

Unit #5 - Creative - ENG 1 H - 2023

Content Area: **English**
Course(s): **English I**
Time Period: **September**
Length: **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.

Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Essential Questions:

Can students demonstrate their understanding of the plot and themes of a text and then express that understanding in a visual presentation?

Can students analyze how an author structures a text and orders the events within it?

Can students analyze how a theme emerges and is shaped by specific details and provide an objective summary of the text?

Enduring Understandings:

Writers strategically use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Good readers analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time can create specific effects.

Readers use textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially.

Good readers analyze how complex characters develop over the course of a text.

Good readers determine a theme or central idea of a text and analyze in detail its development over the course of the text.

Good speakers and presenters adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Standards/Indicators/Student Learning Objectives (SLOs):

LA.SL.9-10.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

LA.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).

LA.RL.9-10.1 - 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.

LA.RL.9-10.2 - 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

Career Readiness, Life Literacies, & Key Skills:

Writing:

- Summarize
- Composing
- Organizing
- Drafting

- Elaborating
- Defining
- Cause and Effect

Reading:

- Identify
- Analyze
- Apply
- Create
- Infer
- Evaluate
- Summarize
- Cause and Effect

Critical Language:

- Cause and Effect
- Summarize
- Explain
- Identify
- Analyze
- Infer
- Denotation/Connotation

Inter-Disciplinary Connections:

Equity Considerations

Amistad Mandate

Topic: Decision Making and Destiny

Materials Used: The Other Wes Moore

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: Decision Making and Destiny

Materials Used: The Other Wes Moore

Addresses the Following Component of the Mandate: Prejudice, Bias

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Decision Making and Destiny

Materials Used: The Other Wes Moore, "LGBTQ+ Military Members and Veterans Face Economic, Housing, and Health Insecurities"

Addresses the Following Component of the Mandate: Social

- Economic
- Political

- Social

Climate Change

Topic: Decision Making and Destiny

Materials Used: "Forty Ways to be More Ecofriendly," The Other Wes Mooore

Addresses the Following Component of the Mandate: Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Decision Making and Destiny

Materials Used: "Gary Locke Biography"

Addresses the Following Component of the Mandate: Political

- Economic
- Political
- Social

Formative Assessment:

- Chapter 1-2 Writing Activity
- Chapter 4-5 Writing Activity
- Chapter 7-8 Writing Activity
- Guided Reading Chapter 1
- Guided Reading Chapter 2
- Guided Reading Chapter 2
- Guided Reading Chapter 3
- Guided Reading Chapter 4
- Guided Reading Chapter 5
- Guided Reading Chapter 6
- Guided Reading Chapter 7
- Guided Reading Chapter 8

- Guided Reading Epilogue
- Part I Quiz
- Part II Quiz
- Part III Quiz

Summative Assessment:

Students will create artistic renderings emphasizing their understanding of the theme, character development and sequence of events. 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.

- Final Book Jacket Assignment

Benchmark Assessment

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

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:

- The Other Wes Moore
- Introductory Videos for The Other Wes Moore
- Interviews with Wes Moore

Teacher Resources:

- The Other Wes Moore

Student Resources:

- The Other Wes Moore
- Guided Reading Google Forms
- Reading Screencasts
- PDF Copy of The Other Wes Moore

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
