Unit #1 - Narrative - ENG 1 H - 2023

Content Area: **English**
Course(s): **English I**
Time Period: **September**
Length: **Marking Period 1**
Status: **Published**

Unit Overview:

Curriculum Modifications for English I Honors

All freshmen require The English I course which is aligned with the New Jersey Student Learning Standards for ELA.

The English I curriculum provides varied tracking levels to meet the needs and abilities of the students. Although course

content mirrors that of A level, the Honors program is differentiated by the depth of studies, student expectations, reading

selections, independent reading, and percentage of time allotted to each significant unit of study. The program is designed

to maintain the sequential development of the essential communication and literacy skills found in the New Jersey Student

Learning Standards for ELA and address the associated skills required by the New Jersey state assessment.

Students will be able to 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 and provide an objective summary of the text. Students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Questions:

Can students determine a central theme of a text and analyze its development over the course of the text?

Can students write a narrative to develop real or imagined experiences using effective technique, well-chosen details, and well-structured event sequences?

Can students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience?

Enduring Understandings:

Authors use figurative and connotative language; specific word choices have a cumulative impact on meaning and tone (e.g. language evokes a sense of time and place; it sets a formal or informal tone).

Textual evidence can be used to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

The conventions of standard English including capitalization, punctuation, and spelling assist in communicating tone and theme to a reader

Knowledge of language can assist in identifying an author's choices for meaning, and style, and help in comprehending more fully when reading, writing, speaking or listening.

Varying word choice demonstrates an understanding of the influence of language.

Understanding your target audience will help better produce clear and coherent writing.

Standards/Indicators/Student Learning Objectives (SLOs):

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.

RL.9-10.3. 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.9-10.5. 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).

Inter-Disciplinary Connections:

Career Readiness, Life Literacies, & Key Skills:

Focus Skills:

- Writing: Composing, Outlining, drafting, peer-editing, revising, organizing, elaborating, detailing
- Reading: Identify, Infer, Evaluate, Synthesize and Analyze, Summarize, Narrative Elements

Critical Language:

- Setting
- Plot
- Character Development
- Rising Action
- Climax
- Falling Action
- Conclusion/Resolution
- Theme
- Tone
- Mood
- Point-of-view
- Imagery
- Inferences
- Personification
- Metaphor
- Simile
- Alliteration
- Dialogue
- Internal Features
- External Features
- Character Wants/Goals
- Antagonist
- Protagonist
- Turning Point
- Inciting Incident
- Identify:
  - theme
  - character development/story arc
  - obstacles
- Determine:
  - denotative and connotative meaning
  - Point-of-view
  - Literary Devices
- Compare/Contrast:
  - multiple texts

    o characters

Equity Considerations

Amistad Mandate

Topic: Narrative Writing

Materials Used: Pixar-in-a-Box

Addresses the Following Component of the Mandate: Contributions of African Americans

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Narrative Writing

Materials Used: Pixar-in-a-Box

Addresses the Following Component of the Mandate: Bias

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Narrative Writing

Materials Used: Pixar-in-a-Box

Addresses the Following Component of the Mandate: Social

- Economic
- Political
- Social

Climate Change

Topic: Narrative Writing

Materials Used: Pixar-in-a-Box (Knick Knack)

Addresses the following component: Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Narrative Writing

Materials Used: Pixar-in-a-Box (Bao)

Addresses the Following Component of the Mandate: Social

- Economic
- Political
- Social

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Think-Pair-Share
- Jigsaw
- Peer-Review
- Flash Cards
- Quizlet
- Blooket

- Pre-writing Activities
- Direct Instruction
- Outlining
- Graphic Organizers
- Brainstorming
- Peardeck
- Kahoot!
- Modeling
- Differentiated Instruction

Resources & Materials:

- Resources:

Tell Tale Heart - Poe

A& P - Updike

Ruthless - DeMille

Independent Reading:

The House on Mango Street by Sandra Cisneros **(Novel - Fiction - Bildungsroman)**

Farewell to Manzanar by Jeanne Wakatsuki Houston and James D. Houston **(Nonfiction - Biography)**

The Demon in the Freezer by Richard Preston   **(Nonfiction - Science Thriller)**

The Rag and Bone Shop by Robert Cormier **(Fiction - Young Adult Literature - Mystery)**

The Silver Star by Jeanette Walls **(Novel - Domestic Fiction - Bildungsroman)**

Orphan Train by Cristina Baker Kline **(Novel - Historical Fiction)**

Non-Fiction:

- Pixar-in-a-Box Unit (inclusive of all Khan Academy lessons

Fiction:

- CommonLit Short Stories
- Pixar's "Bao"
- Pixar's "La Luna"
- Pixar's "Float"

- Pixar's "Piper"
- Pixar's "Paper Man"
- Pixar's "Red's Dream"
- Pixar's "For the Birds"
- Pixar's "Lifted"
- Pixar's "One Man Band"
- Pixar's "22 vs Earth"
- Pixar's "Geri's Game"
- Pixar's "Partly Cloudy"
- Pixar's "Knick Knack"
- Pixar's "The Blue Umbrella"
- Pixar's "Presto"
- Clips from "Spongebob Squarepants"

Teacher Resources:

- EdPuzzle
- Khan Academy
- Pixar-in-a-Box
- Promethean Board
- Google Classroom
- Google Slides

Student Resources:

- Character Development Worksheets
- Character Arc Worksheets
- Plot Diagrams
- Google Slides
- Peer Checklist
- Self Checklist
- Pixar-in-a-Box
- Edpuzzle

Summative Assessment:

Students will be expected to compose an original narrative writing task (NWT). Students should utilize the skills learned during the Pixar-in-a-Box unit. The students' writing will be assessed using a common scoring rubric. The rubric will be shared with the students at the outset of the unit.

- Narrative Writing Task

Formative Assessment:

- Act I, Act II, Act III Checklists
- Character Development / Character Arc Worksheet
- Self-Check / Peer-Check list
- Story Journal 1
- Story Journal 2
- Story Journal 3
- Story Journal 4
- Story Journal 5

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Modifications

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts

- Follow a routine/schedule

- Graphic organizers

- Have students restate information

- No penalty for spelling errors or sloppy handwriting

- Peer or scribe note-taking

- Personalized examples

- Preferential seating

- Provision of notes or outlines

- Reduction of distractions

- Review of directions

- Review sessions

- Space for movement or breaks

- Support auditory presentations with visuals

- Teach time management skills

- Use of a study carrel

- Use of mnemonics

- Varied reinforcement procedures

- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes

- Assign fewer problems at one time (e.g., assign only odds or evens)

- Differentiated center-based small group instruction

- Extra time on assessments

- Highlight key directions

- If a manipulative is used during instruction, allow its use on a test

- Opportunities for cooperative partner work

- Provide reteach pages if necessary

- Provide several ways to solve a problem if possible

- Provide visual aids and anchor charts

- Test in alternative site

- Tiered lessons and assignments

- Use of a graphic organizer

- Use of concrete materials and objects (manipulatives)

- Use of word processor

Technology Materials and Standards

Computer Science and Design Thinking Standards