

Monroe Township Schools



Curriculum Management System

High School 101 Language Arts

Grade 9

August 2006

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: August 2006

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The goal of the Monroe Township High School Language Arts program is to develop and to enhance students' ability to communicate effectively for varied purposes and audiences. Probably the single most important attribute of academic and career success, effective communication is based on the components of reading, writing, speaking, listening, and thinking.

A successful high school English program develops these components through an integrated approach to the language arts. This includes instruction in and practice of the support skills underlying each of these processes. For example, in the writing component, students write regularly, in a variety of modes and for a variety of audiences, using writing activities designed to appeal to students' interests and needs. Students learn strategies for prewriting and revising - in essence, skills for critical thinking such as analysis, synthesis, problem-solving and evaluation. They also share their writing with others and keep records of their writing development and samples of their writing in a portfolio. Frequent formal and informal assessment of the student's writing provides the teacher, the student and the parents with information about the student's areas of strength and the areas that need improvement.

Reading and writing about literature become increasingly more important as students develop the sophisticated skills of analysis and interpretation. By the time they complete their senior year, students will have read significant works of American, British and World literature. They also will have learned to express themselves in all of the rhetorical modes and to conduct independent research.

Educational Goals

This class was created as a supplemental course for ninth grade students who need additional assistance in the language arts discipline. In this course, students will enhance their writing and reading skills, and learn other necessary study skills, such as reading and note-taking strategies. They will read, analyze, and respond to a variety of literature not covered in the traditional Language Arts I curriculum, and will also be provided with individualized instruction in order to aid them in being successful in their traditional course. By doing so, they will be adequately prepared for the state required proficiency- the HSPA.

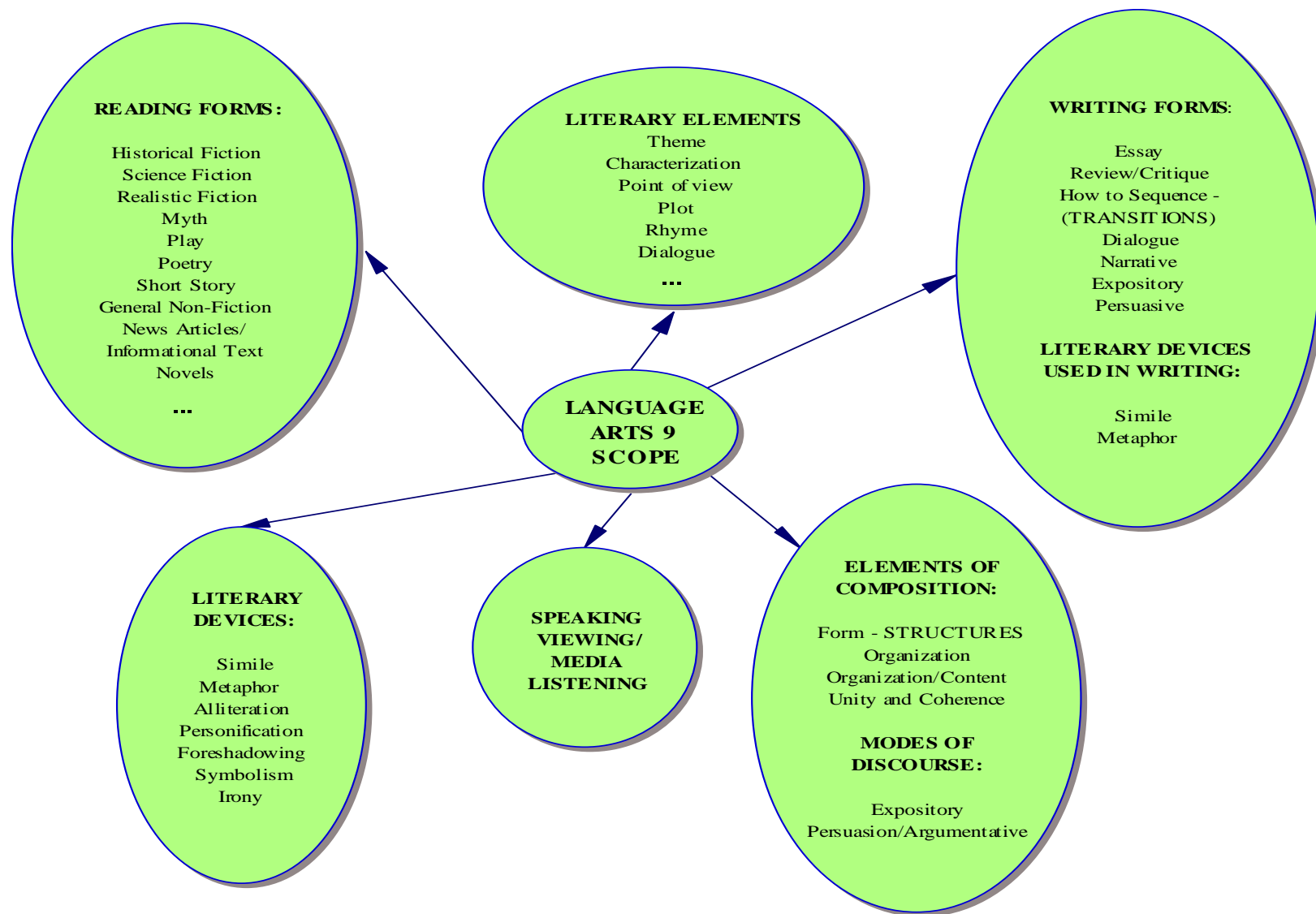
New Jersey State Department of Education Core Curriculum Content Standards

A note about Language Arts Literacy Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Language Arts Literacy were revised in 2004 to include the five general standards of reading, writing, speaking, listening, and viewing and media literacy, along with specific strands and cumulative progress indicators for each. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Language Arts Literacy may also be found at:

http://www.nj.gov/njded/cccs/s3_lal.htm

LANGUAGE ARTS 9 SKILLS SCOPE



Language Arts Outcomes

<i>Reading Benchmarks</i>		<i>Writing Benchmarks</i>
Form		Form
Recognize central idea or theme		Communicate message to intended audience
Recognize supporting detail		Develop topic / central idea
Connect with prior knowledge		Develop thesis
Determine author or reader's purpose		Provide supporting details
Using appropriate reading strategies		Create opening /closing
Identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of organization		Use variety of lead sentences
Form opinions and conclusions		Logical progression of ideas
Self-assess one's own reading strategies and responses to text		Varied sentence structure
Make inferences and predict		Engage in writing process
Understand new vocabulary		Self-assess using standard criteria
Recognize persuasion		Develop conclusions
Use context clues to enhance comprehension		Convey point of view
Extrapolate information		Elaborate
Ask relevant questions to enhance comprehension		Select and research a topic
Distinguish information as relevant/irrelevant/fact/opinion		Use models or examples
Interpret literary devices		

Suggested days of Instruction 6 weeks	Curriculum Management System	Topic: Reading Comprehension and Study Skills	
	Grade Level/Subject: 9/High School 101- Language Arts	Goal 1: The students will learn the proper way to take notes in order to enhance their reading comprehension skills.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>1.1 Understand the link between thinking and reading via the five strategies for reading: (3.1.9.E.1-3), (3.1.9.G.5, 9-10)</p> <ul style="list-style-type: none"> • Questioning • Connecting • Predicting • Clarifying • Evaluating <p><i>*Self-assess one's own reading strategies and responses to text (3.1.9.E.1-3)</i></p>	<ul style="list-style-type: none"> • How can the reading strategies be applied to daily life outside of this course? • Why is it important to be an active reader? • What is the proper way to take notes? <p>Summative Assessment <i>Pre-Test & Post-test: The students will be given a grade-level appropriate short story (e.g. Harrison Bergeron.) They will answer a variety of reading comprehension questions in a multiple choice and short answer format. They will also be given a picture prompt and will compose a timed writing (30 minutes) on this piece. Students will be graded based on the 6-point NJ Registered Holistic Scoring Rubric for Reading and the NJ Registered Holistic Scoring Rubric for Writing. The Post-test format will be similar, except it will test comprehension from a different grade-level appropriate short story and will test speculative writing skills from a different picture prompt.</i></p>	<ul style="list-style-type: none"> • Read Doris Lessing's short story "Through the Tunnel" on pgs. 9-19 in the textbook. They will read the notations in the margin of this version in order to understand how one student was actively using the strategies for reading. The students will then be given a separate passage and they must annotate it based on these five strategies. In peer groups, they will then compare their comments. Assessment: Peer evaluation of the list of strategies they are using. • Students will take a Content Reading Inventory of the textbook prior to using this internal aid. Questions will focus on utilizing the table of contents, the glossary, various indices, and the title page. Assessment: Teacher evaluation of CRI. • Students will utilize various methods in order to take notes effectively. They will copy down the date and agenda every day, take notes from Power Point presentations using the headings as separate sections within their class notes outline, extract pertinent information from biographies on each author studied, and incorporate the use of graphic organizers, namely problem/solution or cause/effect charts. Assessment: Notebook check.

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Genres in Literature	
	Grade Level/Subject: 9/High School 101- Language Arts	Goal 2: The student will analyze literature to understand themselves, others and the human condition.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Summative Assessment	Technology / Resources / Learning Activities/ Interdisciplinary Activities /Formative Assessment Model
	<p>The student will be able to:</p> <p>2.1 Read and recognize the following literary genres: (3.1.9.G.1-5)</p> <ul style="list-style-type: none"> • Historical Fiction • Science Fiction • Realistic Fiction • Short Story • Novel <p><i>*The student will be able to define the characteristics that differentiate the different genres of literature.</i></p> <p><i>*The student will be able to identify the different elements of fiction.</i></p> <ul style="list-style-type: none"> • Myth • Play <p><i>*The student will be able to identify the elements of drama as they relate to plays.</i></p> <ul style="list-style-type: none"> • Poetry <p><i>*The student will be able to identify the different elements of poetry.</i></p> <ul style="list-style-type: none"> • Non-Fiction/Information Text <p><i>*The student will be able to identify the elements of non-fiction.</i></p> <p><i>*The student will be able to identify the purposes of non-fiction.</i></p> <p><i>*The student will be able to identify the recurring themes in the literature read.</i></p>	<ul style="list-style-type: none"> • How do societal issues impact personal relationships? • How do students' lives relate to the works read in order to build a relationship between the students and the work? • Is drama a perfect correlation between real life and written expression? 	<ul style="list-style-type: none"> • Read a familiar fairy tale, such as "Goldilocks and the Three Bears," and label it according to the five stages of plot development. Then, have students bring in their own favorite childhood book and plot a story map. Assessment: Peer evaluation of the story map based on a predetermined rubric. • In small groups, create a Power Point presentation for elements of an assigned genre (fiction, nonfiction, poetry, or drama), using the textbook as a reference. Present the audiovisual presentation to the class and provide handouts of slides. Assessment: Teacher evaluation of the presentation based on a predetermined rubric and presenters' evaluation of the students in class via a quiz on the elements. • Select a topic (e.g., war, moving to a new home, getting along with parents) and find a short story, poem, and magazine or newspaper article to see how it is treated. The student will then create a presentation that includes a critique of which genres are most useful for various purposes and how styles change by type. Assessment: Teacher evaluation of presentation based on a predetermined rubric. • After watching a video of a staged dramatic production, students write to the actors, producer, or set designer about their responses to the performance. Assessment: Peer evaluation of letter based on a

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			<p>predetermined rubric.</p> <ul style="list-style-type: none"> Students write comic strips to reflect a story they have read in their regular Language Arts classroom. The final panel of the strip should go beyond the end of the story. Assessment: Teacher evaluation based on a predetermined rubric. While students are reading independently, they will use an open-ended reading response log in order to capture responses while they read. Assessment: Class participation. Create literature circles based on material being read in the regular Language Arts classroom. Students will be given role sheets, such as <i>connector</i> (associative), <i>questioner</i> (analytical), <i>literary luminary/passage master</i> (oral/dramatic), and <i>illustrator</i> (graphic/artistic), when examining specific passages. (See <i>Resources</i>). If students will be focusing on the same text, but different passages, for several class meetings, roles will be randomly rotated as students progress through the literature. Assessment: Teacher evaluation of independent and cooperative work. After reading several types of fiction, students compare the characteristics of each in a Venn diagram. Assessment: Teacher evaluation of diagram.

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Literary Devices	
	Grade Level/Subject: 9/High School 101- Language Arts	Goal 3: Students will critically comprehend a variety of literary genres and evaluate the use of literary devices.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Technology / Resources / Learning Activities/ Interdisciplinary Activities / Formative Assessment Model
	<p>3.1 Expand their knowledge of literary terms including the following: (3.1.9.G.7-8)</p> <ul style="list-style-type: none"> • Simile • Metaphor • Alliteration • Exaggeration/Hyperbole • Onomatopoeia • Idioms • Personification • Repetition • Foreshadowing • Allusion • Assonance • Apostrophe • Flashback • Symbolism • Irony • Persona <p><i>*The student will be able to identify how these devices relate to the different works that are read.</i></p> <p><i>*The student will be able to identify when it is appropriate to use these devices in literature and the arts.</i></p>	<ul style="list-style-type: none"> • What devices do poets use to help them convey precise meanings, feelings, and sounds? • How does symbolism construe a deeper meaning? What symbols are encountered in daily life? 	<ul style="list-style-type: none"> • Play Literary Device bingo. On “Bingo boards,” students will fill in specific literary terms. The teacher will call out an example of a specific device, and the student must know what device is being described in order to cross it out on their board. Assessment: Class participation. • Bring in lyrics to a song that has meaning to them. Identify the elements of poetry within the song. Assessment: Peer evaluation of students’ ability to locate poetic devices. • Compose their own poem based on elements of poetry previously discussed. Students must utilize simile, metaphor, alliteration, and personification and write a separate paragraph demonstrating how these elements are used within their poem. Assessment: Teacher evaluation of poem based on a predetermined rubric. • Play Alanis Morissette’s “Isn’t it Ironic?” as well as providing the students with a copy of lyrics. Students will identify the instances of irony noted throughout the popular song. Assessment: Pair/Share- Peer evaluation of why each instance is ironic. • Students will read Shirley Jackson’s short story “The Lottery” and decipher elements of irony and foreshadowing techniques utilized. Students will write responses on the board. Assessment: Class participation.

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	The student will be able to:		<ul style="list-style-type: none"> • Ask students what phrases like “It’s raining cats and dogs” or “Saved by the bell” mean. On chart paper, the class will create a list of idioms that they have heard through their own personal experiences. They will then create a class definition of <i>idiom</i>. Lastly, they will pick their favorite idiom and draw a literal representation of it on one side, and write the phrase on the other. Classmates will have to guess the idiom and how it relates to the metaphorical meaning. Assessment: Class participation. • Show an episode of the “Lost” TV series. Students will identify flashbacks and the purpose that they serve in connection to the storyline as a whole. They will then discuss texts they’ve read in LA that utilize the flashback technique, such as <i>The Miracle Worker</i>. Assessment: Class participation. • Read Robert Frost’s “Stopping by the Woods on a Snowy Evening.” Analyze what the persona includes or omits from the narrative account and make inferences about the speaker’s motivations and character. The students will expand upon hints and questions raised in the narrative, extend the poem, and perform it. Lastly, they will discuss what the speaker now reveals about himself through the story he tells. Assessment: Teacher evaluation based on predetermined rubric.

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Literary Elements	
	Grade Level/Subject: 9/High School 101- Language Arts	Goal 4: The student will understand how authors use literary elements and devices to communicate messages and manipulate language.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Technology / Resources / Learning Activities/ Interdisciplinary Activities / Formative Assessment Model
	<p>4.1 Identify and define the following literary elements in the works read: (3.1.9.D.2-3) (3.1.9.G.11)</p> <ul style="list-style-type: none"> Theme Main Idea <i>*The student will be able to distinguish between a theme and a main idea.</i> Supporting Details <i>*The student will be able to identify how authors include supporting details to enhance writings.</i> Characterization <i>*The student will be able to distinguish between static and dynamic characters.</i> Point of View <i>*The student will be able to determine from which point of view a story is being told.</i> Mood Setting <i>*The student will be able to identify how a mood contributes to the setting of a work.</i> Plot Rhythm 	<ul style="list-style-type: none"> What makes a good plot? How do themes in literature mirror themes in life? Why is it important to know who is telling a story? How is a poem like lyrics to a song? Does mood matter? 	<ul style="list-style-type: none"> Read "The Catbird Seat" and change the language in the first paragraph from the third-person to the first-person. The students will discuss the impression that this makes. The student will then take a minor character, like Miss Paired, or create an unnamed observer, like a member of the F & S staff, in order to rewrite a portion of the story. Assessment: Teacher evaluation of writing based on NJ Registered Holistic Scoring Rubric. Read "First Confession" and divide the story into major scenes, minor scenes, and necessary connecting action in order to demonstrate plot development. Assessment: Teacher evaluation of plot translation from story to scene. Define vocabulary terms using context clues from the text and create a classroom glossary. Assessment: Class participation. Students role play movie producers and directors making a film based on the short story "A Pair of Silk Stockings." The directors write proposals to change the setting of the film while maintaining the original theme. The producers respond to the proposals by evaluating how the different proposals impact the plot and the theme. Assessment: Teacher evaluation of proposals and discussion.

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Literary Elements	
	Grade Level/Subject: 9/High School 101- Language Arts	Goal 4: The student will understand how authors use literary elements and devices to communicate messages and manipulate language.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Technology / Resources / Learning Activities/ Interdisciplinary Activities / Formative Assessment Model
	<ul style="list-style-type: none"> Meter Rhyme <p><i>*The student will be able to distinguish the difference between rhyme, rhythm, and meter in poetry.</i></p> <ul style="list-style-type: none"> Dialogue Vocabulary as it relates to the texts 		<ul style="list-style-type: none"> Students role play casting directors for a movie based on a book or story they have recently read in LA. For the role of one of the main characters, they recommend a friend, relative or celebrity. They base their choice on similarities to the character and provide reasons for their recommendations to share with the class. Assessment: Peer evaluation of their recommendations based on a predetermined rubric. The students will be given a poem where certain words or phrases have been underlined. They will then follow the "skeleton" poem as a model, inserting new words and phrases. The rhyme, rhythm, and meter of the original must remain consistent. Assessment: Teacher evaluation of fill-in-the-blank poem. Students will view political cartoons in newspapers in order to identify an unstated main idea. They will identify how the details relate to one another and how they become clues to what the cartoonist is trying to depict. Students will construct a graphic organizer reinforcing that supporting details are used to determine the main idea. They will then be given reading passages from different content areas and are to utilize the same strategy. Assessment: Teacher evaluation of graphic organizer.

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Writing Forms	
	Grade Level/Subject: 9/High School 101- Language Arts	Goal 5: The student will communicate ideas in various modes of discourse and critically analyze his/her work.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Technology / Resources / Learning Activities/ Interdisciplinary Activities / Formative Assessment Model
	<p>5.1 Write in the following formats: (3.2.9.A.1-7) (3.2.9.B.2.3.5-7) (3.2.9.D.1-2)</p> <ul style="list-style-type: none"> • Essay • Narrative • Expository • Persuasive <p><i>*The student will be able to determine the difference between the three main types of essays.</i></p> <ul style="list-style-type: none"> • Review/Critique • Poetry • Research Paper <p><i>*The student will learn the purpose for writing a research paper.</i></p> <p><i>*The student will recognize the steps in the research process.</i></p> <p><i>*The student will be able to use the appropriate form and purpose for different writing situations.</i></p> <p><i>*The student will be able to understand the purpose for prewriting.</i></p> <p><i>*The student will be able to differentiate between structure and organization in writing.</i></p> <p><i>*The student will learn the purpose for</i></p>	<ul style="list-style-type: none"> • How does one organize the different writing forms to achieve coherence, unity, and organization? • Why is researching important? • How do you separate feeling from poetry? • Why is it important to write in different mediums? 	<ul style="list-style-type: none"> • Review the NJ Registered Holistic Scoring Rubric with students. On an overhead projector, show them examples of pre-scored anchor papers from the HSPA. Sample essays demonstrate scores of one to six. Using the rubric, students will guess the score of an essay. They will then be told the actual score that the essay received, as well as be given the test scorer's written rationale. Assessment: Class participation. • After all students have read "The Necklace" in their regular LA classes, they will conduct research from print and online sources in order to discover what materials are used to make artificial copies of jewels and how jewelers can tell real jewels from fakes. The students will be taken through the process of developing a thesis statement, researching reliable sources, creating note cards and source cards, organizing an outline, drafting, revising and editing, and publishing the final draft in the correct format. Assessment: Teacher evaluation of writing according to a predetermined rubric. • Students will become familiar with pre-writing for speculative (picture) prompts. When writing the story, the student should consider exposition, including the character(s) and setting, specific details, and dialogue. They will be given a prompt and will spend ten minutes to pre-write only. Assessment: Teacher evaluation of

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Writing Forms	
	Grade Level/Subject: 9/High School 101- Language Arts	Goal 5: The student will communicate ideas in various modes of discourse and critically analyze his/her work.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Technology / Resources / Learning Activities/ Interdisciplinary Activities / Formative Assessment Model
	<i>revising and editing a paper.</i>		<p>completion of pre-writing in a timed setting.</p> <ul style="list-style-type: none"> • Give students photographs from newspapers, without context or captions. The students are to create narrative stories based on these photographs in a timed setting. Assessment: Teacher evaluation of speculative writing based on the NJ Registered Holistic Scoring Rubric. • On an overhead projector, a chart will be displayed delineating various activities, such as throwing a party, baking a cake, or flying a kite, and students are to come up to the blackboard and fill-in lively verbs that could possibly describe the actions involved in performing the aforementioned activities. Similarly, a chart of nouns, such as music, cars, and buildings, will also be displayed and students are to fill-in specific common or proper nouns that make the ordinary nouns seem more interesting. Eventually, the students will create a glossary of substitutes for common words. The class can also create a "Word Graveyard" on a bulletin board for the common words that are not to appear in essays throughout the course of the year. Assessment: Teacher evaluation of use of vivid synonyms. • Students use a highlighter to mark all common verbs in a piece of their writing. With a revision partner, they will discuss which "vivid verbs" would provide a better description of the action and mood. Similar activities are then used for adjectives and adverbs. Assessment: Peer evaluation of

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Writing Forms	
	Grade Level/Subject: 9/High School 101- Language Arts	Goal 5: The student will communicate ideas in various modes of discourse and critically analyze his/her work.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Technology / Resources / Learning Activities/ Interdisciplinary Activities / Formative Assessment Model
			<p>the revision.</p> <ul style="list-style-type: none"> • Create an outline for a five-paragraph persuasive essay on a specific topic. Include relevant details to support your position. Switch outlines with another student, who will then compose the persuasive essay from your outline. Assessment: Self-evaluation of how well the outline was organized. • Select an example of good newspaper editorials that establish a position, outline opposing arguments, refute each argument, and then outline arguments supporting the newspaper's position. Then, argue the other side. In an organized chart, collect arguments for and against your position, including details that support each. Draft a persuasive piece. Assessment: Peer evaluation based on the NJ Registered Holistic Scoring Rubric.

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Elements of Composition and Modes of Discourse	
	Grade Level/Subject: 9/High School 101- Language Arts	Goal 6: The student will compose a variety of written responses for different purposes and audiences using a process approach.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Summative Assessment	Technology / Resources / Learning Activities/ Interdisciplinary Activities / Formative Assessment Model
	<p>6.1 Use the following techniques in writing assignments: (3.2.9.B.2-7) (3.2.9.C.4)</p> <ul style="list-style-type: none"> QASI Writing (Question, Answer, Support, Insight) Transitions <i>*The student will be able to identify transitions and why they are important in writing.</i> Dialogue <i>*The student will know how to properly insert and punctuate dialogue into a piece of writing.</i> Simile <i>*The student will be able to distinguish between simile and metaphor.</i> Metaphor <i>*The student will be able to include similes and metaphors in his/her writing.</i> 	<ul style="list-style-type: none"> How does dialogue affect literary works? How does that relate to your own written works? Why do people take risks? How do these represent compositional risks in writing? 	<ul style="list-style-type: none"> Find an example of descriptive writing in the lifestyle and food sections, or sport stories, in a newspaper. Identify the words that are especially effective. The students will then collect other examples of expressive language from articles and chart them in their notebooks. When planning their own descriptive pieces, the students will include these words that appeal to the senses. Assessment: Class participation. The students will use a chart in order to organize step-by-instructions on "How-To" complete a task. The student will then translate the list into a paragraph using transitions appropriately. The student will read his/her directions while another student follows the directions to determine if they were thorough. Assessment: Peer evaluation of the proper use of transitions based on the finished product. Highlight signal words in newspaper stories. These words are often categorized by lists, time sequence, compare/contrast, or cause/effect. Students will keep a log of different organizational styles of news and feature writing and incorporate them into their own future writing. Assessment: Class participation. Find a comic strip character who uses an idiomatic expression via dialogue and then create your own. Assessment: Teacher evaluation of use of dialogue and idioms.

Speaking, Listening, Viewing/Media Literacy

CCCS 3.3: Speaking

A. Discussion

1. Support a position integrating multiple perspectives.
2. Support, modify, or refute a position in small or large-group discussions.
3. Assume leadership roles in student-directed discussions, projects, and forums.
4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

B. Questioning (Inquiry) and Contributing

1. Ask prepared and follow-up questions in interviews and other discussions.
2. Extend peer contributions by elaboration and illustration.
3. Analyze, evaluate, and modify group processes.
4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
5. Question critically the position or viewpoint of an author.
6. Respond to audience questions by providing clarification, illustration, definition, and elaboration.
7. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).

C. Word Choice

1. Modulate tone and clarify thoughts through word choice.
2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).

D. Oral Presentation

1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).
2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).
3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.
4. Edit drafts of speeches independently and in peer discussions.
5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
6. Use a rubric to self-assess and improve oral presentations.

CCCS 3.4: Listening

A. Active Listening

1. Explore and reflect on ideas while hearing and focusing attentively.
2. Listen skillfully to distinguish emotive and persuasive rhetoric.
3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

B. Listening Comprehension

1. Listen to summarize, make judgments, and evaluate.
2. Evaluate the credibility of a speaker.
3. Determine when propaganda and argument are used in oral forms.
4. Listen and respond appropriately to a debate.

CCCS 3.5: Viewing/Media Literacy

A. Constructing Meaning from Media

1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
2. Identify and evaluate how a media product expresses the values of the culture that produced it.
3. Identify and select media forms appropriate for the viewer's purpose.

B. Visual and Verbal Messages

1. Analyze media for stereotyping (e.g., gender, ethnicity).
2. Compare and contrast three or more media sources.

C. Living with Media

1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions).
2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).
3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

Suggested Titles for High School 101 / Language Arts

1. Literature and Language McDougal/Littell Textbook
2. “Goldilocks and the Three Bears” fairytale
3. “The Lottery” by Shirley Jackson
4. “Stopping By the Woods on a Snowy Evening” by Robert Frost
5. “The Catbird Seat” by James Thurber
6. “First Confession” by Frank O’Connor
7. “A Pair of Silk Stockings” by Kate Chopin

Instructional Resources for High School 101 / Language Arts

1. Literature Circles by Harvey Daniels
2. Writing: Grammar, Usage, and Style by Jean Eggenschwiler
3. The Research Manual

Writing

New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA - p. 23

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
.	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
.	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
.	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage (see below)	<ul style="list-style-type: none"> No apparent control Severe/ numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction (see below)	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation