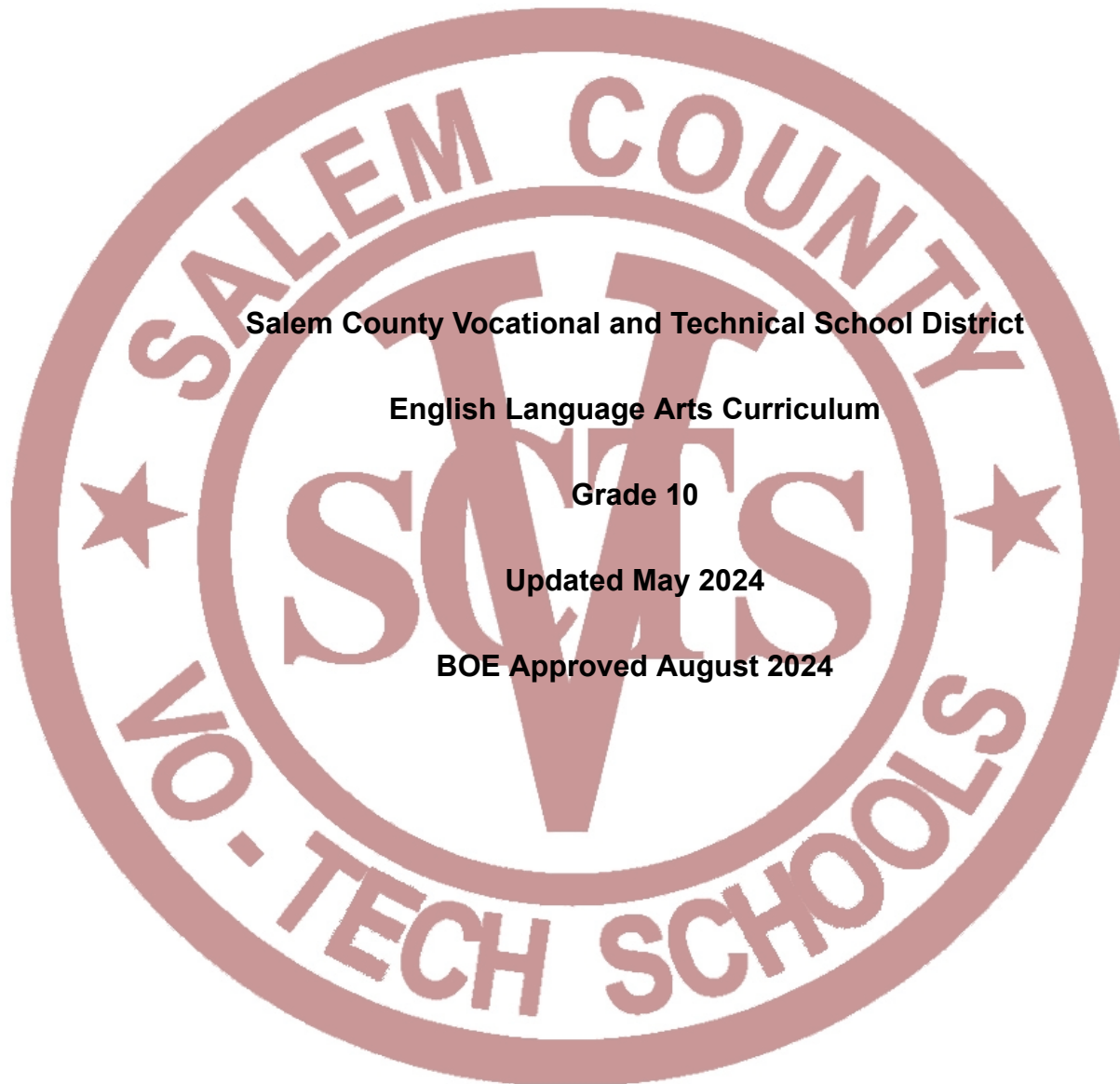




Salem County Vocational and Technical School District

English Language Arts Curriculum

Grade 10

Updated May 2024

BOE Approved August 2024

District Mission Statement/Standards and Commitments

Mission Statement

The mission of the Salem County Vocational Technical School District is to prepare students for employment, for further education leading to employment, and for lifelong learning.

Standards and Commitments

Our schools will provide an engaging and challenging curriculum that addresses the New Jersey Student Learning Standards (NJSLS). Teaching and learning will take place in physically and emotionally safe environments that have an active commitment to ensure trust, mutual respect, communication, effective collaboration, and good citizenship. The vision of Salem County Vocational and Technical School District is that all students develop the skills, knowledge, and attitudes necessary to succeed in life.

Course Description

The main objectives for this course are to instill strong reading and writing skills in the students. The students will be required to write a minimum of five formal essays in the class, one in each of the following styles: Expository, Persuasive, Literary Analysis, Creative Writing, and Compare-Contrast. Teachers are encouraged to add to this as they feel it fits their individual classes. Some topics for these assignments will be given; others will be left to the teacher's discretion.

All essays are expected to be a minimum of five full paragraphs (a minimum of five sentences per paragraph) and should include proper citation where necessary. Though some essays may be written and collected in one class period, teachers should utilize peer-editing within the class whenever possible. A standard writing rubric recently written by the academic teachers of SCVTS will be used as a guide for grading. Teachers will ensure that the students have a copy of this rubric and will regularly reference it when delivering grades for any formal writing assignment.

During the course students will be expected to complete and present at least one multi-media presentation. Where this assignment is done within the course, and the exact specifications of the assignment, are being left to the teacher's discretion.

The literature for this course will be drawn from various stories, poems, novels, plays, and essays from different countries around the world. Pieces of literature may be from the ancient world through the contemporary age. Reading skills such as inference, context clues, and main idea will be taught and reinforced continually throughout the course using the literature. The literature will also serve to provide a variety of topics for the various writing assignments (both formal essay and long answer) that will be assigned throughout the course.

Pacing Guide				
Time Frame	Unit	Standards		Resources
25 days	1 Novel/Play	RLCR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 RL.PP.9-10.5 RL.MF.9-10.6 W.AW.9-10.1 W.IW.9-10.2 W.NW.9-10.3 SL.PE.9-10.1 SL.II.9-10.2		● Achieve 3000 Textbook - Various Texts: ● <i>The Deerslayer</i> (online) ● <i>Cyrano de Bergerac</i> (online) ● <i>The Jungle Book</i> (online) ● <i>The Tempest</i> ● <i>African-American Poets</i> ● <i>A Separate Peace</i> ● <i>Fahrenheit 451</i> ● <i>Bullfinch's Mythology</i> ● <i>1984</i> ● <i>Oedipus Rex</i> ● <i>Antigone</i> ● <i>The Neverending Story</i> - Teacher-created activities
50 days (spread throughout the semester)	2 Reading Comprehension Skills	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 RL.PP.9-10.5 RL.MF.9-10.6 RL.MF.9-10.7 RL.CT.9-10.8 RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3		Textbook Various Texts including ● <i>The Mahabharata</i> ● <i>The Rig Veda</i> ● <i>Native American Tales and Legends</i>

		RI.TS.9-10.4 RI.PP.9-10.5 RI.MF.9-10.6 RI.AA.9-10.7 L.VI.9-10.4.A,B,C,D		
Embedded throughout the semester	3 Writing Skills	W.AW.9-10.1 W.IW.9-10.2 WNW.9-10.3 W.WP.9-10.4 W.WR.9-10.5 W.SE.9-10.6 W.RW.9-10.7		Online writing handbooks Worksheets Graphic organizers Text based writing prompts
Embedded throughout the semester	4 Grammar and Language	W.WR.9-10. 5 W.SE.9-10.6 W.RW.9-10.7 L.SS.9-10.1.A,B L.KL.9-10.2.A,B,C L.VL.9-10.3.A		Writer's Notebook Teacher-created Activities Holt High School Grammar Workbooks
Embedded throughout the semester	5 Vocabulary	RL.TS.9-10.4 RI.TS.9-10.4 L.VI.9-10.4.A,B,C,D		Sadlier Oxford Level D Teacher-created activities
Embedded throughout the semester	6 Speaking and Listening	SL.PE..9-10.3 SL.PI.9-10.4 SL.UM.9-10.5 SL.AS.9-10.6		Teacher-created activities
15 days	7 Research	W.WP.9-10.4 W.WR.9-10.5 W.SE.9-10.6 W.RW.9-10.7		Teacher-created resources Graphic Organizers Purdue Writing Lab

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Unit 1 Novel/Play

Curriculum Area: ELA	Grades: 10 Estimated pacing: 4 weeks
Unit Rationale/Overview	
The abilities to comprehend, summarize, predict, analyze, and evaluate are all skills that will serve students well in school and the workforce. Students should also become more familiar with other cultures, including African Americans, marginalized populations, historically oppressed peoples and members of the LGBTQ+ community, and some of their customs in order to better prepare them to function in a global workplace and to become more aware and tolerant of people of different cultures. Teachers will use novels and/or plays to help build and refine these skills.	

Unit 1 Essential Questions	Unit 1 Enduring Understandings
• What does the novel teach the reader about the time period in which it takes place? • What does a novel teach the reader about the values that are important to the author or the society? • How can a fictional novel provide an insight into the political or social issues of a real life society? • Can themes from novels written long ago still apply to the modern reader? • What can the actions of fictional characters teach a real reader about decision-making and/or behavior? • What does the literature teach the reader about the religious/spiritual beliefs of the culture from which it came? • What influences can you find from an older story/culture to a newer, more recent, culture?	• Text structure is important to comprehending a text. • Making connections to other texts aids in the overall comprehension of text. • Supporting writing with visuals in clearly communicating the author's purpose. • Authors convey their point of view in their writing. • Fiction and nonfiction texts can address the same topic for different purposes.

Pre-Assessment

- Teacher-created pre-assessment

Unit 1 Standards to be Taught and Assessed

Reading

RLCR.9-10.1
RL.CI.9-10.2
RL.IT.9-10.3
RL.TS.9-10.4
RL.PP.9-10.5
RL.MF.9-10.6

Writing

W.AW.9-10.1
W.IW.9-10.2
W.NW.9-10.3

Speaking and Listening

SL.PE.9-10.1
SL.II.9-10.2

Unit 1 Student Learning Objectives (SLO)

We Are Learning To (WALT)

- Identify and discuss the tradition and society from which an author draws in his or her novel
- Use the context of the novel or play to gain an understanding of a culture
- Analyze characters and their actions based on the values of the culture from which they derive
- Identify the values (religious, social, political) of a culture based on the novel/play
- Determine the role gods/goddesses play within the society of the novel/play
- Recognize, discuss, and evaluate the social, cultural, and political aspects of the world shown in a novel or play
- Demonstrate understanding of a story line by completing a study guide
- Practice context clues by defining words from the novel.
- Debate critical issues in the novel via an in class debate or writing assignment.

Evidence of Learning

Instructional Activities	• Read fiction and dramas as read alouds • Practice reading foundational skills • Research the historical context of texts being read and discuss the implications on people of that time. • Independent reading
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Fiction Story Assessment • Drama Assessment • Debate/Argumentative Writing
Benchmark Assessments	• Benchmark Assessment 1
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Achieve 3000

Unit 1 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Textbook Various Texts: • The Deerslayer (online) ^ • Cyrano de Bergerac (online) + • The Jungle Book (online) • The Tempest+ • A Merchant of Venice^ • Multi-cultural Poets* ^ + • A Separate Peace ^ • Fahrenheit 451^	Chromebooks Interactive White Board	• Additional short texts • Current Event Lessons* + ^ • Smithsonian Tween Tribune * ^ + • Cornell Notes	• Achieve 3000 • Teacher-created interventions

• TED Talk - The Danger of a Single Story by Chimamanda Ngozi Adichie* ^ • Excerpts (Teacher's Choice) from <i>Things Fall Apart</i> by Chinua Achebe* • U.N. Universal Declaration of Human Rights * ^ + • Brown v. Board of Ed. court document (teacher choice excerpt) vs. newspaper article (teacher choice) * • Oral Arguments in Green v. County School Board of New Kent County* • Diary of President Eisenhower Draft of President Eisenhower's Little Rock Speech* Teacher-created activities			
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Interdisciplinary Connections

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

Unit 2 Reading Comprehension Skills

Curriculum Area: ELA

Grades: 10
Pacing: 10 weeks

Unit Rationale/Overview

Various pieces of literature from different eras and countries in the world will be used to help students refine their reading skills. Inference, context clue, and main idea identification will be refined. Students will gain a better understanding of various cultures and societies through the readings in class helping to better prepare them for a life in a world wide community.

Unit 2 Essential Questions

Unit 2 Enduring Understandings

- What is the difference between a myth and folktale?
- What are the roles of gods and goddesses in various cultures?
- What purpose do origin myths serve?
- How can understanding the various literary elements help with the comprehension of a story or poem?
- What can the various stories and poems tell us about the values and morals of the culture/society?
- What do the characters of the stories tell us about human behavior?
- How can understanding the various literary elements help with the comprehension of a story or poem?
- What do the stories tell us about the role of nature/family/religion in the culture?
- What are the elements of an epic?
- What are the characteristics of an epic hero?
- What gave rise to Greek drama?
- What influence has Greek drama had on the rest of the world?
- How did the waves of invaders affect the writings and lifestyle of the Sumerians?
- What is a griot?
- What is a dilemma tale and what important function does it serve?

- Critical readers question the text, consider various perspectives, and look for the author's bias in order to think, live, and act differently.
- Reading closely for meaning and purpose expands understanding of the world, its people and oneself.
- Speaking and listening skills are critical for learning, communicating and teaching.
- Literature can reflect, clarify, criticize, and satirize the time, ideas, and cultures it depicts.

Unit 2 Standards to be Taught and Assessed

Reading

RL.CR.9-10.1
 RL.CI.9-10.2
 RL.IT.9-10.3
 RL.TS.9-10.4
 RL.PP.9-10.5
 RL.MF.9-10.6
 RL.MF.9-10.7
 RL.CT.9-10.8

RI.CR.9-10.1

RI.CI.9-10.2
RI.IT.9-10.3
RI.TS.9-10.4
RI.PP.9-10.5
RI.MF.9-10.6
RI.AA.9-10.7

Language

L.VI.9-10.4.A,B,C,D

Unit 2 Instructional Plan

Pre-Assessment

- Teacher-created pre-assessment

Unit 2 Student Learning Objectives (SLO)

We Are Learning To (WALT)

Reading:

- Identify the elements of the epic story and epic hero and point out examples of these elements within various stories
- Determine if a story/hero is an epic
- Compare and contrast the purposes and elements of myths and folktales
- Analyze origin myths and tales of heroic quests from different cultures
- Recognize common archetypes in the oral traditions and different cultures
- Understand the traditional literary styles of the ancient world
- Identify literary and cultural contributions of principal ancient civilizations (African, Mesopotamian, etc.).
- Recognize the function and importance of the oral traditions in literature from antiquity through modern times
- Develop an understanding of the culture, philosophy and history of various cultures
- Explain the influence various world cultures have had on each other and the United States
- Appreciate the Hindu concepts of dharma, karma, the caste system, and reincarnation, and their influence on Indian culture
- Define the roles the gods and goddesses play in various ancient religions
- Explain the influence of ancient Greece and Rome on modern western civilization
- Identify examples of various literary elements within the stories and poems

Evidence of Learning	
Instructional Activities	• Independent reading • Read fiction and nonfiction stories as read alouds • Practice reading foundational skills • Identify story elements while reading • Compare and contrast various origin myths from around the world. What judgments about the history of humankind can be made based on these observations? * ^ +
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Myth Assessment • Projects
Benchmark Assessments	• Link It Benchmark Assessment A • Reading Lexile Level Assessment
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Achieve 3000

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Textbook Various Texts including • <i>The Mahabharata</i> ^ • <i>The Rig Veda</i>	Chromebooks Interactive White Board Powerpoint	Stories, poems, songs, and other readings from various countries. * + ^	• Achieve 3000 • Teacher-created interventions • Study guides

- Teacher choice of multicultural short stories (fable, folktales, legends, trickster tales) * ^ worldoftales.com - Teacher choice of Greek and Norse Mythology short stories or choice of excerpts https://norse-mythology.org/tales/ https://www.greeka.com/ionian/ithaca/myths/odysseus/ <i>Percy Jackson & the Olympians: The Lightning Thief</i> film - Bullfinch's Mythology ^ - Oedipus Rex ^ - Antigone ^		Films and documentaries about various cultures and cultural events * + ^ Art representative of the different cultures * ^ + Audio files or performance of songs, chants, or poems * + ^	
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Interdisciplinary Connections

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

Unit 3 Writing Skills

Curriculum Area: ELA

Grades: 10

Pacing: Throughout

Unit Rationale/Overview

Writing will be a necessary skill for use in both school and the work force. Students will also need practice writing in a timed setting to help them prepare for state testing as well as SAT testing. To help students continue to develop their skills they will practice grammar, critical thinking, and different writing practices to help them become more confident about themselves and their ability to be fluent and successful writers. Students will write for a variety of purposes including workplace writing, social injustice topics, and literary analysis.

Unit 3 Essential Questions

- Who is the audience and why is it important to consider this?

Unit 3 Enduring Understandings

- Reading can inspire writing.

- How should the writing be organized in order to give a specific and clear answer?
- What information is necessary and what is “nice-to-know”?
- How does the style/format of the essay change the answer given?
- How does the writer determine what is necessary for the essay?

- Following writing conventions helps writing to become more clear.
- Reading and writing skills improve with practice over time.
- Authors comment on societal issues in their works.
- Authors use different genres of writing, depending on their purpose.

Unit 3 Standards to be Taught and Assessed

Writing

W.AW.9-10.1
W.IW.9-10.2
W.NW.9-10.3
W.WP.9-10.4
W.WR.9-10.5
W.SE.9-10.6
W.RW.9-10.7

Unit 3 Instructional Plan

Pre-Assessment

- Teacher-created pre-assessment
- Writing assignment

Unit 3 Student Learning Objectives (SLO)

We Are Learning To (WALT)

Writing

- identify examples of MLA documentation in an essay.
- explain the different expectations for each essay style.
- demonstrate proper MLA format in an essay.
- write an essay with a clear thesis, specific topic sentences, and detailed explanation of ideas
- analyze a story or poem for a specific literary element.

- Create clear and specific answers to various writing prompts.
- Begin to develop creative writing skills through the use of parody.
- construct well-developed essays in various essay formats. (expository, persuasive, literary analysis, creative writing, compare-contrast)

Evidence of Learning	
Instructional Activities	• Timed writing • Short answer (1-2 paragraph answers) • Resume writing <> • Cover letter writing <> • Write a sequel extending the story of a hero. • Rewrite a myth from a different point of view * + ^ • Write sets of riddles and answers • Write a new episode for one of epics read in class * ^ + • Write a first person narrative in the persona of a character from a story read in class * + ^ • Write on social topics like Holocaust/ LGBTQ / Climate Change + ^ #
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Expository essay • Compare/contrast essay • Literary Analysis essay • Persuasive Essay • Creative Writing Project
Benchmark Assessments	• Benchmark Assessments
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Achieve 3000

Instructional Materials

Key: Amistad Commission * LGBTQ Integration + Holocaust Commission ^ Career Education <> Climate Change #

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Online writing handbooks Worksheets Graphic organizers Text based writing prompts	Chromebooks Interactive White Board	Examples of writing in the various styles	Teacher-created invention Achieve 3000

Interdisciplinary Connections

- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

Unit 4 Grammar and Language

Curriculum Area: ELA

Grades: 10

Pacing: Embedded in Each Unit

Unit 4 Rationale/Overview

Grammar and language skills allow for emerging writers to more clearly communicate their thoughts and ideas. This unit will be embedded in all units throughout the year. In this unit, students will have an understanding of the function of the parts of speech, be able to recognize each in writing, and use various forms of each correctly. More in-depth study of punctuation and the choices of punctuation, voice and moods have on effect. Students will also be introduced to more in-depth spelling patterns and references to check correct spelling. In this unit, students will to explore maintaining standard English in writing.

Unit 4 Essential Questions

- How does an understanding of basic grammar help improve your writing?
- How does this understanding improve your speaking and reading?
- How can using proper punctuation improve communication via writing?
- How can using proper grammar improve communication via writing and speaking?
- What impact can the proper use of grammar and mechanics have upon a person's career?

Unit 4 Enduring Understandings

- Grammar and spelling tend to follow patterns.
- Clear communication begins with following grammar and spelling rules.

Unit 4 Standards to be Taught and Assessed
Writing Standards
W.WR.9-10. 5 W.SE.9-10.6 W.RW.9-10.7
Language Standards
L.SS.9-10.1.A,B L.KL.9-10.2.A,B,C L.VL.9-10.3.A

Unit 4 Instructional Plan

Pre-Assessment
- Teacher-created pre-assessment - Student written responses

Unit 4 Student Learning Objectives (SLO)
We Are Learning To/That (WALT)
- Identify, and then change, errors in given sentences - Making the proper corrections in grammatical elements in given assignments (sentence structure, spelling, punctuation, etc) - Identify the proper use of internal punctuation - Identify and properly use verb se tense/usage within sentences, paragraphs, and essays - Identify and properly use various commonly misspelled/confused words - Explain the impact poor spelling/mechanics can have in trying to gain a job, admission to a college, etc. <> - Use proper grammar to assist in expressing your thoughts verbally

Evidence of Learning	
Instructional Activities	- Writer's Workshop - Teacher-created activities - Practice using vocabulary terms through writing and speaking in class. - Specific versus vague word activity (could be done as worksheet, group project, etc.)

	Changing vocabulary words into another part of speech (noun to verb, etc.)
Formative Assessments	- Conferences - Running records - Student practice activities - Teacher-created activities - Frequent checks for understanding - Discussions
Summative Assessments	Quarterly Assessment of Progress
Benchmark Assessments	- Benchmark Assessment 1-Parts of Speech and Sentences - Benchmark Assessment 2-Punctuation and Capitalization - Benchmark Assessment 3-Spelling
Alternative/Intervention Assessments	- Oral Assessments - Alternative Choice Projects - Various Grammar sites - Writer's Notebook Additional References - Writing Handbooks

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Writer's Notebook Teacher-created Activities Holt High School Grammar Workbooks	Chromebooks Interactive Whiteboard	Various Grammar and Spelling websites	Teacher-created Intervention

Interdisciplinary Connections
• 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. • 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Unit 5 Vocabulary

Curriculum Area: ELA	Grades: 10 Pacing: Embedded in Each Unit
Unit 5 Rationale/Overview	
Using strategies to define unknown words is a skill all readers need to master. In this unit, students will use a variety of strategies to broaden and strengthen their vocabulary, as well as using strategies to define unknown Tier 2 and 3 words. Students will also be exposed to figurative language including personification, literary, biblical, and mythological allusions, verbal irony, and puns. The study Greek and Latin affixes and roots will continue along with studying word relationships. Students will use word relationships, like synonyms and antonyms to begin to define unknown words. Students will continue their study of nonbinary vocabulary terms extending beyond pronouns. Students will also continue their study of CTE program specific vocabulary words.	

Unit 5 Essential Questions	Unit 5 Enduring Understandings
- How can an increased vocabulary help you to communicate? - How will a better vocabulary help you in the workplace? - How will a better vocabulary help you in college? - What effect can vocabulary have on your writing ability? - How does vocabulary affect your reading ability?	- Readers can use context to define words. - Readers can relate words to other words to better understand them. - Words have minor changes in meaning, even though they mean nearly the same thing.

Unit 5 Standards to be Taught and Assessed	
Reading Standards	Language Standards
RL.TS.9-10.4 RI.TS.9-10.4	L.VI.9-10.4.A,B,C,D

Unit 5 Instructional Plan

Pre-Assessment
- Sadlier Oxford Level E pre assessment - Achieve 3000

- Teacher-created pre-assessment

Unit 5 Student Learning Objectives (SLO)**We Are Learning To/That (WALT)**

- Distinguish the parts of speech in their vocabulary terms
- Match synonyms and antonyms with the proper vocabulary word
- Apply various vocabulary terms in class discussions, writing assignments, and quizzes
- Choose the most appropriate vocabulary words to use in a story or paragraph

Evidence of Learning	
Instructional Activities	• Sadlier Oxford Level E Activities • Teacher-created activities involving academic, CTE and nonbinary terms. + <> • Specific versus vague word activity (could be done as worksheet, group project, etc.) • Changing vocabulary words into another part of speech (noun to verb, etc.)
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Quarterly Assessment of Progress
Benchmark Assessments	• Benchmark Assessment 1 • Benchmark Assessment 2 • Benchmark Assessment 3
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Additional Practice on Various Sites

Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Sadlier Oxford Level E Various books and texts	Chromebooks SmART Board	Various websites	Teacher-created interventions

Interdisciplinary Connections
9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

Unit 6 Speaking and Listening

Curriculum Area: ELA	Grades: 10 Pacing: 3 weeks
Unit 6 Rationale/Overview	
In the new global environment students will continually find themselves in the role of public speaker. This may come in the likely form of a job interview, but may also manifest itself as a presentation for a small group or a large company. These public speaking events may be via an online service or in a face-to-face setting. They will likely also include some sort of visual aid. Students will be speaking about and listening to a variety of topics, including social justice, marginalized populations, and work readiness. * ^ + <> In any case, the students should be well prepared for any eventuality.	

Unit 6 Essential Questions	Unit 6 Enduring Understandings
- What is public speaking? - Why are some people intimidated by the idea of making a speech? - How can you learn to be less nervous when giving a speech or presentation? - What importance does public speaking have in the classroom? - How can clear public speaking help in the workplace?	- Conversations are an exchange of ideas between more than one person. - Active listening requires a person to be able to rephrase what was said. - Supporting writing with visuals in clearly communicating the author's purpose.

Unit 6 Standards to be Taught and Assessed	
Reading Standards	Speaking and Listening Standards
	SL.ES.9-10.3 SL.PI.9-10.4 SL.UM.9-10.5 SL.AS.9-10.6

Unit 6 Instructional Plan

Pre-Assessment
Teacher-created pre-assessment

Unit 6 Student Learning Objectives (SLO)**We Are Learning To/That (WALT)**

- apply effective verbal and nonverbal communication skills in presenting speeches to an audience.
- employ appropriate organizational structures into speech presentations.
- demonstrate effective use of media to enhance speech presentations.
- apply effective speaking and listening skills as they present, observe, critique, and respond to criticism of speech presentations.
- interview another class member for a hypothetical job
- illustrate their knowledge of public speaking in a mock interview situation.

Evidence of Learning

Instructional Activities	• Teacher-created activities • Debates prep work on a variety of social justice topics relating to novels read • Create presentation for research paper
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Presentations • Debates • Dramatic reading
Benchmark Assessments	• Benchmark Assessment 1 • Benchmark Assessment 2 • Benchmark Assessment 3
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Additional Practice on Various Sites

Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Teacher-created materials Power point	Chromebooks SmART Board	Various texts	Teacher-created interventions

Interdisciplinary Connections

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Unit 7 Research

Curriculum Area: ELA

Grades: 10

Pacing: 4 weeks

Unit 7 Rationale/Overview

The research paper will be an individual effort that will teach students the process of analyzing as well as help refine their skills in finding information necessary to a specific task. Students will be asked to find information via the Internet, but also to evaluate the websites for the true value in the information provided. It will also allow students to gain a deeper understanding of a particular world culture or time period. *
^

Unit 7 Essential Questions

- What are the differences between research papers and reports?
- What does it mean to analyze?
- How does a reading log assist in the research process?
- What information would be most useful when creating note cards?
- How can one determine if a website should be used for research purposes?
- Why is it important to evaluate a website before using it for research?

Unit 7 Enduring Understandings

- Reading can inspire writing.
- Following writing conventions helps writing to become more clear.
- Literature and nonfiction on a similar topic will draw parallels.
- Reading and writing skills improve with practice over time.
- Reading expands horizons and connects readers to a world outside of their own.
- Authors comment on societal issues in their works.
- Authors use different genres of writing, depending on their purpose.

Unit 7 Standards to be Taught and Assessed

Reading Standards

WNW.9-10.3
W.WP.9-10.4
W.WR.9-10.5
W.SE.9-10.6
W.RW.9-10.7

Unit 7 Instructional Plan

Pre-Assessment

- Teacher-created pre-assessment

Unit 7 Student Learning Objectives (SLO)**We Are Learning To/That (WALT)**

- Prepare a selected area of research given a broad topic
- Produce a literary analysis based research paper in MLA format
- Synthesize material into an outline and thesis statement
- Explain use of notecards in research
- Use notecards and note sheet to maintain record of research
- Evaluate websites before choosing to use them in the paper
- Develop a rough draft and peer review draft with peers
- Produce a final draft according to a rubric established at the beginning of the process

Evidence of Learning	
Instructional Activities	• Teacher-created activities • Novel selection • Historical context research * + ^ • Determine implications of historical context on the characters' experience * + ^ • Compare/contrast character experiences based on time period. * + ^
Formative Assessments	• Construct a clear and appropriate thesis statement • Reading logs and note cards • Outline and graphic organizers
Summative Assessments	• Presentations • Research paper
Benchmark Assessments	• Link It Benchmark Assessment C
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Additional Practice

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources

Teacher-created materials Power point MLA	Chromebooks SMART Board	Teacher-created resources	Teacher-created interventions
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Interdisciplinary Connections

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Additional Information to be Considered for All Units

Instructional Best Practices

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| <ul style="list-style-type: none"> • Explicit instruction • Small group instruction • Mini • Modeled reading and writing • Cooperative Learning • Setting objectives • Providing effective feedback • Questioning techniques • Graphic organizers • Technology infusion • Conferencing • Teacher and student-led discussions • Pre-teach vocabulary • Writer's notebook • Checks for Understanding (Check for Understanding Strategies Description) | <ul style="list-style-type: none"> • Gradual release of responsibility • Visuals • Student choice • Running records • Balanced literacy (Balance direct instruction, guided instruction, and independent learning) • Independent reading • Writers' workshop • Morning meeting • Daily 5 • Do now/Anticipatory set • Closure |
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Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
• Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units	• Breakdown activities/assignments/projects/assessments into manageable units	• Modifications for At-Risk Students • Place near positive peers • Check-ins with student

• Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework • Re-teach skill if needed • Allow student to make test corrections or re-take assessment • Adjust Pacing of Content • Small Group Instruction • Individual Intervention/Remediation • Additional Support Material • Lower-Level Text • Guided Notes • Graphic Organizers * Implementation based on Student's IEP	• Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring * Implementation based on Student's 504	• Verbal instructions written and left on board • Chunk directions • Have student repeat classroom expectations • Reword instructions if needed • Provide examples on board • Provide scaffolding • Assist with transitions • Identify go-to students for organizational support • Check and sign planner • Weekly organization time • Allow extra time as needed • Oral instructions repeated and written on board
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English Language Learners	Extensions for Gifted Students
• Vocabulary instruction • Pre-Reading strategies • Graphic organizers • Reading strategies • Tutoring • Pair students up with peers • Provide visual representation	• Activities/assignments/projects/assessments • Provide an option for alternative instructional activities • Higher-level content • Adjust pacing of content • Small group enrichment • Individual enrichment • Higher-level text

Required Activities	Suggested Activities
• Essential Questions and objectives posted and referenced throughout class • Do now/Warm-up • Whole group instruction/ Mini-lessons • Small group instruction • Modeling • Conferencing • Cooperative learning • Differentiated instruction • Guided practice • Independent practice • Learning stations • Formative assessment throughout the class • Closure/ reflection	• Projects • Academic Games • Journaling

SEL Competencies and Activities		
SEL Competency	Examples Practices	Content Specific Activity and Approach to SEL
Self Awareness	• Clearly state classroom rules	Feelings Wheel

	• Provide students with specific feedback regarding academics and behavior • Offer different ways to demonstrate understanding • Create opportunities for students to self-advocate • Check for student understanding/feelings about performance • Check for emotional well-being • Facilitate understanding of students strengths and challenges	Positive Self Talk
Self Management	• Encourage students to take pride/ownership in their work • Encourage students to reflect and adapt to classroom situations • Assist students with being ready in the classroom • Assist students with managing their own emotional states	WOOP Goal Setting Positive Pivot Scale
Social Awareness	• Encourage students to think on the perspective of others • Assign appropriate groups • Help students to think about social strengths • Provide specific feedback on social skills • Model positive social awareness through metacognition strategies	The Listening Circle
Relationship Skills	• Engage families and community members • Model effective questioning and responding to students • Plan for project-based learning • Assist students with discovering individual strengths	Count Me Down Rose, Bud, Thorn

	• Model and promote respecting differences • Model and promote active learning • Help students develop communication skills • Demonstrate value for a diversity of opinions	
Responsible Decision Making	• Support collaborative decision making for academics and behavior • Foster student-centered discipline • Assist students in step-by-step conflict resolution process • Foster student independence • Model fair and appropriate decision making • Teach good citizenship	POOCH Protocol

Amistad Commission Mandates*

Teacher-selected texts will be read that address the topics of contributions and experiences of African-Americans to this country. Students will participate in other written assignments and projects that address the contributions and experiences of African-Americans.

LGBTQ Integration Mandates+

Teacher-selected texts will be read that address the topics of contributions and experiences of members of the LGBTQ community. Students will participate in other written assignments and projects that address the contributions and experiences of members of the LGBTQ community.

Holocaust Commission Mandates^

Teacher-selected texts will be read that address the effects of bias, prejudice, bigotry, and bullying. Students will participate in other written assignments and projects that address the effects of bias, prejudice, bigotry, and bullying on individuals and groups of people.

Career Education<>

Texts will be read that address the topics of careers. Students will participate in activities that give them the opportunity to explore career pathways and read about individuals who work in various fields. Students will learn skills needed to be successful in the workplace and will demonstrate those skills to the best of their ability.

Climate Change #

Teacher-selected texts will be read that address the topic of Climate Change. Students will participate in other written assignments and projects that address climate change and its impact on the past, present, and future.