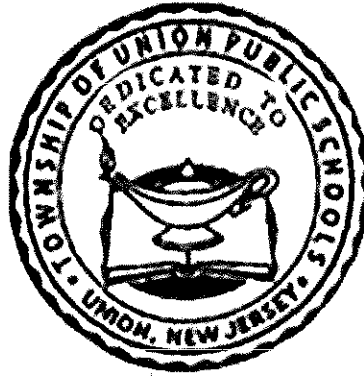


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN275
English Lab 10**

Adopted 06/2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

In Sophomore English, the student will study literary genres of short stories, novels, and plays. A focus on the key elements of narration--plot, character, setting, point of view, symbolism, irony, and theme--will be included in the course. Students will be able to develop an awareness of writing as a process. Essay writing, study skills, grammar, usage, vocabulary, research skills, and public speaking will be incorporated throughout the year.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL.10.1 R.L.10.2 R.L.10.3 R.L.10.4 R.L.10.5	W.9.10.2 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10	SL.9-10.1 SL.9-10.1.A SL.9-10.1.C SL.9-10.6	L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.6
Unit 2	Ri 9-10.1. Ri 9-10.2. Ri 9-10.3 Ri.9-10.5 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6	W.9.10.2 W.9-10.4 W.9-10.5 W.10.9b. W.9-10.10	SL.10.1 SL.9-10.1.A SL.9-10.6	L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.6
Unit 3	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6	W.9.10.2 W.9-10.4 W.9-10.5 W.9-10.10	SL.10.1 SL.9-10.1.A SL.9-10.6	L.9-10.1 L.9-10.2 L.9-10.4
Unit 4	RI.10.1 R.I.10.2 RI.10.3 RI.10.5 RL.9-10.1 RL.9-10.2	W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.9b. W.9-10.10	SL.10.1 SL.9-10.1.A SL.9-10.6	L.9-10.1 L.9-10.2 L.9-10.4 L.9-10.6

	RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6			
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Pacing Guide

	Anticipated Length of Time (days)
Unit 1	MP1
Unit 2	MP2
Unit 3	MP3
Unit 4	MP4

Overview of Required Activities

	Required Activities	Novels/Plays
Unit 1	<p>Unit Activities: -Unit Reflection -Academic Vocabulary -Open Ended Essay Questions -Unit Test</p> <p>Selection Activities: -Concept Vocabulary -Word Study -Final Essay -Townsend Press -Guided Reading Comprehension questions -Comprehension and open ended questions on computer</p>	<i>The Fallen</i>
Unit 2	<p>Unit Activities: -Unit Reflection -Academic Vocabulary -Open Ended Essay Questions -Unit Test</p> <p>Selection Activities:</p>	<i>A Raisin in the Sun</i>

	<ul style="list-style-type: none"> -Historical Background -Concept Vocabulary -Word Study -Final Essay -Guided Reading Comprehension questions 	
Unit 3	<p>Unit Activities:</p> <ul style="list-style-type: none"> -Unit Reflection -Academic Vocabulary -Open Ended Essay Questions -Unit Test <p>Selection Activities:</p> <ul style="list-style-type: none"> -Concept Vocabulary -Word Study -Final Essay -Guided Reading Comprehension questions 	<i>Speak</i>
Unit 4	<p>Unit Activities:</p> <ul style="list-style-type: none"> -Unit Reflection -Academic Vocabulary -Open Ended Essay Questions -Unit Test <p>Selection Activities:</p> <ul style="list-style-type: none"> -Historical Background -Concept Vocabulary -Word Study -Final Essay -Guided Reading Comprehension questions 	<i>Brighton Beach Memoirs</i>

Unit 1: The Fallen

Unit Summary

Major reading skills include analyzing text for plot development (including exposition, conflict, rising action, climax, falling action, resolution, and theme), direct and indirect characterization, setting, and conflict. Identifying forms of figurative language such as simile and metaphor.

Writing skills include development of a thesis, citing textual evidence to support a thesis, in text citations, development of an outline, introduction, body paragraphs, conclusion, and reference page. The skills practiced in this introductory unit provide the foundation for students to have in order to analyze and discuss literature as well as write scholarly about it for the rest of their studies. Develop and write a compare and contrast essay. The ability to understand the basic structure of a piece of fiction literature as well as the basics of MLA writing is important for the beginning of college readiness.

Essential Questions:

How does fear affect different people?

Do all people react differently when they are afraid?

How can having a strong support system at home and school influence your choices?

Is revenge ever okay?

How can one deal with the sudden death of a loved one?

What are some effective anger management techniques?

READING

Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RL 9-10.1
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RL 9-10.2
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and	RL 9-10.3

<p>advance the plot or develop the theme.</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>RL 9-10.4</p> <p>RL 9-10.5</p> <p>RL 9-10.6</p>
Suggested Materials/Educational Resources	
<p>The Fallen (Bluford Series novel) Guided Reading Comprehension Questions Open Ended Essay Questions Class Discussion Prompts</p>	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important</p>	

<p>connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>	<p>W.9.10.2</p>
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>W.9-10.4</p>
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most</p>	

<p>significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p>	<p>W.9-10.5</p>
<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>W.9-10.6</p>
<p>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.</p>	<p>W.9-10.10</p>

Suggested Materials/Educational Resources

<p>The Fallen (Bluford Series novel) Guided Reading Comprehension Questions Open Ended Essay Questions Class Discussion Prompts Apex Program</p>
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SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to set rules</p>	

adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related

independent clauses.

b. Use a colon to introduce a list or quotation.

L.9-10.2

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by

L.9-10.4

checking the inferred meaning in context or in a dictionary).	
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension.	L.9-10.6
Suggested Materials/Educational Resources	
The Fallen (Bluford Series novel) Guided Reading Comprehension Questions Open Ended Essay Questions Class Discussion Prompts Apex Program	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Guided Reading Comprehension Questions Word Networks Character Charts Vocabulary from Text Open Ended Prompts Ticket Outs Do Nows Unit Goals Check Journals	Final Unit Essay Final Unit Test Compare/Contrast Essay (text to film)	
District/School Texts	District/School Supplementary Materials	
The Fallen	Apex Townsend Press	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA 1	Evidence and Elaboration	Organization and Focus

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<u>Close Reading and Annotation Guide</u> <u>Evidence Log Guide</u> <u>Word Network Model</u> <u>Research Guide Grades 9-12</u>

Unit 2: A Raisin in the Sun

Unit Summary

Major reading skills include analyzing text for plot development (including exposition, conflict, rising action, climax, falling action, resolution, and theme), direct and indirect characterization, setting (including historical context and background information and how it influences a piece of literature), and conflict. Understanding the elements of a play. Being able to comprehend and identify both a monologue and soliloquy. Identifying forms of figurative language such as simile, metaphor, allusion, and puns.

Writing skills include development of a thesis, citing textual evidence to support a thesis, in text citations, development of an outline, introduction, body paragraphs, conclusion, and reference page. The skills practiced in this introductory unit provide the foundation for students to have in order to analyze and discuss literature as well as write scholarly about it for the rest of their studies. Develop and write a cause and effect essay. The ability to understand the basic structure of a piece of realistic fictional literature as well as the basics of MLA writing is important for the beginning of college readiness

Essential Questions

What is the difference between power and freedom?

- How can certain objects act as symbols for deeper and more meaningful things?
- What happens to people who are oppressed by the society they live in?
- Does everyone in America get the same chance at the "American Dream?"
- How do families support each other through tough times?
- How have racial relations changed in America since this play was written?
- Does everyone react the same way to oppressive circumstances?
- Does only masculinity define a man?
- What is it that makes characters grow and change over time?

READING

Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.3

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.5

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL 9-10.1

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL 9-10.2

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL 9-10.3

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL 9-10.4

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery,

RL 9-10.5

<p>tension, or surprise).</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>RL 9-10.6</p>
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Suggested Materials/Educational Resources

<p>A Raisin in the Sun (play by Lorraine Hansberry)</p> <p><u>A Raisin in the Sun (1961 film)</u></p> <p><u>A Raisin in the Sun (2008 film)</u></p> <p>Guided Reading Comprehension Questions</p> <p>Open Ended Essay Questions</p>

<p align="center">WRITING</p>	
<p align="center">Critical Knowledge and Skills</p>	<p align="center">Standards</p>
<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>G. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>H. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>I. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>J. Use precise language and</p>	<p>W.9.10.2</p>

domain-specific vocabulary to manage the complexity of the topic.

- K. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- L. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

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

W.9.10.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

W.9.10.5

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

W.10.9b.

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.

W.9.10.10

Suggested Materials/Educational Resources

A Raisin in the Sun (play by Lorraine Hansberry)

A Raisin in the Sun (1961 film)

A Raisin in the Sun (2008 film)

Guided Reading Comprehension Questions

Open Ended Essay Questions

SPEAKING AND LISTENING

Critical Knowledge and Skills

Standards

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- E. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- F. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- G. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- H. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning

SL.9-10.1

presented.	
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	SL.9-10.6
Suggested Materials/Educational Resources	
A Raisin in the Sun (play by Lorraine Hansberry) <u>A Raisin in the Sun (1961 film)</u> <u>A Raisin in the Sun (2008 film)</u> Guided Reading Comprehension Questions Open Ended Essay Questions Apex Program	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	L.9-10.1
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p>	L.9-10.2
<p>Apply knowledge of language to understand how language functions in</p>	

<p>different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension</p>	<p>L.9-10.3</p> <p>L.9-10.4</p> <p>L.9-10.6</p>
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Suggested Materials/Educational Resources

- A Raisin in the Sun (play by Lorraine Hansberry)
- A Raisin in the Sun (1961 film)
- A Raisin in the Sun (2008 film)
- Guided Reading Comprehension Questions

Open Ended Essay Questions

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Guided Reading Comprehension Questions Word Networks Character Charts Vocabulary from Text Open Ended Prompts Ticket Outs Do Nows Unit Goals Check Journals		Final Unit Essay Final Unit Test Cause and Effect Essay
District/School Texts		District/School Supplementary Materials
A Raisin in the Sun		Apex
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA 1	Evidence and Elaboration	Focus and Organization

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Close Reading and Annotation Guide Evidence Log Guide Word Network Model Research Guide Grades 9-12

Unit 3: Speak

Unit Summary

Reading, understanding, and analyzing young adult literature.

Major reading skills include analyzing text for plot development (including exposition, conflict, rising action, climax, falling action, resolution, and theme), direct and indirect characterization, setting and conflict. Identifying forms of figurative language such as simile, metaphor, allusion, hyperbole, and puns.

Writing skills include development of a thesis, citing textual evidence to support a thesis, in text citations, development of an outline, introduction, body paragraphs, conclusion, and reference page. The skills practiced in this introductory unit provide the foundation for students to have in order to analyze and discuss literature as well as write scholarly about it for the rest of their studies. Develop and write a argumentative essay. The ability to understand the basic structure of a piece of realistic fictional literature as well as the basics of MLA writing is important for the beginning of college readiness

Essential Questions

What does it mean to see?

- How do we define “friendship”? How do we define “loyalty”?
- How does popularity affect us and our relationships?
- How does violence affect us and our relationships?
- What role does communication or expression play in developing our identity and relationships?
- How do we define ourselves through personal expression?
- Why do we keep secrets? What are the consequences?
- What keeps a family together? What causes a family to fall apart?
- What is rape culture and what role does it play in today’s society?
- What are some of the effects of peer pressure on young people?
- How would you feel if you were ostracized from the members of your school or community? What could you do about it?

READING

Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RL 9-10.1
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by	RL 9-10.2

<p>specific details; provide an objective summary of the text.</p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>RL 9-10.3</p> <p>RL 9-10.4</p> <p>RL 9-10.5</p> <p>RL 9-10.6</p>
Suggested Materials/Educational Resources	
<p>Speak (Novel by Laurie Halse Anderson) Speak (2004 film) Guided Reading Comprehension Questions Open Ended Essay Questions</p>	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>M. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions;</p>	

<p>include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>N. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>O. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>P. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Q. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>R. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p>	<p>W.9.10.2</p>
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>W.9.10.4</p>
<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and</p>	<p>W.9.10.5</p>

<p>audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p> <p>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.</p>	<p>W.9.10.10</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Speak (Novel by Laurie Halse Anderson) Speak (2004 film) Guided Reading Comprehension Questions Open Ended Essay Questions Apex Program</p>	

<p>SPEAKING AND LISTENING</p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> I. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. J. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. K. Propel conversations by posing and responding to questions that relate the current discussion to broader 	<p>SL.9-10.1</p>

<p>themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>L. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>SL.9-10.6</p>
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Suggested Materials/Educational Resources

Speak (Novel by Laurie Halse Anderson)
 Speak (2004 film)
 Guided Reading Comprehension Questions
 Open Ended Essay Questions

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.9-10.1</p> <p>L.9-10.2</p>

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related

independent clauses.

b. Use a colon to introduce a list or quotation.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate

L.9-10.6

independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension.	
Suggested Materials/Educational Resources	
Speak (Novel by Laurie Halse Anderson) Speak (2004 film) Guided Reading Comprehension Questions Open Ended Essay Questions	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Guided Reading Comprehension Questions Word Networks Character Charts Vocabulary from Text Open Ended Prompts Ticket Outs Do Nows Unit Goals Check Journals	Final Unit Test Argumentative Essay	
District/School Texts	District/School Supplementary Materials	
Speak	Apex	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA 1	Evidence and Elaboration	Focus and Organization

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<u>Close Reading and Annotation Guide</u> <u>Evidence Log Guide</u> <u>Word Network Model</u> <u>Research Guide Grades 9-12</u>

Unit 4: Brighton Beach Memoirs
<u>Unit Summary</u> Reading, understanding, and analyzing a drama. The study of the ways in which adolescent girls and boys make the transition into fully functioning and contributing members of a society through encountering and dealing with various obstacles.

Major reading skills include analyzing text for plot development (including exposition, conflict, rising action, climax, falling action, resolution, and theme), direct and indirect characterization, setting (including historical context and background information and how it influences a piece of literature), and conflict. Understanding the elements of a play. Being able to comprehend and identify both a monologue and asides. Identifying forms of figurative language such as simile, metaphor, allusion, and puns.

Writing skills include development of a thesis, citing textual evidence to support a thesis, in text citations, development of an outline, introduction, body paragraphs, conclusion, and reference page. The skills practiced in this introductory unit provide the foundation for students to have in order to analyze and discuss literature as well as write scholarly about it for the rest of their studies. Develop and write a narrative essay that models the memoir style writing of the play.. The ability to understand the basic structure of a piece of realistic fictional literature as well as the basics of MLA writing is important for the beginning of college readiness.

Essential Questions

What motivates us to forgive?

- What does a person need to experience in order to develop true maturity?
- What is needed to create a strong family?
- What responsibilities do parents have in raising their children?
- What should be the basis for making choices in a family?
- What role does forgiveness play in a family?
- Which should determine a person’s choices and decisions – obligation to self or obligation to others? Why?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are	RI.9-10.3

<p>drawn between them.</p>	
<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>RI.9-10.5</p>
<p>Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RL.9-10.1</p>
<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>RL.9-10.2</p>
<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>RL.9-10.3</p>
<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>RL.9-10.4</p>
<p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p>	<p>RL.9-10.5</p>
<p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world</p>	<p>RL.9-10.6</p>

literature.	
Suggested Materials/Educational Resources	
Brighton Beach Memoirs (play by Neil Simon) Brighton Beach Memoirs (1986 film) Guided Reading Comprehension Questions Open Ended Essay Questions Apex Program	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>S. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>T. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>U. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>V. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and</p>	<p>W.9.10.2</p>

<p>conventions of the discipline in which they are writing.</p> <p>X. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	<p>W.9.10.4</p> <p>W.9.10.5</p> <p>W.10.9b.</p> <p>W.9.10.10</p>
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Suggested Materials/Educational Resources

Brighton Beach Memoirs (play by Neil Simon)
 Brighton Beach Memoirs (1986 film)
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 Open Ended Essay Questions

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-	

on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- M. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- N. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- O. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- P. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.1

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.9-10.6

Suggested Materials/Educational Resources

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Brighton Beach Memoirs (1986 film)

Guided Reading Comprehension Questions
Open Ended Essay Questions

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	L.9-10.1
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p>	L.9-10.2
<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	L.9-10.3
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a</p>	

<p>clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension</p>	<p>L.9-10.4</p> <p>L.9-10.6</p>
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Suggested Materials/Educational Resources

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ASSESSMENT PLAN

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District/School Texts	District/School

	Supplementary Materials	
Brighton Beach Memoirs	Apex	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
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