, sexism, traditional gender roles, classism, and political freedom. As is appropriate for the age and learners, students will practice imitating a variety of literary techniques used by the different authors as they consider their own developmental journeys. Students will apply lessons from their reading to their writing, will engage in social writing practices, will make strategic use of digital/image based story-telling, and will reflect on their process. Students gain agency through writing groups and through the personal narrative topic. Finally, students will make connections between themselves and the world through the anchoring archetype of journey inherent in the human condition within and across time.

Revised: 2024

| **Standards:** (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment) | |
|---|---|
| **Language** | ● L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.<br>● L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.<br>● L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| **Reading** | ● RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.<br>● RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.<br>● RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).<br>● RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. |
| **Writing** | ● W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<br>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.<br>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.<br>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.<br>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.<br>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.<br>● W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.<br>● W.WR.9–10.5. 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 understanding of the subject under investigation. |
| **Speaking & Listening** | ● SL.PE.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. |

| **Essential Questions:** | **Understandings:**<br>***Students will understand that…*** |
|---|---|
| ● How do writers engage and hold the interest of their audience?<br>● How does a writer identify his/her purpose?<br>● What is the writing process?<br>● What role does community play in writing?<br>● How do readers make connections with a text? | ● Readers draw connections and ask questions to and about the text.<br>● Readers analyze the form and function of the work.<br>● Readers evaluate the style of the piece.<br>● Writers know their audience and evoke emotions in their readers. |

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|---|---|
| ● To what extent does voice impact the content or concept of the work?<br>● How is journey a recurring and essential motif in everyone's lives? | ● Writers select evidence related to their topic.<br>● Voice has personality, is consistent, and impacts style through the arrangement of words.<br>● Journey is a universal archetype. |

Unit Learning Activities:
*Students will…*

- Read memoir excerpts (listed above) and sample short narratives spanning a variety of experiences, including but not exclusive to immigrant experiences.
- Students will learn the basic elements of a narrative/memoir
- Complete textual annotations and discuss questions and comments with peers.
- Question how the authors develop narrative structure (sequence, events, expression, etc.).
- Participate in writing the writing workshop model of constructive peer feedback.
- Understand that revision is social and strategic.
- Deductively learn about voice through imitative writing of mentor texts.
- Understand language by distinguishing between informal and formal language, BICS and CALPS, PJs, jeans, and suit language, brick and mortar words, colloquialism and discourse markers (and their impact).
- Produce a personal narrative exploring a journey and one's voice.
- Complete a publication-ready Personal Narrative Assignment

**Assessments**

| Summative: | Formative: |
|---|---|
| ● (Narrative) Memoir Writing<br>● Class Presentation of Narrative | ● Drafting through words and images<br>● Plot Outline<br>● Revision work<br>● Peer Feedback Questionnaire<br>● Reading & Language Quizzes |

**Course**: Transition English
**Unit 5 Title:** Opinion, Speech & Debate
[Argumentative Writing & Debate: 5-8 Weeks]

**Unit Summary:** Students will read and listen to a series of podcasts, Ted Talks, essays, speeches, and opinion pieces about contemporary topics.

**Primary interdisciplinary connections:** Connections to History/Social Studies courses. Interdisciplinary skills such as public speaking, critical thinking and questioning about arguments, and analysis will be honed.

**Unit Rationale:** (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

The unit on essays and speeches is designed to allow students experience with "reading" arguments in various modes. Through listening, watching and reading speeches and essays through TedTalks, podcasts, newspaper opinion pieces, and selections from *The Reader's Corner*, etc. students will analyze how effective arguments are made regardless of format, and how arguments capitalize on a specific format (mode of transmission). Students will learn how to evaluate evidence, form an opinion on a topic, and develop an argument using evidence. Students will practice critical thinking and writing skills by writing a Letter to the Editor. Students will also develop their opinions through peer discussion on chosen articles of interest. Students will be presented with empirical evidence as well as a variety of differing opinions on a given topic, and will write a five paragraph argument in which they take a side and make an argument and counterargument based on supporting evidence. Students will also have the opportunity for informal debate on chosen topics.

**Standards:** (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

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|---|---|
| **Language** | ● L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking. |

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| | ● L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.<br>● L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| **Reading** | ● RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.<br>● RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.<br>● RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).<br>● RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. |
| **Writing** | ● W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.<br>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.<br>B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.<br>C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.<br>E. Provide a concluding paragraph or section that supports the argument presented.<br><br>● W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.<br>● W.WR.9–10.5. 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 understanding of the subject under investigation. |
| **Speaking & Listening** | ● SL.PE.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. |

| **Essential Questions:** | **Understandings:**<br>***Students will understand that…*** |
|---|---|
| ● What does a good listener listen and observe for?<br>● What role does community play in writing?<br>● How do writers craft in varied genres?<br>● What does effective communication look and sound like? | ● When having a difficult time comprehending, strong listeners consider word choice and vocabulary, sentence structure, and connotation, in order to determine the meaning of the words and the author's claims. Strong listeners engage in conversations about the text to deepen personal readings, and strong readers read more |

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| ● How do good speakers express their thoughts and feelings? What makes a good speaker easy to follow?<br>● How are arguments developed? How can we evaluate the efficacy of an argument?<br>● What is the writing process? | about the text or author to bolster foundational understanding of the text's meaning and purpose. Strong listeners take copious notes and organize and prioritize what information is essential and what is not. Strong listeners can paraphrase, summarize or retell what they heard.<br>● Writers engage in communities as interlocutors. Students will engage in writing groups to reflect on and share their thinking about speeches and essays. Students will help each other by building on one another's thinking and processing materials through another's eyes or in conversation with others.<br>● Effective speakers convey their thoughts in an organized manner; main ideas are established, transition words are used, and research is presented.<br>● Effective speakers and listeners have a strong pragmatic communicative competence in which they are sensitive to cultural references, figures of speech, dialects, registers in tone, heuristic functions, etc.<br>● Effective communication involves both active listening and strong speaking skills (articulation, vocabulary, logic, etc.). Discussions work best when peers listen to one another and respond formally at the right time with strategic communicative competence.<br>● Effective speakers and writers have a topic, make rhetorical appeals, provide relevant evidence, are aware of the audience, and remain focused while employing personal voice.<br>● Writers navigate through the writing process recursively and with an intent to revise deeply. Students will consider elaboration and precision in writing. |

Unit Learning Activities:
*Students will…*

- Read and listen to sample essays and speeches from TedTalks, podcasts, historical documents, articles, and more to assess arguments.
- Read and navigate multimodal texts like blogs, hyperlinked websites, and other digital texts to gain text familiarity.
- Take listening notes and participate in ordering and rhetorical analysis activities.
- Discuss materials studied with writing groups and reflect on materials with them as interlocutors.
- Practice making inferences based on the material studied.
- Gauge and chart misinformation, information, disinformation with justifications to evaluate what is essential and non-essential information.
- Analyze the author's claims, sentences, paragraphs, and style to assess efficacy of argument.
- Write Summary Paragraphs of assigned pieces
- Write Short Opinion paragraphs and/or a letter to the editor responding to an opinion piece
- Develop inquiry questions for written work.
- Conduct short research projects to answer inquiry questions and provide evidence for summative written work.
- Revise to elaborate in areas of their writing and to be more precise in other areas of their writing.
- Regularly engage in vocabulary and writing practice.

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| ● Write a five paragraph argumentative essay. |

| **Assessments** | |
|---|---|
| Summative:<br>● Argumentative Essay based on empirical evidence from different sources | Formative:<br>● Mini-Lit Circles on topical essays<br>● Graphic Evidence Organizers and Outlines<br>● Mini-Debates<br>● Summary Paragraphs<br>● Critical Paragraphs |

**Course**: Transition English
**Unit 6 Title:** Contemporary Fiction: Short Fiction & Graphic Novels
[Literary Analysis: 6-8 weeks]

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| **Unit Summary:** Students will read, discuss, and analyze short fiction and graphic memoir. They will practice using literary terminology and understand how authors use a variety of techniques to develop thematic meaning in a narrative. Students will read independently and in small groups. They will engage in close reading exercises to practice literary interpretation and analysis. They will write a literary analysis essay about a chosen class text. They will learn how to develop a thesis statement and how to organize their paragraphs in a way that effectively develops their argument. |
| **Primary interdisciplinary connections:** Topics in English Language, Visual Art / Literacy |
| **Unit Rationale:** (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?) |
| The unit on short fiction and the graphic novel will focus on the practice of literary analysis using conventional academic terminology. We will read a variety of short stories including “Girl” by Jamaica Kincaid; “The State” by Tommy Orange,“Graduation” Maya Angelou, “Gift of the Magi” by O.Henry, and excerpts from a graphic novel or memoir, such as *Persepolis* by Marjane Satrapi or Maus by Art Spiegelman. Students will read, annotate, and analyze the texts for characterization, plot, thematic ideas, imagery, significant detail, and narrative voice. Students will use trackers to take note of a particular literary technique of different authors, do close reading and analysis of significant excerpts in each piece, and write a one-pager literary analysis essay focusing on one technique and how it works to develop a thematic idea. Students will learn how to develop a strong thesis statement and use textual evidence to develop a focused analysis. |
| **Standards:** (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment) |

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|---|---|
| **Language** | ● L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.<br>● L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.<br>● L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.<br>● L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| **Reading** | ● RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.<br>● RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. |

| | |
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| | ● RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).<br>● RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.<br>● RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.<br>● W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **Writing** | ● W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br>● W.RW.9–10.7. 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 & Listening** | ● SL.PI.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.<br>● SL.UM.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.<br>● SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |

| **Essential Questions:** | **Understandings:**<br>***Students will understand that…*** |
|---|---|
| ● What do readers do when they don't understand what they are reading?<br>● What are the different literary genres (types) and modes of expression (forms)?<br>● What techniques/strategies do authors use to effectively communicate meaning made?<br>● What is the writing process?<br>● What role does community play in writing?<br>● How do writers craft in varied genres?<br>● Toni Morrison, Tommy Orange, and other authors have argued that in the absence of something, there is a thereness, a thing. What meaning can be made from something that is not there?<br>● How are global events reflected in narrative literature? How can a character's story reflect a larger social, economic or artistic movement or trend? | ● When having a difficult time comprehending, strong readers analyze word choice and vocabulary, sentence structure, and connotation, in order to determine the meaning of the words and the author's claims. Strong readers engage in conversations about the text to deepen personal readings, and strong readers read more about the text or author to bolster foundational understanding of the text's meaning and purpose.<br>● Writers will organize clear writing for the audience and to achieve their purpose.<br>● Writers engage their audience with vivid description, meaningful conflict, and a clear, confident voice.<br>● Writers select evidence that is connected to the central purpose or claim of a piece, and forgo including extraneous or irrelevant information.<br>● Writers engage in pre-writing/planning, drafting, re-reading, revising, editing, and publication as well as conferencing and dialogue to craft their writing. |

| | |
|---|---|
| | ● Writers understand the difference in tone and audience when writing in varied or uncomfortable genres. This includes understanding the difference in word choice and vocabulary usage.<br>● Students will be able to discuss the ways absence is shown in the text and how they relate to its portrayal.<br>● Students will write about how authors convey larger global issues through their stories. |

Unit Learning Activities:
*Students will…*

- Read and annotate a variety of short fiction.
- Students will read and discuss a graphic novel or graphic memoir.
- Engage in close reading assignments.
- Use graphic organizers to track the development of character, plot, and other literary elements.
- Make connections between global issues and the narrative texts.
- Read background material to give greater social and historical context for course selections.
- Regularly engage in vocabulary and writing practice
- Write a one page literary analysis essay

| **Assessments** | |
|---|---|
| Summative:<br>● Literary Analysis essay (technique and meaning) | Formative:<br>● Literary Technique Trackers<br>● Close Reading Assignments<br>● Reading ( Content & Lit Terms) Quizzes<br>● Vocabulary Quizzes |

**Course**: Transition English
**Unit 7 Title:** Creative Forms: Poetry, Drama, Film
[Poetry Writing; Film Review: 4-6 weeks]

**Unit Summary:** Students will read a variety of poetry, and drama and view contemporary films. Poetic forms will include haikus, sonnets, acrostics, haibuns and free verse. Selections from poets such as Shakespeare, Walt Whitman, Nikki Giovanni, Emily Dickinson, Pablo Neruda, Gwendolyn Brooks, Joy Harjo, and Terrance Hayes can be included. Students will study the structural elements of the selected forms, and develop their own verse with a chosen model. Students will have the opportunity to perform their poetry in front of an audience. Together, as a class, or in small groups, students will read a play, considering elements of character, setting, dialogue and plot. Students will watch 1-2 contemporary films. Students will consider such elements as direction, cinematography, dialogue, animation, sound, setting, historical context and social relevance. Students will write a film review that summarizes plot, presents significant details, and expresses a critical opinion of the piece.

**Primary interdisciplinary connections:** Art Appreciation, Film Study, Theatre/Performance

**Unit Rationale:** (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

Students will understand the significance of language in creative expression. Students will appreciate how the imagery in the form of poetry can convey feeling, mood and tone. Students will understand how dialogue can reveal character, conflict, and larger thematic and political ideas. Students will understand how parody, sarcasm, and humor are significant elements in creative expression and social critique. Students will make self-to-text connections and have the opportunity to develop their own poetic and critical voices through different writing forms.

Revised: 2024

| **Standards:** (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment) | |
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| **Language** | ● L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.<br>● L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.<br>● L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| **Reading** | ● RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.<br>● RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.<br>● RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).<br>● RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.<br>● RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts. |
| **Writing** | ● W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.<br>● W.RW.9–10.7. 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 & Listening** | ● SL.PE.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.<br>● SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |

| **Essential Questions:** | **Understandings:**<br>***Students will understand that…*** |
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| ● How do poets use meter and stanza to structure their form?<br>● How do imagery and other figurative language work to convey tone and mood?<br>● How can we analyze dialogue to understand character and subtext?<br>● What kind of structures allow us to most effectively express our thoughts and feelings?<br>● How can we find specific words and images to most effectively express our meaning?<br>● Who are we as "speakers?" What do our creative writing voices sound like in both our native tongues and in English? | ● Poets use structural forms to distill meaning.<br>● Imagery and figurative language can appeal to the senses and emotion in a way that direct telling and expositional writing can not.<br>● It is important to analyze dialogue in order to understand character, context, and meaning in a literary text.<br>● Specificity is key to strong and effective writing, and unlike generality, has universal appeal.<br>● Everyone's "voice" sounds different. Every writer, including student writers, has a unique way of expressing their thoughts and feelings on the page. |

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| ● How do directors/ producers/ actors use elements of cinema to convey meaning?<br>● How is film used as social criticism?<br>● What styles and structural forms do we gravitate to for means of self expression?<br>● What is “voice” and why does it matter? | ● We can have different voices in different languages.<br>● Film is a powerful mode of entertainment that can also communicate societal criticism.<br>● Our voices represent our identities, choices, and power in society. It is important to believe in yourself and your right to have a voice in the classroom and larger society. |
| Unit Learning Activities:<br>*Students will…*<br>● Read selected works of poetry (listed above)<br>● Identify poetic elements, form, and style<br>● Write their own poems modeled on 1-2 of the selections<br>● Present their poetry in a class performance<br>● Read a drama such as *Lost in Yonkers* by Neil Simon<br>● Identify and discuss dramatic elements and thematic meaning of a drama<br>● Watch and evaluate elements of contemporary film<br>● Write a film review | |
| **Assessments** | |
| Summative:<br>● 3-5 original poems<br>● Film Review ( Summary & Critique) | Formative:<br>● Poetry Annotations, identifying elements<br>● Character Tracker for Dramatic Work<br>● Quiz on poetic and dramatic elements<br>● Actor “interview” about role in play/film or Director “interview” about plot and theme of play/film |