

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

English

ENGLISH LAB

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Course Philosophy

According to the state website: *The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.* We seek to adopt these practices and share the nation's goal to enrich English education. In this course, students will be given an additional time period in a more individualized setting to foster their mastery in order to meet the graduation requirements of the state of New Jersey.

It is our belief that the content of an English course is brought to life for the student when it involves the student in investigating real-world applications during analysis of reading and writing while working cooperatively with others and communicating. This is reinforced by the use of updated trending information and the use of real world stories and current events. In order to be competitive in today's global, information-based economy, students' ELA experience must go beyond comprehension where *literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts,* so that they are able to solve real problems, reason effectively, make logical connections, and think effectively.

Through engagement in English learning outlined in this curriculum, the students of the English Lab class will have the opportunity to reinforce, review, and acquire the necessary ELA skills, understanding and reasoning to become successful graduates and citizens of the world.

Course Description

This English LAB course is required for 12th graders who have not met any of the State of New Jersey graduation requirements for English by the end of their 11th grade year. English Lab will prepare students to meet any one of the high school graduation requirements set by the State of New Jersey. First semester will be spent reviewing, reinforcing and acquiring the necessary English concepts for the PSAT, SAT, Armed Services Vocational Aptitude Battery (ASVAB), and Accuplacer tests. Topics from Test-Anxiety, Reading-Comprehension, Narrative and Informative / Explanatory writing are reviewed, retaught and reinforced as needed. The second semester in the Spring will focus on building a portfolio of Constructed Response Tasks that will be submitted to the State of NJ for review and approval. Students enrolled in the English Lab course will also receive individualized support for any current English courses they are required to take and/or retake to meet their graduation requirement(s). This is a pass/fail course. If a student meets the English graduation requirement during the first semester, they will be able to drop the course for the second semester. Students have the option to remain in the class to continue to receive support to ensure success in meeting the English graduation requirement in their current English class(es).

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● https://collegereadiness.collegeboard.org/sat/practice● https://resources.newmeridiancorp.org/ela-test-design/● https://www.asvabpracticetests.com/● https://www.khanacademy.org/● https://www.accuplacerpracticetest.com/	<ul style="list-style-type: none">● No Red Ink● https://www.k12reader.com/● https://www.testprepreview.com/● https://www.ixl.com/● https://www.nytimes.com/2019/08/22/learning/personal-narrative-writing-unit.html● https://www.nytimes.com/2020/01/23/learning/unit-4-informational-writing.html● https://www.act.org/

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Students will address test anxieties in Unit One of this course. They will be able to assess personal concerns and move towards combating personal test anxieties.

Example 2: Students will engage in conversations focused on topics such as themes, messages in literature, etc. in a full class setting. Students will learn how to have healthy large group / fishbowl discussions while confidently presenting their own ideas.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Students will practice maintaining healthy stress levels while working on strict time restraints provided by the teacher.

Example 2: Students will have writing projects that will require steps and checkpoints (brainstorming, graphic organizers, etc) Completing the steps on time and remaining on task will require both self- motivation and regulation.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Students will complete an informative / explanatory essay that can focus on a person of interest who has a different cultural background than their own. The angle of the essay will focus towards informing others about the culture, societal contributions, etc.

Example 2: Students will read and analyze pieces of literature from various cultures. They will recognize and appreciate the similarities and differences they find in themes, messages, etc.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students will often work in small groups to produce a final product such as storyboards.

Example 2: Students will work side by side with one other student in order to produce steps for a narrative.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Our English Lab curriculum allows for a vocal classroom, where students will express their opinions while practicing listening, speaking and writing. Students will be expected to engage in healthy, appropriate, conversations with their peers.

Example 2: Students will be expected to self-evaluate their progress through the English lab review sessions. They will need to periodically set appropriate personal goals in order to fulfill their gradation requirement.

Integration of 21st Century Themes and Skills

Educational Technology

Standards: (8.1.12.A.3, 8.1.12.F.1)

- **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems and operations. Students will select and use applications effectively and productively.

8.1.12.A.3 Students can collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Example: Students will create an individual account at khanacademy.org/sat and sat.org and use on-line accounts to practice sample SAT and PSAT questions using the free on-line applications. Students will also use the ASVAB sample on-line test questions at military.com/join-armed-forces/asvab. Students will have the opportunity to discuss solutions with other students and on-line support personnel to resolve problems for in-depth solution reasoning.

- **Critical Thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
8.1.12.F.1 Students evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. Students will collect and analyze data to identify solutions and/or make informed decisions.

Example: Students will use technology programming in the form of No Red Ink in order to practice and master grammar skills. They will focus on the skills necessary for their writing according to the PARCC rubrics used to score the writing portfolios.

Career Ready Practices

Standards: (CRP1, CRP4, CRP7)

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: As students complete the process for several written pieces such as narratives, and informative / explanatory pieces, they will learn how to properly and effectively use language to convey purpose and tone. These written pieces will be motivated by student interests and have clear identifiable intended audiences.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: During this course students will explore how effective and credible writing for informative / explanatory writing requires factual accuracy. Students will complete web quests that will push them to assess web pages for accuracy and credibility. Students will use a checklist to assess webpages and write their essays, based on their knowledge of what makes an accurate and reliable source.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

English Lab

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
Supplemental Unit One: Combating Test-Anxiety	<ul style="list-style-type: none"> Test anxiety is excessive stress that negatively affects thinking skills and test performance. Mastering testing strategies can reduce test-anxiety. 	4+ blocks total	-Participation -Self Evaluation	-Teacher Evaluation		-Personal Stress Plans
Unit Two: Reading Comprehension	<ul style="list-style-type: none"> Reading is a process that includes: applying a variety of strategies to comprehend, interpret and evaluate texts. Determining the purpose of the text, evaluating language and literary elements, and analyzing the author's style are all ways to critically examine texts. Textual evidence provides the support for analysis made about why and how the text was written and considers the content, organization, and form. Authors make intentional choices in order to produce a desired effect on the reader. 	18+ blocks total 6 blocks (prior to 1st PSAT) +2 blocks (prior to 1st ASVAB) +10 blocks (prior to beginning State CRTs) +additional blocks on individualized basis based on formative assessment at end of unit	-Untimed teacher-prepared topic-specific PSAT, SAT, ASVAB, Accuplacer sample assessments -Untimed teacher-prepared topic-specific State CRT preparation packets	-Timed sample practice PSAT, SAT, ASVAB, and Accuplacer tests -Untimed teacher-prepared State CRT sample questions -Students will take the official PSAT (October) ASVAB (Nov) ASVAB (April) SAT (optional, student schedules)	Previous Test scores will serve as benchmarks for each individual student.	Journal Analysis Paragraphs Participation Literary Analysis Evidence Worksheets Inference Essay Letter Writing News Article Analysis Project

				Accuplacer (optional, student schedules) -State CRT Portfolio (spring semester)		
Unit Three: Narrative Writing	<ul style="list-style-type: none"> ● A story is a series of events in which characters face and solve a conflict. It is within this conflict and how it is solved that we find purpose in the piece. ● Writers use strategies to plan and develop the stories they write. ● Writers craft their narrative writing to make it engaging and memorable by using literary techniques such as flashbacks, dialogue, imagery, etc. ● Appropriate rules of grammar and punctuation (capitalization, subject/verb agreement, complete sentences, quotation marks, periods.) are always important in our writing. 	10+ blocks total 2 blocks (prior to 1st PSAT) +2 blocks (prior to 1st ASVAB) +6 blocks (prior to beginning State CRTs) +additional blocks on individualized basis based on formative assessment at end of unit	See Above	See Above	Previous Test scores will serve as benchmarks for each individual student.	Conflict Analysis Story Boards Short Stories No Red Ink
Unit Four: Informative / Explanatory Writing	<ul style="list-style-type: none"> ● Informational/explanatory writing conveys ideas, concepts, and information through relevant and well-chosen facts and detailed organization ● Analysis, reflection, and research are strengthened by citing relevant evidence. ● Transitions provide a clear understanding of how the ideas that are being communicated are connected. ● Appropriate rules of grammar and punctuation (capitalization, 	10+ blocks total 2 blocks (prior to 1st PSAT) +2 blocks (prior to 1st ASVAB) +6 blocks (prior to beginning State CRTs) +additional blocks on individualized basis based on formative assessment at end of unit	See Above	See Above	Previous Test scores will serve as benchmarks for each individual student.	Strategy Exerpts Open Ended Responses Sample Paragraphs Informative / Explanatory Pieces

	subject/verb agreement, complete sentences, quotation marks, periods.) are always important in our writing.					
Unit 5: State CRT Preparation and Portfolio	<ul style="list-style-type: none"> Continue to Review Units 1 through 4 in additional detail through Constructed Response Task (CRT) preparation packets and sample questions. These CRTs are updated each year. 	<p>20+ blocks combined with and after Units #1-4</p> <p>This Unit is individualized based on teacher assessment of Unit #1-4 formative assessments and State CRT teacher-prepared preparation packet scores</p>	N/A	N/A	State Mandated CRT Potfolio (spring semester)	N/A

*For students who opt to remain in the class after state testing ends and the portfolio timeline is over.

Unit 6: Practical Writing	<ul style="list-style-type: none"> Formal Letter writing skills are important when trying to communicate appropriately. A professionally written Resume can help in our journey towards reaching successful career goals. Creating appropriate personal profiles can be beneficial for many career choices. 	10+ blocks				<p>Complaint Letter</p> <p>Official Letter</p> <p>Cover Letter</p> <p>Personal Resume</p> <p>Personal Profile</p>
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Robbinsville Public Schools

Unit #1: Combating Test Anxiety

Enduring Understandings: <ul style="list-style-type: none"> • Test anxiety is excessive stress that negatively affects thinking skills and test performance. • Mastering testing strategies can reduce test-anxiety. 	Essential Questions: <ul style="list-style-type: none"> • How can I combat my feelings of underpreparedness, past negative experiences, and fear of failure? • What strategies can I use to reduce test anxiety?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>Health and Physical Education 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). Explanation: Students will focus on testing and school scenarios when evaluating their own personal stress levels. They will find strategies that match up with their own personal levels.</p> <p>Health and Physical Education 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. Explanation: Students will complete self-evaluations in order to assess personal attributes that contribute to their own stress levels. These evaluations will prove important in combating test-anxiety.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: Working on test anxiety skills is similar to addressing our stress triggers in several scenarios such as time constraints at work, moments before an important presentation or a meeting with a boss. Students can take these skills with them into whatever career they choose.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
N/A	How can I combat my feelings of underpreparedness, past negative experiences, and fear of failure?	<ul style="list-style-type: none"> • Time management skills • Affirmations and positive self talk • Study skills 	Scheduling / Time Management Graphic Organizers Tutor or Study Group Check-ins Study Guides Note-Taking	https://www.verywellmind.com/what-is-test-anxiety-2795368 https://college.cengage.com/ https://www.educationcorner.com/study-skills.html	Completion Rubrics Self-Evaluation Teacher Evaluation

N/A	What strategies can I use to reduce test anxiety?	<ul style="list-style-type: none"> • Understanding of test questions, formats, • Test-Taking Strategies • Action Plans • Relaxation Skills 	<p>Simulated Test Taking Environment</p> <p>Simulated Testing Modules</p> <p>Simulated Scenarios</p> <p>Goal Charts</p> <p>Relaxation Techniques</p>	<p>https://www.verywellmind.com/what-is-test-anxiety-2795368</p> <p>https://college.cengage.com/</p> <p>https://www.educationcorner.com/study-skills.html</p>	<p>Completion Rubrics</p> <p>Self-Evaluation</p> <p>Teacher Evaluation</p>
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Robbinsville Public Schools

Unit #2: Reading Comprehension

Enduring Understandings: <ul style="list-style-type: none"> • Reading is a process that includes: applying a variety of strategies to comprehend, interpret and evaluate texts. • Determining the purpose of the text, evaluating language and literary elements, and analyzing the author's style are all ways to critically examine texts. • Textual evidence provides the support for analysis made about why and how the text was written and considers the content, organization, and form. • Authors make intentional choices in order to produce a desired effect on the reader. 	Essential Questions: <ul style="list-style-type: none"> • What can a reader do when they don't understand? and Why are strategies important? • How do readers make connections? and How might being able to recognize literary features help in appreciating literature? • Why is it important to use textual evidence to support our claims? • How can we discern the author's intended message of a piece and their desired effect on the reader?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>Health and Physical Education 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships. Explanation: Students will participate in group activities such as literary circles and socratic seminars where communication will be the key to success.</p> <p>Health and Physical Education: 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect). Explanation: Students will use various forms of technology to complete projects individually or with a group. Students will learn to choose what they read wisely based on the assessment of different websites, etc.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: Students will review and reinforce several reading comprehension strategies. Since most information today is obtained through what we read on the Internet, students will continue to use these strategies when exploring local, state and national news. They will be able to become smart, informed citizens.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.9-10.1 RL.9-10.2 RL.9-10.3 RI.9-10.1 RI.9-10.2 RI.9-10.3	What can a reader do when they don't understand? and Why are strategies important?	<ul style="list-style-type: none"> • Close Reading to Analyze and Evaluate text • Reading Strategies: Connecting. Visualizing. Questioning. Inferring. Determining Importance in Text.	Anchor Charts Do Now Close Reading Whole Group Instruction w/Reading Comprehension Inquiries	The Official SAT Study Guide by The College Board (updated yearly) ASVAB current workbook and practice test questions (updated yearly) MCCC Accuplacer Sample Tests (updated yearly).	Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests separated into Unit topics

		Synthesizing.	<p>Discussion Prompts</p> <p>Journal Writing Prompts</p> <p>Guided Reading Questions and Station Assignments</p>	<p>https://collegereadiness.collegeboard.org/sat/practice</p> <p>https://resources.newmeridiancorp.org/ela-test-design/</p> <p>https://www.asvabpracticetests.com/</p> <p>https://www.khanacademy.org/</p> <p>https://www.accuplacerpracticetest.com/</p>	<p>Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: Journal Analysis Paragraphs</p>
<p>RL.9-10.4</p> <p>RL.9-10.5</p> <p>RL.9-10.6</p> <p>SL.9-10.1</p> <p>A-D</p>	<p>How do readers make connections? and How might being able to recognize literary features help in appreciating literature?</p>	<ul style="list-style-type: none"> Text-to-self, text-to-text, text-to world connections Literary Features:: <p>Allusion Flashback Dialogue Imagery Symbolism Foreshadowing Simile / Metaphor Motif Tone Point-Of-View</p> <ul style="list-style-type: none"> Text Features: <p>Italics Charts / Graphs Pictures Titles and Subtitles</p>	<p>Graphic Organizers</p> <p>Close Reading</p> <p>Literature Circles</p> <p>Socratic Seminars</p> <p>Guided Reading Questions and Station Assignments</p>	<p>SEE ABOVE</p> <p>Additional Unit Resources</p> <p>https://www.k12reader.com/</p> <p>https://www.testprepreview.com/</p> <p>https://www.ixl.com/</p>	<p>Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests separated into Unit topics</p> <p>Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: Participation Literary Analysis</p>
<p>RL.9-10.1</p> <p>RL.9-10.2</p> <p>RI.9-10.1</p> <p>RI.9-10.2</p>	<p>Why is it important to use textual evidence to support our claims?</p>	<ul style="list-style-type: none"> Select the textual evidence that supports specific choices and Inferences. Types of evidence: <p>Statistical Testimonial Anecdotal Analogical</p>	<p>Anchor Charts</p> <p>Think Alouds</p> <p>Annotations</p> <p>Paraphrasing Activities</p>	<p>SEE ABOVE</p> <p>Additional Unit Resources</p> <p>https://www.k12reader.com/</p> <p>https://www.testprepreview.com/</p> <p>https://www.ixl.com/</p>	<p>Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests separated into Unit topics</p>

		<ul style="list-style-type: none"> • ACE, answer, Cite, explain 	Note-Taking activities / Color Coding		<p>Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: Evidence Worksheets Inference Essay</p>
RL.9-10.6 RL.9-10.7 RL.9-10.9 RI.9-10.4 RI.9-10.5 RI.9-10.6	How can we discern the author's purpose, or intended message of a piece and their desired effect on the reader?	<ul style="list-style-type: none"> • Determine the main idea and or intended message of a passage. • PIE, persuade, inform, entertain • Analyze purpose in fiction and non-fiction texts. 	Anchor Charts Google Slides Purpose Checklists Synonyms activity YouTube Video Analysis	SEE ABOVE Additional Unit Resources https://www.k12reader.com/ https://www.testprepreview.com/ https://www.ixl.com/	<p>Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests separated into Unit topics Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: Letter Writing News Article Analysis Project</p>

Robbinsville Public Schools

Unit #3: Narrative Writing

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● A story is a series of events in which characters face and solve a conflict. It is within this conflict and how it is solved that we find purpose in the piece. ● Writers use strategies to plan and develop the stories they write. ● Writers craft their narrative writing to make it engaging and memorable by using literary techniques such as flashbacks, dialogue, imagery, etc. ● Appropriate rules of grammar and punctuation (capitalization, subject/verb agreement, complete sentences, quotation marks, periods.) are always important in our writing. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are essential pieces of a narrative and how do they connect to the purpose of the piece? ● What strategies do writers use to plan and develop stories? What strategies can help me plan and develop a story? ● What is the purpose of literary techniques (such as flashbacks, etc) seen in a particular text? How can I use this in my own writing? ● How can I demonstrate appropriate use of grammar and punctuation in my narrative piece?
<p>Interdisciplinary Connections</p> <p>Visual and Performing Arts 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context. Explanation: Students will review and master the art of narrative writing in conjunction with state mandated expectations and PARCC rubrics.</p> <p>Visual and Performing Arts 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work. Explanation: Students will analyze character relationships in various literary pieces. They will also incorporate the use of character and dialogue in their own narratives pieces.</p>	
<p>Career/Real World Connections</p> <p>Example: Narrative writing allows students to explore their creativity and identity. It helps them make sense of the events and experiences they have. Students will also explore several literary techniques and/or devices which in turn helps them understand the plethora of writing they will encounter in real-world careers and situations.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RL.9-10.1 RL.9-10.2 RL.9-10.3	What are essential pieces of a narrative and how do they connect to the purpose of the piece?	<ul style="list-style-type: none"> ● Recognize different features of personal narratives such as well-structured event sequence, the plot-pyramid, first person, revealing thoughts, dialogue, and descriptions. 	Google Slides / Group Instruction Plot Pyramid Activities Graphic Organizers Conflict Charts	The Official SAT Study Guide by The College Board (updated yearly) ASVAB current workbook and practice test questions (updated yearly) MCCC Accuplacer Sample Tests (updated)	Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests separated into Unit topics

		<ul style="list-style-type: none"> Identify and analyze different types of conflict in narrative writing: Person vs Person Person vs Society Person vs Self Person vs Nature Person vs Supernatural 	Writing Workshop	<p>yearly).</p> <p>https://collegereadiness.collegeboard.org/sat/practice</p> <p>https://resources.newmeridiancorp.org/ela-test-design/</p> <p>https://www.asvabpracticetests.com/</p> <p>https://www.khanacademy.org/</p> <p>https://www.accuplacerpracticetest.com/</p>	<p>Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: Conflict Analysis</p>
W.9-10.3. A-E	What strategies do writers use to plan and develop stories? What strategies can help me plan and develop a story?	<ul style="list-style-type: none"> Uses graphic organizers to plan stories that have a beginning, middle and end. Properly plan stories that include all essential elements. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 	<p>Model</p> <p>Graphic organizers</p> <p>Station Work / Group Work</p> <p>Writing Workshop</p>	<p>SEE ABOVE</p> <p>Additional Unit Resources: https://www.ixl.com/ https://www.nytimes.com/2019/08/22/learning/personal-narrative-writing-unit.html https://www.act.org/</p>	<p>Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests separated into Unit topics</p> <p>Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: Story Boards</p>
W.9-10.3. A-E	What is the purpose of literary techniques (such as flashbacks, etc)	<ul style="list-style-type: none"> Identify and analyze literary techniques such as flashbacks, dialogue, imagery, etc. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the 	<p>Google Slides / Group Instruction</p> <p>Diagram Charts</p> <p>Story Go-Rounds</p>	<p>SEE ABOVE</p> <p>Additional Unit Resources: https://www.ixl.com/ https://www.nytimes.com/2019/08/22/learning/personal-narrative-writing-unit.html</p>	<p>Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests separated into Unit topics</p>

	seen in a particular text? How can I use this in my own writing?	<p>response of characters to situations.</p> <ul style="list-style-type: none"> Use literary techniques such as flashbacks, dialogue, imagery, etc. to enhance the clarity of a narrative piece. 	Writing Workshop	https://www.act.org/	<p>Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: Short Stories</p>
W.9-10.4 W.9-10.5 W.9-10.6	How can I demonstrate appropriate use of grammar and punctuation in my narrative piece?	<ul style="list-style-type: none"> Review and demonstrate proficiency in basic grammar rules. Revise and edit narrative writing pieces.. 	<p>Daily Grammar Grabbers</p> <p>Editing Stations</p> <p>Peer Editing</p> <p>Writing Workshop</p>	<p>No Red Ink</p> <p>PARCC Rubrics</p>	<p>Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests separated into Unit topics</p> <p>Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: NO RED INK</p>

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Unit #4: Informative / Explanatory Writing

Enduring Understandings: <ul style="list-style-type: none"> Informational/explanatory writing conveys ideas, concepts, and information through relevant and well-chosen facts and detailed organization Analysis, reflection, and research are strengthened by citing relevant evidence. Transitions provide a clear understanding of how the ideas that are being communicated are connected. Appropriate rules of grammar and punctuation (capitalization, subject/verb agreement, complete sentences, quotation marks, periods.) are always important in our writing. 	Essential Questions: <ul style="list-style-type: none"> How do I organize ideas, concepts, and information using strategies such as: definition? classification? compare/contrast? cause/effect? How do I draw evidence from literary or informational texts to support analysis, reflection, and inference? How do I use appropriate transitions to clarify relationships among ideas and concepts? How can I demonstrate appropriate use of grammar and punctuation in my informative / explanatory piece?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>Computer Science and Design 8.2.8.ITH.2: Compare how technologies have influenced society over time. Explanation: Students will use this topic to demonstrate their acquired skills in compare and contrast writing pieces.</p> <p>Health and Physical Education 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. Explanation: Students will use this topic to demonstrate their acquired skills in Informative writing.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: Students need to have the ability to clearly convey concepts and information in their writing and speaking. This skill is crucial for communication in future careers and life.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
W.9-10.2 A-F	How do I organize ideas, concepts, and information using strategies such as: definition? classification?	<ul style="list-style-type: none"> Recognize and use strategies such as: Definition Classification Compare/Contrast Cause/Effect 	Google Slides / Group Instruction Teacher Model Graphic Organizers Signal words and Phrases	The Official SAT Study Guide by The College Board (updated yearly) ASVAB current workbook and practice test questions (updated yearly) MCCC Accuplacer Sample Tests (updated yearly).	Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests separated into Unit topics

	compare/contrast? cause/effect?	<ul style="list-style-type: none"> Recognize and use Signal Words 	<p>Essay Analysis</p> <p>Writing Workshop</p>	<p>https://collegereadiness.collegeboard.org/sat/practice</p> <p>https://resources.newmeridiancorp.org/ela-test-design/</p> <p>https://www.asvabpracticetests.com/</p> <p>https://www.khanacademy.org/</p> <p>https://www.accuplacerpracticetest.com/</p>	<p>Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: Strategy Excerpts</p>
W.9-10.2 · A-F	How do I draw evidence from literary or informational texts to support analysis, reflection, and inference?		<p>Teacher Model</p> <p>Graphic Organizers</p> <p>Annotation</p> <p>Non-Fiction Analysis</p> <p>Inference Worksheets / Scenarios</p> <p>Writing Workshop</p>	<p>SEE ABOVE</p> <p>Additional Unit Resources: https://www.ixl.com/ https://www.nytimes.com/2020/01/23/learning/unit-4-informational-writing.html https://www.act.org/ </p>	<p>Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests separated into Unit topics</p> <p>Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: Open-Ended Responses</p>
W.9-10.2 · A-F	How do I use appropriate transitions to clarify relationships	<ul style="list-style-type: none"> Recognize and use the three types of transitions: Transitions between Section Transitions between Paragraphs Transition Within Paragraphs 	<p>Google Slides / Group Instruction</p> <p>No Red Ink</p> <p>Transition Editing Worksheets</p>	<p>SEE ABOVE</p> <p>Additional Unit Resources: https://www.ixl.com/ https://www.nytimes.com/2020/01/23/learning/unit-4-informational-writing.html </p>	<p>Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p>

	among ideas and concepts?	<ul style="list-style-type: none"> Recognize and appropriately use transitions in logical relationship to: <p>Similarity Contrast Sequence Time Cause and Effect Position Emphasis Example Conclusion</p>	Writing Workshop	ml https://www.act.org/ No Red Ink	<p>separated into Unit topics</p> <p>Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: Sample Paragraphs</p>
W.9-10.4 W.9-10.5 W.9-10.6	How can I demonstrate appropriate use of grammar and punctuation in my informative / explanatory piece?	<ul style="list-style-type: none"> Review and demonstrate proficiency in basic grammar rules. Revise and edit narrative writing pieces.. 	<p>Daily Grammar Grabbers</p> <p>Peer Editing</p>	<p>No Red Ink</p> <p>PARCC Rubrics</p>	<p>Every Unit: Untimed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests separated into Unit topics</p> <p>Timed Sample Practice PSAT, SAT, ASVAB and Accuplacer tests</p> <p>State CRT teacher-prepared review packets and CRT-style multi-step sample questions (tailored to released questions)</p> <p>Topic Specific: Informative / Explanatory Pieces</p>

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Unit #5: State CRT Preparation and Portfolio

Enduring Understandings: <ul style="list-style-type: none"> English Lab reviews, reinforces and builds on the ELA concepts previously learned in Middle and High School ELA courses. A review of the previous topics is necessary for success on both the testing alternatives to meet graduation requirements and the State CRTs: 	Essential Questions: <ul style="list-style-type: none"> How can I apply what I've learned to State approved Constructed response tasks to build a successful portfolio?
Interdisciplinary Connections	
N/A - This is a state mandated portfolio process.	
Career/Real World Connections	
Example: During this process, students will use the skills they have been practicing during the past 4 Units. They will demonstrate success in personal goals set forth by this course.	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
N/A	How can I apply what I've learned to State approved Constructed response tasks to build a successful portfolio?	<ul style="list-style-type: none"> Content, Concepts and skills will vary each year based on student needs and state-approved CRT's Content will remain focused on NJ standards ELA, such as reading comprehension, narrative and expository writing. 	Timed Portfolio Writing according to state dictated instructions.	State-Approved CRT's	State-Approved CRT's

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Unit #6: Practical / Career Writing

- Supplemental Unit for students wishing to remain in the class after state testing ends and portfolio timeline is over.

Enduring Understandings: <ul style="list-style-type: none"> ● Formal Letter writing skills are important when trying to communicate appropriately. ● A professionally written Resume can help in our journey towards reaching successful career goals. ● Creating appropriate personal profiles can be beneficial for many career choices. 	Essential Questions: <ul style="list-style-type: none"> ● What types of formal letters are there and what skills do I need to successfully write a formal letter? ● How can I put together a Resume that looks and reads professionally? ● How can I create a personal profile that can be beneficial to my career?
Interdisciplinary Connections	
Computer Science and Design 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. Explanation: Students will need to evaluate and choose different digital forums where they would appropriately display their information.	
Computer Science and Design 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. Explanation: Students will need to assess the impact that their digital footprint will have on future career choices.	
Career/Real World Connections	
Example: Becoming proficient at letter writing, resume and personal profile writing for both business and personal purposes, can help you advance in many different aspects of your life.	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
W.11-12.4 W.11-12.5 W.11-12.6	What types of formal letters are there and what skills do I need to successfully write a formal letter?	<ul style="list-style-type: none"> ● Write with clarity, simplicity and brevity ● Write in a suitable style and tone of voice for a target audience ● Use clear, concise, accessible English ● Use signposts and topic sentences to create an effective flow ● Identify and avoid common errors of grammar, sentence structure, English usage and punctuation 	Journal Prompts Graphic Organizers Formal Scenario writing Workshops Peer Editing	No Red Ink https://www.indeed.com https://www.scribendi.com https://eliteediting.com	Complaint Letter Official Letter Cover Letter

		<ul style="list-style-type: none"> Edit their own and others' written work. 			
W.11-12.4 W.11-12.5 W.11-12.6	How can I put together a Resume that looks and reads professionally?	<ul style="list-style-type: none"> Make every word count Take care with jargon, 'business speak' etc. Use strong, precise, active verbs Identify commonly confused words Presentation with impact – create documents that <i>look</i> accessible and readable Proofread for spelling and grammar 	Teacher Model Professional Models Fill-In Exercises Digital Templates Peer Editing	https://www.indeed.com https://resumegenius.com/blog/resume-help/how-to-write-a-resume https://www.glassdoor.com https://www.sampletemplates.com/	Personal Resume
W.11-12.4 W.11-12.5 W.11-12.6	How can I create a personal profile that can be beneficial to my career?	<ul style="list-style-type: none"> How to structure a personal profile Write with purpose Provide evidence of your skills and experience. Proofread for spelling and grammar 	Teacher Model Professional Models Fill-In Exercises Peer Workshops / Editing	https://www.thebalancecareers.com https://www.sampletemplates.com/	Personal Profile

General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization

<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials
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Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and

contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>