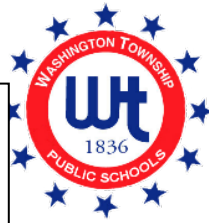




# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>English Language Arts Enrichment Lab</b>					
<b>Grade Level(s):</b>	<b>12</b>					
<b>Duration:</b>	<i>Full Year:</i>	<b>x</b>	<i>Semester:</i>		<i>Marking Period:</i>	
<b>Course Description:</b>	<p>Students who are struggling to meet English graduation requirements will now have the opportunity for individualized, targeted instruction during their Senior Year. This course is uniquely designed so that when students pass a graduation requirement exam, they will progress from the course; if requirements are not met by March, instruction will then focus on completing the ELA Portfolio required for graduation by the state of New Jersey.</p> <p>This course was created to meet the varying needs of learners to improve their reading and writing skills as well as strategies for standardized tests. Students will be engaged in meaningful, relevant daily writing activities that require them to build writing stamina, organize their writing, focus on task and audience, and infuse voice. All genres of writing will be addressed with an emphasis on writing to sources using textual evidence and elaboration. Students will also practice close reading of various texts to improve their comprehension of both fiction and non-fiction. The delivery of instruction will be a combination of: whole group instruction, station activities, individualized learning (technology-based), one on one conferencing, targeted small group instruction, and independent practice.</p>					
<b>Grading Procedures:</b>	<p>Students will be graded on a variety of formative and summative assessments including daily writing, close reading activities, vocabulary, comprehension exercises, and technology based courseware assignments.</p> <p>50% (Summative Assessments, Essays) 35% (Formative Assessments, Plato Courseware Assessments, Vocabulary ) 15% (Participation and Daily Writing Journals)</p>					
<b>Primary Resources:</b>	<p>NJ Student Learning Standards Plato Courseware Reviewing English Language Arts by Perfection Learning NJ PARRC Resources OERCommons.org</p>					

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Shera Jahn
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<b>Under the Direction of:</b>	Melissa Barnett, ELA Supervisor
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Written: \_\_August 2017\_\_

Revised: \_\_\_\_\_

BOE Approval: \_\_\_\_\_

<b>Duration:</b>	<b>Full Year:</b>		<b>Semester:</b>		<b>UNIT: 1</b>
<b>Unit Title: Reading and Comprehending Complex Literature</b>					
<b>Unit Description:</b> <p>In this unit, students will be able to identify the critical components of an excerpt of literature, including main idea, themes, tone, narrative structures, figurative language, setting etc. Students will learn how to implement these elements into personal narrative writing.</p>					
<b>Unit Duration: September-November</b>					
<b>Desired Results</b>					
<b>Standard(s):</b> <p>NJSLSA.R1. 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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. 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.</p> <p>NJSLSA.R9. 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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or Read and comprehend complex informational articles and highlight pertinent information. tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>					

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL1. 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

### **Indicators:**

Students will identify the theme or central idea of a text.

Students will identify and label plot elements and examine how they affect the growth of the characters.

Students will analyze how a theme or central idea develops over the course of a text.

Students will determine when the theme or central idea first appears, is reinforced by events, and grows throughout the text and will explain how textual details support a theme or central idea.

Students will identify and explain author's word choice and use of figurative language as it deepens the understanding of content and helps to determine author's purpose.

Students will use context clues to determine word meanings and multiple meaning words.

Students will define and explore universal themes in relation to the texts.

Students will engage and orient the reader by establishing a point of view and providing background.

Students will organize a plot sequence that unfolds naturally and logically.

Students will use dialogue, description, and reflection to develop experiences and/or characters and will utilize a variety of transition words and phrases to show the relationships among experiences and events.

Students will use precise words and phrases, relevant descriptive details, and sensory language to describe experiences.

Students will provide an effective introduction and conclusion.

Students will reflect on writing by identifying strengths and areas for self-improvement based on the PARRC writing rubric.

Students will analyze similarities and differences of passages and explain how it affects meaning.

Students will analyze the characters' points of view and how they may change throughout the story.

Students will cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Students will establish central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Students will develop and strengthen writing as needed by planning, revising, editing and rewriting.

Students will demonstrate command of conventions of standard English grammar and use proper punctuation when writing.

Students will demonstrate command of conventions of standard English grammar and spell correctly.

### **Understandings:**

*Students will understand...*

- How to complete a close reading of text, including highlighting pertinent textual evidence
- How theme, figurative language, and tone affect the meaning of text
- How structure and tone are indicative of author's point of view
- How to write a narrative essay implementing the above elements

### **Essential Questions:**

- How do theme, figurative language, and setting affect the overall meaning of the text?
- How do the tone and structure of the narrative reflect the author's point of view?
- What is the difference between literal and inferential meanings?
- How does a narrative essay differ from an informational essay?

## Assessment Evidence

### Performance Tasks:

Students will complete Plato Courseware individualized assignments.

Students will complete *Reviewing English Language Arts* Unit One.

Students will complete various writing prompts and essays which are modeled from the various graduation requirement exams (ASVAB, PARRC, Accuplacer etc.).

Students will compose an on-demand personal narrative writing piece (scored holistically).

### Other Evidence:

Vocabulary

Daily Writing Journal

Teacher observation

Individualized writing conferences

Class discussions

Collaboration with peers

### Benchmarks:

Plato Courseware assignments will assist in tracking student goals in reading comprehension. Students will complete various writing prompts and essays which are modeled from the various graduation requirement exams (ASVAB, PARRC, Accuplacer etc.). If necessary, students will complete a portfolio as required by New Jersey.

## Learning Plan

### Learning Activities:

The majority of this class will be split between whole group instruction, “stations” in which students will work on skills at an individualized pace, targeted small group instruction, and one on one conferences with the instructor. As each standardized test approaches, key elements will be reviewed with specific students. If a student requires the completion of the New Jersey state portfolio, this process will begin in March and will continue until May. The nature of this class requires an individualized plan for each student based on their strengths, weaknesses, and upcoming scheduled assessments.

## Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

**Standard(s):** NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W10. 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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Write a clear and effective narrative essay responding to all questions in the given prompt with no grammar, spelling, or usage errors.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Write a narrative essay in which the majority of the essay is clear and responds to the prompt with few grammar, spelling, or usage errors.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Write a narrative essay that is somewhat clear, but has various grammar, spelling, or usage errors.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content: respond to portions of the prompt</b>
<b>0.0</b>	<b>Even with help, no success in responding to any portion of the prompt.</b>

<p><b>Standard(s):</b> NJSLSA.R1. 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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. 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.</p>	
<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify theme and its development and cite various specific textual evidence.</b></li> <li>• <b>Analyze how the plot develops and determine how the structure of the reading relates to the story as a whole and the development of the characters, especially the protagonist.</b></li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify theme of the work and can cite at least one piece of textual evidence.</b></li> <li>• <b>Identify elements of the plot and can somewhat relate it to the development of the characters and/or the protagonist.</b></li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify a theme of the work.</b></li> <li>• <b>Identify elements of the plot.</b></li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content: will include mere identification of the elements of the plot.</b>
<b>0.0</b>	<b>Even with help, no success in identifying any elements of the plot or development of major characters.</b>

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	Students will work at an individualized pace based on their own level, so advanced learners will move more quickly through their material and will likely test out at an earlier time.
<b>Struggling Learners</b>	More one on one assistance and conferencing with the teacher and contact with their ELA teacher and guidance counselor about successful modifications including extended time.
<b>English Language Learners</b>	More one on one assistance and conferencing with the teacher and contact with their ELL teacher and guidance counselor about modifications.
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any</p>

	discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Integration of 21<sup>st</sup> Century Skills

### **Indicators:**

Students will learn how to set and meet their goals, even in the face of difficulty. They will be able to practice managing time effectively which is a necessary skill to pass the graduation requirement exams. They will be held accountable and responsible for their own efforts and success as their results directly affect graduation.

<b>Duration:</b>	<b>Full Year:</b>	<b>Semester:</b>	<b>UNIT:</b>	<b>2</b>
<b>Unit Title: Informational Text and Argumentative Essays</b>				
<b>Unit Description:</b>				
In this unit, students will be able to identify the critical components of informational text, including central idea and author's point of view. Students will learn how to implement these elements into argumentative writing, which will include how to write an effective thesis statement and how to cite relevant pieces of the reading.				
<b>Unit Duration: December-February</b>				
<b>Desired Results</b>				
<b>Standard(s):</b>				
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
NJSLSA.R5. 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.				
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.				
RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.				



RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL1. 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.

#### **Indicators:**

Students will identify thesis and analyze textual evidence that supports the thesis.

Students will evaluate text structure and identify arguments that support a writer's claim.

Students will develop their own opinion about a variety of topics, and work to organize their thoughts in a concise and logical sequence to implement in their writing.

Students will analyze vocabulary used and determine how it affects the author's argument.

Students will use context clues to determine word meanings and multi-meaning words, including analyzing connotation of words.

Students will develop their own opinion based on the writer's thesis statement, evidence, main ideas, and supporting details.

Students will analyze similarities and differences of passages and explain how it affects meaning.

Students will analyze the structure of texts, including how specific aspects of the text relate to one another and the whole.

Students will interpret words and phrases and analyze their impact on tone and how they represent the author's point of view.

Students will create a successful thesis statement and will support it in their writing.

Students will develop the topic with relevant facts, concrete details, and correctly cited quotations.

Students will use appropriate and varied transitions to create cohesion and clarify concepts.

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to the given task, purpose, and audience.

Students will develop and strengthen writing as needed by planning, revising, editing and rewriting.

Students will demonstrate command of conventions of standard English grammar and use proper punctuation when writing.

Students will demonstrate command of conventions of standard English grammar and spelling.

#### **Understandings:**

*Students will understand...*

-How to complete a close reading of text, including highlighting pertinent textual evidence that supports the thesis

-How figurative language and the connotation of words affect the overall meaning of the passage

-How structure and tone are indicative of author's point of view

-How to write a successful argumentative essay that supports the thesis

#### **Essential Questions:**

How do informational texts differ from narrative texts?

How is the author's point of view established?

How can a thesis statement be supported throughout an argumentative essay?

<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b> Students will complete Plato Courseware individualized assignments.</p> <p>Students will complete <i>Reviewing English Language Arts</i> Unit Two.</p> <p>Students will complete various writing prompts and essays which are modeled from the various graduation requirement exams (ASVAB, PARRC, Accuplacer etc.).</p> <p>Students will compose an on demand argumentative essay (scored holistically).</p>	<p><b>Other Evidence:</b> Vocabulary Daily Writing Journal Teacher observation Individualized writing conferences Class discussions Collaboration with peers</p>
<p><b>Benchmarks:</b> Plato Courseware assignments will assist in tracking student goals in reading comprehension. Students will complete various writing prompts and essays which are modeled from the various graduation requirement exams (ASVAB, PARRC, Accuplacer etc.). If necessary, students will complete a portfolio as required by New Jersey.</p>	
<b>Learning Plan</b>	
<p><b>Learning Activities:</b> The majority of this class will be split between whole group instruction, “stations” in which students will work on skills at an individualized pace, and one on one conferences with the instructor. As each standardized test approaches, key elements will be reviewed with specific students. If a student requires the completion of the New Jersey state portfolio, this process will begin in March and will continue until May. The nature of this class requires an individualized plan for each student based on their strengths, weaknesses, and upcoming scheduled assessments.</p>	

<b>Unit Learning Goal and Scale</b> <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
<p><b>Standard(s):</b>            NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.            NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.            NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Write a clear, effective thesis statement and support the thesis in an effective argumentative essay which responds to all questions in the given prompt with no grammar, spelling, or usage errors.</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Write a clear thesis statement and support the thesis in an argumentative essay in which the majority of the essay is clear and responds to the prompt with few grammar, spelling, or usage errors.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Write an argumentative essay that is somewhat clear, but has various grammar, spelling, or usage errors. Thesis is unclear.</li> </ul>



<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content: Argumentative essay is unclear and thesis is missing.</b>
<b>0.0</b>	<b>Even with help, no success in writing an argumentative essay.</b>

**Standard(s):**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Identify author's argument and its development and cite various specific textual evidence.</b></li> <li>• <b>Read and comprehend complex informational articles and highlight pertinent information.</b></li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Identify main idea of the work and can cite at least one piece of textual evidence.</b></li> <li>• <b>Read and mostly comprehend complex informational articles and highlight pertinent information.</b></li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Identify the main idea of the work.</b></li> <li>• <b>Identify elements of an informational article.</b></li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content: will include mere identification of the elements of the article, with little to no comprehension of overall meaning.</b>
<b>0.0</b>	<b>Even with help, no success in identifying author's point of view.</b>

**Unit Learning Goal and Scale**  
*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. 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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Analyze the text and interpret meanings of words and how they help to establish the author's argument.</b></li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Analyze the text and interpret meanings of words.</b></li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Identify the author's argument, but are unable to interpret the correct meaning of words.</b></li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content: students may be able to identify words that they struggle with, but are unsuccessful in interpreting a meaning.</b>
<b>0.0</b>	<b>Even with help, no success in interpreting the meanings of words.</b>

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	Students will work at an individualized pace based on their own level, so advanced learners will move more quickly through their material and will likely test out at an earlier time.
<b>Struggling Learners</b>	More one on one assistance and conferencing with the teacher and contact with their ELA teacher and guidance counselor about successful modifications including extended time.
<b>English Language Learners</b>	More one on one assistance and conferencing with the teacher and contact with their ELL teacher and guidance counselor about modifications.
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

Integration of 21 <sup>st</sup> Century Skills
<p><b>Indicators:</b></p> <p>Students will learn how to set and meet their goals, even in the face of difficulty. They will be able to practice managing time effectively which is a necessary skill to pass the graduation requirement exams. They will be held accountable and responsible for their own efforts and success as their results directly affect graduation.</p>

<b>Duration:</b>	<b>Full Year:</b>	<b>Semester:</b>	<b>UNIT:</b>	<b>3</b>
<b>Unit Title: English Language Arts Portfolio</b>				
<p><b>Unit Description:</b></p> <p>In this unit, students will be able to complete the portfolio given by the state of New Jersey to ensure an alternate route to meet graduation requirements.</p>				
<b>Unit Duration: March-June</b>				

## Desired Results

### Standard(s):

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. 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.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Indicators:

Students will identify thesis and analyze textual evidence that supports the thesis.

Students will evaluate text structure and identify arguments that support a writer's claim.

Students will develop their own opinion about a variety of topics, and work to organize their thoughts in a concise and logical sequence to implement in their writing.

Students will analyze vocabulary used and determine how it affects the author's argument.

Students will use context clues to determine word meanings and multi-meaning words, including analyzing connotation of words.

Students will develop their own opinion based on the writer's thesis statement, evidence, main ideas, and supporting details.

Students will analyze similarities and differences of passages and explain how it affects meaning.

Students will analyze the structure of texts, including how specific aspects of the text relate to one another and the whole. Students will interpret words and phrases and analyze their impact on tone and how they represent the author's point of view.

Students will create a successful thesis statement and will support it in their writing.

Students will develop the topic with relevant facts, concrete details, and correctly cited quotations.

Students will use appropriate and varied transitions to create cohesion and clarify concepts.

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to the given task, purpose, and audience.

Students will develop and strengthen writing as needed by planning, revising, editing and rewriting.

Students will demonstrate command of conventions of standard English grammar and use proper punctuation when writing.

Students will demonstrate command of conventions of standard English grammar and spelling.

Students will define and explore universal themes in relation to the texts.

Students will engage and orient the reader by establishing a point of view and providing background.

Students will organize a plot sequence that unfolds naturally and logically.

Students will use dialogue, description, and reflection to develop experiences and/or characters and will utilize a variety of transition words and phrases to show the relationships among experiences and events.

Students will use precise words and phrases, relevant descriptive details, and sensory language to describe experiences.

Students will provide an effective introduction and conclusion.

Students will reflect on writing by identifying strengths and areas for self-improvement based on the PARRC writing rubric.

**Understandings:**

*Students will understand...*

- How to complete a close reading of text, including highlighting pertinent textual evidence that supports the thesis
- How figurative language and the connotation of words affect the overall meaning of the passage
- How structure and tone are indicative of author's point of view
- How to write a successful argumentative essay that supports the thesis
- How to write a successful narrative implementing the above elements

**Essential Questions:**

How do informational texts differ from narrative texts?

How is the author's point of view established?

How can a thesis statement be supported throughout an argumentative essay?

How do theme, figurative language, and setting affect the overall meaning of the text?

How do the tone and structure of the narrative reflect the author's point of view?

**Assessment Evidence**

**Performance Tasks:**

Students will complete various writing prompts and essays which will be assigned by the state of New Jersey in March..

Students will compose an argumentative essay (scored holistically).

Students will compose a narrative essay (scored holistically).

**Other Evidence:**

Daily Writing Journal

Teacher observation

Individualized writing conferences

**Benchmarks:**

N/A

**Learning Plan**

**Learning Activities:**

The majority of this class will be split between whole group instruction, "stations" in which students will work on skills at an individualized pace, and one on one conferences with the instructor. As each standardized test approaches, key elements will be reviewed with specific students. If a student requires the completion of the New Jersey state portfolio, this process will begin in March and will continue until May. The nature of this class requires an individualized plan for each student based on their strengths, weaknesses, and upcoming scheduled assessments.

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Write a clear, effective thesis statement and support the thesis in an effective argumentative essay which responds to all questions in the given prompt with no grammar, spelling, or usage errors.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Write a clear thesis statement and support the thesis in an argumentative essay in which the majority of the essay is clear and responds to the prompt with few grammar, spelling, or usage errors.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Write an argumentative essay that is somewhat clear, but has various grammar, spelling, or usage errors. Thesis is unclear.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content: Argumentative essay is unclear and thesis is missing.</b>
<b>0.0</b>	<b>Even with help, no success in writing an argumentative essay.</b>

**Standard(s):**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify author's argument and its development and cite various specific textual evidence.</li> <li>Read and comprehend complex informational articles and highlight pertinent information.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify main idea of the work and can cite at least one piece of textual evidence.</li> <li>Read and mostly comprehend complex informational articles and highlight pertinent information.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify the main idea of the work.</li> <li>Identify elements of an informational article.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content: will include mere identification of the elements of the article, with little to no comprehension of overall meaning.</b>
<b>0.0</b>	<b>Even with help, no success in identifying author's point of view.</b>

## Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

### Standard(s):

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. 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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li><b>Analyze the text and interpret meanings of words and how they help to establish the author's argument.</b></li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li><b>Analyze the text and interpret meanings of words.</b></li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li><b>Identify the author's argument, but are unable to interpret the correct meaning of words.</b></li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content: students may be able to identify words that they struggle with, but are unsuccessful in interpreting a meaning.</b>
<b>0.0</b>	<b>Even with help, no success in interpreting the meanings of words.</b>

**Standard(s):** NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W10. 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.

### Students will be able to:

- Write a clear and effective narrative essay responding to all questions in the given prompt with no grammar, spelling, or usage errors.**

### Students will be able to:

- Write a narrative essay in which the majority of the essay is clear and responds to the prompt with few grammar, spelling, or usage errors.**

### Students will be able to:

- Write a narrative essay that is somewhat clear, but has various grammar, spelling, or usage errors.**

**With help, partial success at level 2.0 content and level 3.0 content: respond to portions of the prompt**

**Even with help, no success in responding to any portion of the prompt.**

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Students will work at an individualized pace based on their own level, so advanced learners will move more quickly through their material and will likely test out at an earlier time.
<b>Struggling Learners</b>	More one on one assistance and conferencing with the teacher and contact with their ELA teacher and guidance counselor about successful modifications including extended time.
<b>English Language Learners</b>	More one on one assistance and conferencing with the teacher and contact with their ELL teacher and guidance counselor about modifications.



Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

### Integration of 21<sup>st</sup> Century Skills

#### Indicators:

Students will learn how to set and meet their goals, even in the face of difficulty. They will be able to practice managing time effectively which is a necessary skill to pass the graduation requirement exams. They will be held accountable and responsible for their own efforts and success as their results directly affect graduation.