

Unit #3 - Informative/Expository - ENG 1 H - 2023

Content Area: **English**
Course(s): **English I**
Time Period: **September**
Length: **Marking Period 2 - Marking Period 3**
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.

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.

Essential Questions:

What is essential to the composition of an informative/expository text, and does that exposition include complex ideas, concepts, and information clearly?

Can students analyze how complex characters develop over the course of a text? Can they articulate the details of that development?

Can students write routinely over extended time frames?

Do the students demonstrate an understanding of the text's figurative language and can they use their understanding of figurative language to articulate theme and meaning?

Enduring Understandings:

Authors unfold a series of ideas and events in an intentional manner, introducing, developing, and connecting these ideas.

Good readers track the development of complex characters throughout the course of a text and understand how this development advances the piece's plot or theme.

Good readers compare and contrast subjects or key scenes in different mediums, highlighting what is emphasized or absent from each.

Good writers write over both extended periods of time and shorter time frames, researching, reflecting, and revising their work for a variety of tasks, purposes, and audiences.

Good readers use the overall meaning of a sentence, paragraph, or text, as a clue to the meaning of an unfamiliar word or phrase.

Good readers analyze the meaning of figurative language, word relationships and nuances in word meanings.

Good readers use context to interpret figures of speech.

Standards/Indicators/Student Learning Objectives (SLOs):

LA.RI.9-10.3 - 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.

LA.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.

LA.RL.9-10.7 - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Career Readiness, Life Literacies, & Key Skills:

Writing:

- Identify
- Explain
- Elaborate
- Sequence
- Rhyme

Reading:

- Identify
- Explain
- Analyze
- Summarize
- Cause and Effect
- Characterization
- Rhyme Scheme
- Compare & Contrast

Critical Language:

- Character Wants/Goals
- Character Obstacles
- Rhyme Scheme
- Meter
- Iambic Pentameter

- Fact vs. Opinion
- Linearity vs Nonlinearity
- Objectivity vs Subjectivity
- Accountability/Responsibility
- Sequence

Inter-Disciplinary Connections:

Equity Considerations

Amistad Mandate

Topic:

Materials Used: Disney's Hamilton, "If We Must Die," Claude McKay

Addresses the Following Component of the Mandate: Vestiges of Slavery, Contributions to our Society

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

Holocaust Mandate

Topic: Love Conquering Prejudice

Materials Used: West Side Story, Romeo and Juliet

Addresses the Following Component of the Mandate: Bias, Bigotry

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Love conquering prejudice

Materials Used: "Juliet becomes Julius in Shakespeare's Love Story"

Addresses the Following Component of the Mandate: Social

- Economic
- Political
- Social

Climate Change

Topic: Theatre

Materials Used: Disney's Moana

Addresses the Following Component of the Mandate: Social

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Prejudice

Materials Used: "COVID-19 Has Driven Racism And Violence Against Asian Americans" and Disney's Moana

Addresses the Following Component of the Mandate: Social and Political

- Economic
- Political
- Social

Formative Assessment:

- "Romeo" or Not a "Romeo" LAT
- R&J Act I EdPuzzle
- R&J Act II EdPuzzle
- R&J Act III EdPuzzle
- R&J Prologue EdPuzzle
- Romeo and Juliet Final Quiz
- Word Invention
- Writing A Sonnet

Summative Assessment:

Students will compose a well-crafted constructed response identifying a character they consider most responsible for the conflict and resolution of the plot. 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.

- Who's Responsible? Expository Paper

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

Resources & Materials:

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:

- [CommonLit](#)
- [ActivelyLearn](#)
- [Achieve3000](#)

Fiction:

- Shakespeare's "Romeo and Juliet"
- "West Side Story" (2021) Steven Spielberg

Teacher Resources:

- Romeo and Juliet, William Shakespeare
- Romeo & Juliet, Baz Luhrmann
- Romeo & Juliet, Carlo Carlei
- Romeo & Juliet, Franco Zeffirelli
- EdPuzzle
- West Side Story (2021)

Student Resources:

- Romeo and Juliet, William Shakespeare
- Romeo & Juliet, Baz Luhrmann
- Romeo & Juliet, Carlo Carlei
- Romeo & Juliet, Franco Zeffirelli
- EdPuzzle

- West Side Story (2021)
- West Side Story Guided Questions
- Word Invention

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

- Think-Pair-Share
- Jigsaw
- Peer-Review
- Flash Cards
- Quizlet
- Blooket
- Pre-writing Activities
- Exit Ticket
- Self-Reflection
- Direct Instruction
- Outlining
- Graphic Organizers
- Brainstorming
- Peardeck
- Kahoot!
- Modeling
- Differentiated Instruction

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
