

## Course Overview

**Name of Course:** ELA College and Career Readiness 11      **Department:** English

### **Course Summary:**

Students will be subjected to different genres of texts in order to articulate meaning and apply it to future academic tasks as well as their daily lives.

### **Course Description:**

This individualized instruction course is designed to remediate and develop reading and writing deficiencies for students who did not meet grade level requirements on ELA standardized tests, such as the PARCC, and have not met high school graduation requirements. The goal of this class is to provide extra support to students who need it the most. Individualized instruction will be provided for students so that they can achieve grade level proficiency in English Language Arts as set by the New Jersey Student Learning Standards so the student can meet the high school graduation requirements. Students spend class time working online, and in small groups, at their own pace and at their own reading level. Assessments will drive the individualized instruction of each learner. Basic skills remediation is mandated by state statutes.

#### ENTRANCE CRITERIA

- Examination of lack of proficiency in standardized test scores
- Examination of lack of proficiency in specific cluster scores
- Teacher recommendation
- Parental concerns
- Referral of Guidance Counselor
- Referral by Intervention and Referral Services (I&RS)
- Writing Folder Samples
- Student work evidencing deficiencies in Common Core Standards
- Anecdotal Records
- Summative and Formative Assessment evidence
- Observation of Classroom Performance
- Attendance

#### EXIT CRITERIA

- Proficiency on Standardized Test
- Teacher recommendation
- Grades

### **Course Expectations:**

Students will be able to:

- 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.
- Analyze and reflect on how two or more texts address similar themes or topics in order to

**PRSD Revision: January 2018**

**BOE Approved (revision): April 2018**

**NJ DOE Adopted: May 4, 2016**

**NJ Standards Adopted by PRSD: September 2017**

build knowledge or to compare the approaches the authors take.

- Understand, identify, and apply various literary conventions.
- Recognize the various genres of writing as well as tone and its relationship to thematic concerns.
- Increase knowledge of words, etymology, and contextual clues and parts of speech formation.
- Recognize and identify themes, periods, and trends in literary and informational texts.
- Explore and develop a variety of writing styles emphasizing correct form.
- Practice, refine, and demonstrate a variety of writing modes throughout units including brainstorming, outlining, drafting, editing, and revising.
- 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.

### **Course Essential Questions (Big Ideas):**

- How does the study of literature strengthen the skills outlined in the New Jersey Student Learning Standards?
- How does the study of informational texts strengthen the skills outlined in the New Jersey Student Learning Standards?
- How does the study and practice of writing strengthen the skills outlined in the New Jersey Student Learning Standards?

### **Alignment with New Jersey Student Learning Standards:**

#### **Alignment with NJSLs:**

- RL.11-12 Reading Literature
- RI. 11-12 Reading Informational Text
- W.11-12 Writing
- SL.11-12 Speaking & Listening
- L.11-12 Language

### **Anchor Standards for Reading**

**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.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**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.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**NJSLSA.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.

### **Anchor Standards for Writing**

**NSLSA.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.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.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.W7.** 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.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis,

reflection, and research.

**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.

**Alignment with 21<sup>st</sup> Century Life and Career Skills 9.1:**

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

**Technology; 8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Primary Interdisciplinary Connections:**

Economics, Geography, Government and Civics

**Course Requirements and Major Assignments:**

- Regular Attendance
- Independent Reading
- Benchmarks
- Comparative Reading
- Analytical, Narrative and Expository Essays
- Creative Projects
- Collaborative Projects and Assignments
- Practice of Skills Using Online Programs
- Presentations/Public Speaking Assignments
- Participation in Peer Editing and Socratic Circles

**Course Unit/Pacing Guide**

Unit #	Unit Title/Major Concepts	Duration: Weeks & School Calendar
Unit One	Reading Literature	ongoing
Unit Two	Reading Informational	ongoing

	<b>Texts</b>	
<b>Unit Three</b>	<b>Writing</b>	<b>ongoing</b>
<b>Unit Four</b>	<b>Language</b>	<b>ongoing</b>

## Course Content Outline

*Content Topic: Reading literature*

*Timeline: ongoing*

### Course Unit 1

**Unit Title: Reading Literature**

**Date/Duration: ongoing**

#### **New Jersey Student Learning Standards--Progress Indicators for Reading Literature**

**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.11-12.2.** 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.

**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).

**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.)

**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 tragic resolution) contribute to its overall structure and meaning as well as

its aesthetic impact.

**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).

**RL.11-12.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

**RL.11-12.9.** Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

**RL.11-12.10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

**Alignment with 21<sup>st</sup> Century Life and Career Skills 9.1:**

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

**Technology; 8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Primary Interdisciplinary Connections:**

Economics, Geography, Government and Civics

**Stage 1: Desired Results**

**Transfer**

***Students will be able to independently use their learning to:***

- Cite strong and thorough textual evidence and make relevant connections
- Draw inferences from a text

- Analyze how themes develop over the course of a text
- Provide an objective summary of a text
- Analyze the impact of the author's choice relating to setting, plot development, and character development
- Utilize context to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- Analyze how word choice impacts meaning and tone
- Analyze how specific parts of a text's structure contribute to its overall meaning as well as its aesthetic impact
- Distinguish between what is directly stated in a text versus what is implied (e.g., satire, sarcasm, irony, or understatement)
- Compare/contrast multiple interpretations of a story, drama, or poem and evaluate how each version interprets the source text
- Analyze eighteenth-, nineteenth- and early twentieth-century foundational works of literature, focusing on how two or more texts from the same period treat similar themes or topics

## Meaning

### Understandings:

- There are specific steps in properly citing textual evidence.
- Reading literature can enhance vocabulary.
- Authors make specific and deliberate choices when constructing texts.
- Point of view can have great impact on how information given and how it is received.
- Different readers interpret the same text differently depending on readers' experiences and outlooks.

### Essential Questions:

- How does citing textual evidence strengthen arguments and opinions?
- How can we use literature to develop a sophisticated vocabulary?
- How does an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning?
- How can analysis of point of view help distinguish what is directly stated in a text and what is actually meant?
- How does analyzing multiple interpretations of a drama or poem help evaluate how each

	version interpreted?
<b>Acquisition</b>	
<p>Student will know...</p> <ul style="list-style-type: none"> <li>• The proper format for citing textual evidence.</li> <li>• Themes develop independently and interactively.</li> <li>• Characters develop independently and interactively.</li> <li>• The importance of using new vocabulary in context.</li> <li>• Understand that it is not only important to read texts, but to interact with them by annotating.</li> </ul>	<p>Student will be able to...</p> <ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of explicit and implicit information.</li> <li>• Explain how themes are developed and how they interact over time.</li> <li>• Explain how characters are developed how they interact over time.</li> <li>• Effectively use newly acquired vocabulary in context.</li> <li>• Paraphrase and synthesize information from different sources.</li> <li>• Identify important information(relevant and irrelevant information) and annotate texts.</li> </ul>
<b>Stage 2-Assessment Evidence</b>	
<i>Students will show their learning by...</i>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Response journals</li> <li>• Group project</li> <li>• Class discussion</li> <li>• Formative/summative assessments</li> <li>• Reading quizzes</li> <li>• Socratic Seminar</li> <li>• Storyboards</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Daily discussion</li> <li>• Independent reading</li> </ul>
<b>Stage 3- Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	
<p>Weekly instruction and pacing will be determined by instructor in unit lesson plans.</p> <p>Marking period 1:</p> <p>Marking period 2:</p> <p>Marking period 3:</p>	



Marking period 4:

### Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (doesn’t necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At-Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

### Specific Resources for Unit

*The Five People You Meet in Heaven* by Mitch Albom

*Tuesdays with Morrie* by Mitch Albom

*Night* by Elie Wiesel

*Number the Stars* by Lois Lowry

*The Book Thief* by Markus Zusak

*Maus* by Art Spiegelman

*The Outsiders* by S.E. Hinton

*Rumblefish* by S.E. Hinton

*Monster* by Walter Dean Myers

*The Memphis Belle* (1990 film by Michael Caton-Jones)  
*Jakob the Liar* (1999 film directed by Peter Kassovitz)  
*Big Fish* (2003 film directed by Tim Burton)  
*Into the Wild* (2007 film by Sean Penn)  
 Read Theory (website)  
 Newsela (website)  
 Collegeboard.org  
 Parcc.pearson.com  
 “The Story of an Hour” by Kate Chopin  
 “Desiree’s Baby” by Kate Chopin  
 “A Rose for Emily” by William Faulkner  
 “All Summer in a Day” by Ray Bradbury  
 “The Chaser” by John Collier  
 “An Occurrence at Owl Creek Bridge” by Ambrose Bierce  
 “The Hack Driver” by Sinclair Lewis  
 “The Lottery” by Shirley Jackson  
 “A Good Man is Hard to Find” by Flannery O’Connor

### General Resources for Course

Pearson textbook  
 Relevant and appropriate teacher selected short stories  
 Relevant YouTube clips  
 Khan Academy  
 StoryboardThat (storyboardthat.com)  
 Student-chosen independent reading books (including but not limited suggestions in the Appendix)  
 Relevant and appropriate short stories  
 Poetry Foundation  
 Poets.org (search poems by theme)  
 Kahoot.com

## Course Unit 2

**Unit Title:** Reading Informational Texts

**Date/Duration:** ongoing

**New Jersey Student Learning Standards--Progress Indicators for Reading  
Informational Texts**

**RI.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**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.

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

**Alignment with 21<sup>st</sup> Century Life and Career Skills 9.1:**

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

**Technology; 8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Primary Interdisciplinary Connections:**

Economics, Geography, Government and Civics

**Stage 1: Desired Results****Transfer*****Students will be able to independently use their learning to:***

- Cite strong and thorough textual evidence and make relevant connections
- Draw inferences from a text
- Analyze and explain the interaction and development of individuals, ideas, or events
- Provide an objective summary of a text
- Utilize context to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- Analyze how word choice and structure impacts effectiveness of an argument
- Analyze how specific parts of a text's structure contribute to its overall meaning as well as its aesthetic impact
- Distinguish between what is directly stated in a text versus what is implied (e.g., satire, sarcasm, irony, or understatement)
- Determine point of view or purpose
- Analyze the impact of style and content of the effectiveness of a text
- Integrate and evaluate textual and non-textual information to problem solve.
- Understand and analyze significant historical documents

**Meaning****Understandings:**

- There are specific steps in properly citing textual evidence.
- Reading informational texts will enhance vocabulary.
- Authors make specific and deliberate choices when constructing texts.

**Essential Questions:**

- How does citing textual evidence strengthen arguments and opinions?
- How can we use informational texts to develop a sophisticated

<ul style="list-style-type: none"> <li>● Point of view can have great impact on how information given and how it is received.</li> <li>● Different readers interpret the same text differently depending on readers' experiences and outlooks.</li> </ul>	<p>vocabulary?</p> <ul style="list-style-type: none"> <li>● How does an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning?</li> <li>● How can analysis of point of view help distinguish what is directly stated in a text and what is actually meant?</li> </ul>
<b>Acquisition</b>	
<p><b>Student will know.....</b></p> <ul style="list-style-type: none"> <li>● There is a proper format for citing textual evidence.</li> <li>● Utilizing textual evidence strengthens a reader's opinion/point of view.</li> <li>● It is important to not only read texts but to interact with them through annotations.</li> <li>● Not all sources are reliable.</li> <li>● The difference between a biased and unbiased text.</li> </ul>	<p><b>Student will be able to....</b></p> <ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence to support analysis of explicit and implicit information.</li> <li>● Paraphrase and synthesize information from different sources.</li> <li>● Identify important information(relevant and irrelevant information) and annotate texts.</li> <li>● Determine the difference between fact and opinion as well as biased and unbiased writing.</li> <li>● Determine and effectively utilize reliable sources in written and verbal discussion of texts.</li> </ul>
<b>Stage 2-Assessment Evidence</b>	
<i>Students will show their learning by...</i>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Response journals</li> <li>● Group project</li> <li>● Class discussion</li> <li>● Formative/summative assessments</li> <li>● Reading quizzes</li> <li>● Socratic Seminar</li> <li>● Storyboards</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Class participation</li> <li>● Daily discussion</li> <li>● Independent reading</li> </ul>
<b>Stage 3- Learning Plan</b>	

### ***Summary of Key Learning Events and Instruction***

Weekly instruction and pacing will be determined by instructor in unit lesson plans.

Marking period 1:

Marking period 2:

Marking period 3:

Marking period 4:

### **Recommended Accommodations and Modifications**

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

Title 1 (At-Risk Students):

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

### Specific Resources for Unit

Read Theory (website)  
Newsela (website)  
Collegeboard.org  
parcc.pearson.com

### General Resources for Course

Pearson textbook  
Relevant and appropriate teacher selected articles  
Relevant Youtube clips  
Relevant informational texts  
Khan Academy  
StoryboardThat (storyboardthat.com)  
Student-chosen independent reading books/articles (including but not limited suggestions in the Appendix)  
Kahoot.com

### Course Unit 3

**Unit Title: Writing**

**Date/Duration: ongoing**

**New Jersey Core Curriculum Content Standard(s) addressed:**

#### **Anchor Standards for Writing**

**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.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.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.W7.** 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.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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.

#### **Alignment with 21<sup>st</sup> Century Life and Career Skills 9.1:**

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections:



Geography, Psychology, History, Economics, Multicultural Issues, Arts.

**Technology; 8.1 Educational Technology:**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Primary Interdisciplinary Connections:**

Economics, Geography, Government and Civics

**Stage 1: Desired Results**

**Transfer**

*Students will be able to independently use their learning to:*

- Write arguments to support claims utilizing reason and evidence
- Construct informative texts which analyze and communicate complex topics or ideas
- Clearly and effectively organize content
- Write well-developed, detailed narratives
- Produce clear and organized writing appropriate to task, purpose, and reader
- Plan, revise, and edit writing in an effort to develop and improve writing
- Produce and publish writing using technology
- Utilize writing as a means of interaction and collaboration
- 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.
- Assess the credibility and accuracy of print and online sources for timeliness, relevance, authority, accuracy, and purpose
- Integrate print and online sources using quotations, paraphrases, and summaries to avoid plagiarism
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences
- Write routinely over shorter time frames (a single sitting or a day or two) for a range

of tasks, purposes, and audiences	
<b>Meaning</b>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• There are specific steps in properly citing textual evidence.</li> <li>• Authors make specific and deliberate choices when constructing texts.</li> <li>• Point of view can have great impact on how information given and how it is received.</li> <li>• Different readers interpret the same text differently depending on readers' experiences and outlooks.</li> <li>• There is a process in constructing a strong research paper.</li> <li>• It is important to not only read texts but interact with them.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does citing textual evidence strengthen arguments and opinions?</li> <li>• Why is it important to produce clear and organized texts?</li> <li>• How does writing encourage and enhance interaction and collaboration?</li> <li>• Why are the writing and research writing processes important?</li> </ul>
<b>Acquisition</b>	
<b>Students will know.....</b> <ul style="list-style-type: none"> <li>• There is a proper format for citing textual evidence.</li> <li>• Utilizing textual evidence strengthens a reader's opinion/point of view.</li> <li>• It is important to not only read texts but to interact with them through annotations.</li> <li>• Not all sources are reliable.</li> <li>• The difference between a biased and unbiased text.</li> <li>• There is a proper format for research paper appearance.</li> <li>• Gaining feedback and revising research writing is necessary in achieving mastery.</li> </ul>	<b>Student will be able to....</b> <ul style="list-style-type: none"> <li>• Cite strong and thorough textual evidence to support analysis of explicit and implicit information.</li> <li>• Paraphrase and synthesize information from different sources.</li> <li>• Identify important information (relevant and irrelevant information) and annotate texts.</li> <li>• Determine the difference between fact and opinion as well as biased and unbiased writing.</li> <li>• Determine and effectively utilize reliable sources in written and verbal discussion of texts.</li> <li>• Properly use MLA format for heading, in-text citations, page numbers, and works cited page.</li> <li>• Accept teacher and peer feedback to</li> </ul>

	rewrite/revise research writing.
<b>Stage 2-Assessment Evidence</b>	
<i>Students will show their learning by...</i>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>● Journal writing/personal reflections</li> <li>● Essays</li> <li>● Narratives</li> <li>● Research paper/project</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>● Class participation</li> <li>● Daily discussion</li> </ul>
<b>Stage 3- Learning Plan</b>	
<i>Summary of Key Learning Events and Instruction</i>	
<p>Weekly instruction and pacing will be determined by instructor in unit lesson plans.</p> <p>Marking period 1:</p> <p>Marking period 2:</p> <p>Marking period 3:</p> <p>Marking period 4:</p>	
<b>Recommended Accommodations and Modifications</b>	
<p>ELL:</p> <ul style="list-style-type: none"> <li>● Work toward longer passages as skills in English increase</li> <li>● Use visuals</li> <li>● Introduce key vocabulary before lesson</li> <li>● Provide peer tutoring</li> <li>● Use a strong student as a “buddy” (does not necessarily have to speak the primary language)</li> </ul> <p>Special Education:</p> <ul style="list-style-type: none"> <li>● Allow extra time to complete assignments or tests</li> </ul>	

- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

**Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

**Title 1 (At-Risk Students):**

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

### **Specific Resources for Unit**

Read Theory (website)  
Newsela (website)  
Collegeboard.org  
parcc.pearson.com

### **General Resources for Course**

Pearson textbook  
Relevant and appropriate teacher selected short stories and articles  
Relevant YouTube clips  
Khan Academy  
StoryboardThat (storyboardthat.com)  
Student-chosen independent reading books, short stories and articles (including but not limited suggestions in the Appendix)  
Poetry Foundation  
Poets.org (search poems by theme)  
CRAAP for source evaluation ([https://www.csuchico.edu/lins/handouts/eval\\_websites.pdf](https://www.csuchico.edu/lins/handouts/eval_websites.pdf))  
Kahoot.com

**Appendix:**  
**Suggested Independent Reading Books (Fiction and Nonfiction)**

**FICTION**

Alcott, Louisa May. *Little Women*

The four March sisters learn about life while living through the Civil War.

Bronte, Emily. *Wuthering Heights*

Catherine Earnshaw is drawn to Heathcliff, a mysterious orphan whom her father brings home.

Binchy, Maeve. *Circle of Friends*

Loyal friends Benny and Eve grow up together in an Irish village.

Chevalier, Tracy. *Girl with the Pearl Earring*

The novel centers on the 17th-century Dutch painter Johannes Vermeer household during the 1660s.

Cisneros, Sandra. *House on Mango Street*

Esperanza Cordero uses poems and stories to express thoughts and emotions about her oppressive environment.

Esquivel, Laura. *Like Water for Chocolate*

The action of this novel centers around the kitchen, the heart and soul of a traditional Mexican family.

Fitzgerald, F. Scott. *This Side of Paradise*

The novel tells the story of Amory Blaine, as he grows up during the crazy years following WW1.

Gaines, Ernest. *A Lesson Before Dying*

A young Black teacher struggles to impart a sense of pride to Jefferson before he must face his death.

Goldberg, Myra. *Bee Season*

First prize in her school spelling bee changes 9- year-old Eliza Naumann and her family.

Hemingway, Ernest. *A Farewell to Arms*

A soldier and nurse fall in love during WW1.

Kingsolver, Barbara. *The Bean Trees*

Marietta Greer is catapulted into a surprising new life when her car runs out of gas in Taylorville, III.

McCullers, Carson. *The Heart Is a Lonely Hunter*

The characters are the damned, the voiceless, and the rejected of a small southern town.

Naylor, Gloria. *The Women of Brewster Place*

It chronicles the strength of seven diverse black women who live in a decaying urban neighborhood.

Tan, Amy. *The Kitchen God's Wife*

It is an absorbing story about the lives of a Chinese mother and her adult American-born daughter.

Toole, John Kennedy. *A Confederacy of Dunces*

Comic adventures of Ignatius J. Reilly, a 30-year-old medievalist who lives at home with his mother in New Orleans.

Walker, Alice. *Meridian*

A young woman attempts to find her place in the revolution for racial and social equality.

## **PLAYS & POETRY**

Auburn, David. *Proof*

Catherine, who sacrificed college to care for her mentally ill father is left in limbo after his death.

Collins, Billy, Ed. *Poetry 180: A Turning Back to Poetry*

An anthology of contemporary poems.

Fugard, Athol. *Master Harold and the Boys*

Concerns the relationship between a white teen and two Black servants in South Africa during apartheid.

Keillor, Garrison. *Good Poems*

A collection of 300 poems each with an amusing introduction.

Henley, Beth. *Crimes of the Heart*

Three sisters reunite just before one is going to jail.

Pinsky, Robert, Ed. *Americans' Favorite Poems*

200 poems submitted by Americans to the favorite poem project.

Simon, Neil. *Brighton Beach Memoir*

A teenager grows up in Brooklyn in the 1930s.

Valdez, Luis. *Zoot Suit*

Based on the zoot-suit riots of 1940s Los Angeles, when a group of Chicano men were jailed on murder charge.

Williams, Tennessee. *A Streetcar Named Desire*

A New Orleans couple has their lives upended by the arrival of a disturbed, faded Southern belle.

Wilson, August. *Fences*

Troy Maxson and his family deal with work, marriage, family disputes, mental illness, violence, and more in 1950s Pittsburgh.

### **YOUNG ADULT FICTION**

Brashares, Ann. *Sisterhood of the Traveling Pants*

Four friends share one pair of magical pants over the course of a summer.

Crutcher, Chris. *Whale Talk*

A swim team full of misfits learns important life lessons.

Haddix, Margaret Peterson. *Just Ella*

A unique retelling of the Cinderella story.

Myers, Walter Dean. *Slam*

A teenage learns about life and basketball in Harlem.

Napoli, Donna Jo. *Beast*

A surprising retelling of Beauty and the Beast.

Parks, Gordon. *The Learning Tree*

A true-to-life novel of growing up as a black man in the middle of the 20th century.

Peck, Robert. *A Day No Pigs Would Die*

The experiences of a young man growing up in a Shaker community.

Rostkowski, Margaret. *After the Dancing Days*

Annie learns to stand up to her mother in the days following the end of The Great War.

### **SPORTS & RECREATION**

Armstrong, Lance. *Every Second Counts*

Confronts the challenge of moving beyond his cancer experience, his first Tour victory, and his celebrity status.

Asinof, Eliot. *Eight Men Out*

The tale of the greatest scandal the world of baseball has known.

Bissinger, H.G. *Friday Night Lights*

The story of a town obsessed with its champion high-school football team

Conroy, Pat. *My Losing Season*

A losing basketball team discovers how suffering can be transformed to become a source of strength and inspiration.

Coulton, Larry. *Counting Coup*

The social dilemmas faced by present-day Native Americans are revealed in this look at a high school girls' basketball team.

Eig, Jonathan. *Luckiest Man: The Life and Death of Lou Gehrig*

Gehrig's accomplishments make him one of the best baseball players of all time.

Hillenbrand, Laura. *Sea Biscuit: An American Legend*

The story of the horse who became a cultural icon.

Jackson, Phil. *Sacred Hoops*

An inside look at the higher wisdom of teamwork from head coach Phil Jackson.

Longman, Jere. *The Girls of Summer:*

The U.S. Women's Soccer Team and How It Changed the World

The story of the women's team, their rise to world dominance, and their struggle for the support, respect, and salary they deserve.

Malamud, Bernard. *The Natural*

The book explores the mythic world of baseball.

## **THRILLERS & MYSTERIES**

Christie, Agatha. *And Then There Were None*

The story of 10 strangers, each lured to Indian Island by a mysterious host.

Clancy, Tom. *The Hunt for Red October*

A military thriller considered the greatest espionage novel in history.

Clark, Mary Higgins. *The Cradle Will Fall*

A woman sees a man put a body in a trunk.

Grisham, John. *The Client*

A young witness is hunted by the mob.



Haddon, Mark. *The Curious Incident of the Dog in the Night-time*  
An autistic boy sets out to solve a murder.

Hillerman, Tony. *A Thief of Time*  
When two corpses appear amid stolen goods and bones at an ancient burial site, Leaphorn and Chee must plunge into the past to unearth the truth.

King, Stephen. *Salem's Lot*  
A novel about the slow takeover of a small town by a vampire.

Ludlum, Robert. *The Bourne Identity*  
His memory is blank. He only knows that he was flushed out of the Mediterranean Sea, his body riddled with bullets

### **SCIENCE FICTION & FANTASY**

Adams, Douglas. *The Hitchhiker's Guide to the Galaxy*  
Arthur Dent travels the galaxy with his pal Ford Prefect, getting into horrible messes.

Bradbury, Ray. *The Martian Chronicles*  
Stories of the colonization of Mars form an eerie mesh of past and future.

Card, Orson Scott. *Ender's Game*  
Aliens have almost destroyed the human species. To make sure humans win, the world government breeds military geniuses.

Clarke, Arthur C. *Childhood's End*  
Earth has been invaded by an alien race that no one has ever seen: the Overlords.

Crichton, Michael. *Jurassic Park*  
A dinosaur-bites-man disaster tale set on an island theme park gone terribly wrong.

Dick, Philip K. *The Man in the High Castle*  
What if America lost WW2 and is occupied jointly by Nazi Germany and Japan?

Dickinson, Peter. *Eva*  
A coma victim has her memory and brain patterns transferred to a chimpanzee.

Gaiman, Neil. *Neverwhere*  
The protagonist joins a quest through the dangerous London Below, a shadow city of forgotten people, places, and times.

Pullman, Philip. *The Golden Compass*  
A rebellious child becomes involved in one of the biggest events that her or any other world will ever encounter.

Rowling, J.K. *Harry Potter and the Order of The Phoenix*  
The fifth Harry Potter book takes a uniquely psychological dark turn.

Tolkien, J.R.R. *Lord of the Rings: The Fellowship of the Rings*  
Frodo, an ordinary hobbit, goes on a wild adventure to the darkest of all places.

Vonnegut, Kurt. *Slaughterhouse Five*  
We follow Pilgrim through all phases of his life, including his experience as a POW who witnesses the firebombing of Dresden.

Wells, H.G. *War of the Worlds*  
The classic tale of aliens landing on earth is still powerful and compelling.

### **HISTORY, POLITICS, & MODERN CULTURE**

Bradley, James. *Flags of Our Fathers*  
The unique stories of the men who raised the flag at Iwo Jima.

Cuomo, Kerry Kennedy. *Speak Truth to Power*  
Inspiring lives of the common women and men, all who believe in liberty and justice.

Davis, Kenneth C. *Don't Know Much About History*  
Connects the myths and misconceptions of history and shows that truth is more entertaining than propaganda.

Giuliani, Rudolph W. *Leadership*  
The ex-mayor demonstrates how he used an aggressive, hands-on management style to deal with everything from petty crime to terrorism.

Hedges, Chris. *War Is a Force That Gives Us Meaning*  
This moving book examines the continuing appeal of war to the human psyche.

Machiavelli, Niccolo. *The Prince*  
Analyzes the often-violent means by which political power is seized and retained, and the circumstances in which it is lost.

McPhee, John. *The Pine Barrens*  
Insightful book about the botanical, cultural, and historical peculiarities of this region.

Parati, Michael. *The Terrorism Trap*  
A richly informed and powerfully argued analysis of the deeper causes and meaning of September 11.

Powell, Colin. *My American Journey*

Author's journey from the South Bronx through his rise to Chairman of the Joint Chiefs of Staff.

Preston, Richard. *The Hot Zone*

The dramatic story of an Ebola virus outbreak in a suburban Washington, D.C. laboratory.

Steinberg, Jacques. *The Gatekeepers: Inside the Admissions Process of a Premier College*

It follows six applicants of varying backgrounds from their first encounter with the admissions officer to their final acceptance or rejection.

Yeager, Chuck. *Yeager: An Autobiography*

Yeager both lived and made aviation history

### **GENERAL NON-FICTION**

Canfield, Jack, et al. *Chicken Soup for the Teenage Soul*

Contains stories, and poems relating to the specific troubles that traumatize teenagers everywhere.

Capuzzo, Michael. *Close to the Shore: Terror In The Age Of Innocence*

In 1916, bathers along the East Coast were frightened away by a series of vicious attacks in the water.

Conroy, Pat. *The Water Is Wide*

Conroy spent a year teaching a small group of black children who were lost in time.

Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By In America*

The author finds out just how to survive on the wages of the unskilled.

Gutman, Israel. *Resistance: The Warsaw Ghetto Uprising.*

The Warsaw Ghetto uprising of 1943 pitted hundreds of poorly armed, starving Jews fighting to the death, in total isolation, against an overwhelming Nazi army.

## **BIOGRAPHY & AUTOBIOGRAPHY**

Angelou, Maya. *I Know Why the Caged Bird Sings*

This is the story of Angelou's early life with her grandmother in Arkansas.

Baker, Russell. *Growing Up*

The author recollects growing up in Virginia, New Jersey and Baltimore in the 20s and 30s.

Hart, Elva Trevino. *The Barefoot Heart: Stories of a Migrant Child*

A career woman looks back on her Mexican American family's impoverished years with stark dignity.

Krakauer, Jon. *Into Thin Air*

Riveting first-hand account of a catastrophic expedition up Mount Everest in March 1996.

Lalicki, Tom. *Spellbinder: The Life of Harry Houdini*

Lalicki successfully weaves together information about the magician's personal life and his public exploits.

Mathabane, Mark. *Kaffir Boy*

The author's describes growing up in a non-white ghetto outside Johannesburg--and how he escaped its horrors.

McBride, James. *The Color of Water*

This is the story of Ruth McBride Jordan, the two good men she married, and the 12 good children she raised.

McCourt, Frank. *Angela's Ashes*

McCourt writes about his difficulties growing up in Ireland.

Petry, Ann. *Harriet Tubman: Conductor of the Underground Railroad*

The story of the courageous woman who guided over 300 slaves to freedom.

Wright, Richard. *Black Boy*

Wright's book tells of his journey from innocence to experience in the Jim Crow South.