

English I Specialized Programming

Unit 1: Empathy

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.9–10.1. **Language. System and Structure of Language.9-10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.KL.9–10.2. **Language. Knowledge of Language.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Reading Domain

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

EE.L.9-10.4.a Use context to determine the meaning of unknown words.

EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

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RL.CI.9–10.2. [Reading Literature.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. [Reading Literature.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

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RL.MF.9–10.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

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RI.AA.9–10.7. [Reading Informational Texts.Analysis of an Argument.9–10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. [Reading Literature.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

Range of Reading and Level of Text Complexity

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems. By the end of grade 9, read and comprehend literary nonfiction.

Writing Domain

EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.9-10.2.c Use complete, simple sentences as appropriate.

EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.9-10.2.f Provide a closing.

EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, factual, or multimedia information as appropriate.

EE.W.9-10.2.b Develop the topic with facts or details.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey

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complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. [Writing.Writing Research.9-10.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

Integration of Climate Change:

RI.CT.9–10.8. Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.

Central Idea/Enduring Understanding:

- Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.
- Use writing to clearly communicate ideas, incorporating technology when appropriate.
- Writing is developed by independent, purposeful and engaged writing for extended

Essential/ Guiding Questions

Writing:

How can technology be used in written communication?
How does having writing as part of my daily routine strengthen my writing?
Why is it important to use correct punctuation?
How does professional writing differ from personal writing?

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<p>and short periods of time for a variety of tasks, purposes and audiences.</p> <ul style="list-style-type: none"> • Speaking and listening skills are critical for learning and communicating. • Visual materials enhance understanding. • Reading from a variety of sources fosters success because text influences life. 	<p><u>Reading:</u></p> <p>Why is it important to use background knowledge while reading?</p> <p>Is everything you read on the internet true?</p> <p>How can you tell fact from fiction?</p> <p>How does identifying the main idea help me as a reader gain meaning from the text?</p> <p>How do I figure out a word I do not know?</p> <p>How does literature relate to my life?</p> <p>Why is it important to read/watch news reports?</p> <p>What is propaganda?</p> <p><u>Listening and Speaking:</u></p> <p>How do you listen?</p> <p>How can technology help us communicate with others?</p> <p>Why is it important to speak effectively?</p> <p>What are different ways I can express my ideas and opinions?</p> <p>How can listening and speaking skills be used to improve relationships?</p> <p>When is it appropriate to ask questions?</p>
<p><u>Content:</u></p> <p>Featured Genres</p> <p>Fiction</p> <p>Poetry</p> <p>Drama</p> <p>Nonfiction</p> <p>Key Reading Skills</p> <p>Character</p> <p>Tone</p> <p>Author's Purpose and Author's Point of View/background</p> <p>Central or Main Idea</p> <p>Media/technology</p> <p>Key Writing Skills</p> <p>Supporting Details</p> <p>Paragraphs and Transitions</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ★ Explore background information about what responsibilities people in power have and how power can be used either for good or for evil. ★ Research using hyperlinks to learn more about the strengths and weaknesses of powerful leaders, including examples of people who used their power to lead others through difficult times—and of others who abused their power. ★ Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. ★ Define vocabulary words using context ★ Identify central or main ideas and summarize texts. ★ Identify tone. ★ Complete a close reading of a passage of informational text. ★ Identify the main idea and tone. ★ Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. ★ Analyze rhetoric in an excerpt. ★ Identify different types of points of view. ★ Identify informational elements (important ideas and key details). ★ Identify and analyze plot and character. ★ Define compare and contrast..

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	<ul style="list-style-type: none"> ★ Research using hyperlinks to a range of information about people in the arts that have used Homer's <i>Odyssey</i> as a source for contemporary cultural works. ★ Identify word meanings.
<p><u>Interdisciplinary Connections:</u> Students will apply knowledge of reading and writing strategies across all content areas.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Unit Assessments ● DLM/ Alternate Assessment ● electronic assessments/ quizzes ● Quizzez assessments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ★ Reading Assignments ★ Writing Assignments ★ Skill Assignments ★ Journal writing activities ★ Reading log
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Writing:</u> Activity: Differentiated instruction in the steps of the writing process. Edit writings for clarity. Plan and structure writing with a graphic organizer. Interactive techniques include word of the day, focused listening Writing conferences Peer editing View and analyze music, images, current events to inspire writing Write to vividly describe unknown objects/locations/experiences Select a “hot topic” in the media or community and write a persuasive essay supporting a particular side. Create poetry Compare and contrast two..... Jigsaw for the types of components of essay Write a synopsis of pertinent newspaper and/or magazine articles Create dialogue between fictional or non fictional characters</p>	<p><u>Resources:</u></p> <p>IXL EdCon Publishing books Time Magazine Non-fiction texts Education.com Edhelper.com Pro-Ed PCI books and comprehension practice sheets and note cards. Journal prompts- written and visual</p> <p>GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities</p>

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Reading Literature

Activity:

Answer critical thinking questions throughout reading
Contextual vocabulary building activities
Illustrate a scene from reading
Act out scene from reading
Make human timeline of events from reading
Compare/contrast plot from reading and film version
Form T chart to brainstorm perspectives of an argument to identify stronger
Generate an alternate ending for reading
Fashion a new story of a character from reading
Compare/Contrast characters from various readings
Develop dialogue between two characters from different reading
Conduct think/pair/share for scaffolding on graphic organizers

Informational Reading

Contextual vocabulary building activities
Respond to posed critical thinking questions during reading
Review examples and non-examples of persuasive essays
Read information texts, nonfiction texts, historical, and biographical texts
Skim through reading to choose examples that support positive and negative of opinion
Read newspaper articles on everyday issues
Research various issues presented during class
Create T chart to brainstorm various perspectives of an argument to find stronger
Respond to debatable writing prompts that focus on readings
Respond to discussion questions promoting critical thinking.
practice and become familiar with everyday texts including brochures, instructions, menus, job applications, emails, financial paperwork
Create a bumper sticker that represents author's slogan
Create a profile page of researched individual

Speaking/Listening

T-Chart compares formal/informal settings.
Use a graphic organizer to organize on-topic, off-topic responses.
Role-play asking questions and making comments in order to continue a conversation.

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<p>Repeat/follow single and multi step oral directions.</p> <p>Retell events from your favorite media program.</p> <p>Identify central themes in a movie, film, illustrations.</p> <p>Utilize technology to present and gather material.</p> <p>Discuss benefits of developing personal relationships.</p> <p>Post and discuss essential questions at the start and end of the unit.</p> <p>Use K-W-L to have students identify what they want to learn.</p> <p>Show models and examples for appropriate and inappropriate speaking and listening in various settings.</p> <p>Generate questions.</p> <p>Role-play necessary social skills for maintaining a conversation.</p> <p>Recall and restate information presented.</p> <p>Distinguish between information, entertainment or persuasive media messages.</p> <p>Orally present to class using appropriate tone, pacing, and gestures.</p> <p>Narrate a picture story.</p> <p>Utilize the internet for life skills purposes, using MapQuest, Google, or Yellow Pages.</p>			
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	<p>Modified materials</p> <p>Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology)</p> <p>All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students.</p> <p>Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly.</p> <p>Small group instruction.</p> <p>Modeling and practicing how to use reference material both in print and online.</p> <p>Extended units</p> <p>Extended time</p> <p>Repeated instruction</p> <p>Text to speech</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators,</p>

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		<p>Use of visuals, audio, and graphic organizers</p> <p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing;</p> <p>Utilize peer buddy system in cooperative learning;</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of the lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p>	<p>dictionaries</p> <p>Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction.</p> <p>Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p> <p>IEP Modifications:</p> <p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing.</p> <p>Utilize the peer buddy system in cooperative learning.</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of a lesson.</p> <p>Break assignments into smaller</p>
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		<p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>	<p>tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>
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Unit 2: Leadership

Stage 1: Desired Results

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Language Domain

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- D. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

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- E. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
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- D. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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- Visual materials enhance understanding.

Essential/Guiding Question:

What are the responsibilities of power?

Writing:

- How can technology be used in written communication?
- How does having writing as part of my daily routine strengthen my writing?
- Why is it important to use correct punctuation?
- How does professional writing differ from personal writing?
- Why does organized writing cause the writer to appear more competent and able to express himself?

Reading:

- Why is it important to use background knowledge while reading?
- Is everything you read on the internet true?
- How can you tell fact from fiction?
- How does identifying the main idea help me as a reader gain meaning from the text?
- How do I figure out a word I do not know?
- How does literature relate to my life?
- Why is it important to read/watch news reports?
- What is propaganda?

Listening and Speaking:

- How do you listen?
- How can technology help us communicate with others?

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	<ul style="list-style-type: none"> • Why is it important to speak effectively? • What are different ways I can express my ideas and opinions? <p>How can listening and speaking skills be used to improve relationships?</p> <p>When is it appropriate to ask questions?</p>
<p><u>Content:</u></p> <p>Featured Genres Fiction Poetry Drama Nonfiction</p> <p>Key Reading Skills Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology</p> <p>Key Writing Skills Supporting Details Paragraphs and Transitions</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ★ Explore background information about what responsibilities people in power have and how power can be used either for good or for evil. ★ Research using hyperlinks to learn more about the strengths and weaknesses of powerful leaders, including examples of people who used their power to lead others through difficult times—and of others who abused their power. ★ Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. ★ Define vocabulary words using context ★ Identify central or main ideas and summarize texts. ★ Identify tone. ★ Complete a close reading of a passage of informational text. ★ Identify the main idea and tone. ★ Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. ★ Analyze rhetoric in an excerpt. ★ Identify different types of points of view. ★ Identify informational elements (important ideas and key details). ★ Identify and analyze plot and character. ★ Define compare and contrast.. ★ Research using hyperlinks to a range of information about people in the arts that have used Homer's <i>Odyssey</i> as a source for contemporary cultural works. ★ Identify word meanings.
<p><u>Interdisciplinary Connections:</u> Students will apply knowledge of reading and writing strategies across all content areas.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ★ Unit Assessments ★ DLM/alternate assessment 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ★ Reading Assignments ★ Writing Assignments ★ Skill Assignments ★ Journal writing activities

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<ul style="list-style-type: none"> ★ Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources) ★ electronic assessments/ quizzes ★ Quizzez assessments 	<ul style="list-style-type: none"> ★ Reading log
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ★ Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources) ★ electronic assessments/ quizzes ★ Quizzez assessments ★ Daily journal writing with written or visual prompts ★ Students will pick a superhero and write a paragraph about their power. ★ Write basic sentences using capitalization and punctuation. ★ Write a paragraph with an introduction and concluding sentence. ★ Self-assess and assess peers' writing. ★ Retell, reenact, dramatize, or draw stories or parts of stories ★ Make a timetable telling sequence of events from a reading ★ Make a chart comparing various characters ★ Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning. ★ Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions. <p>Learning to learn: Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing.</p> <p>Repeat and Practice: Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons.</p> <p>Visuals and Graphic Organizers: Students will use graphic organizers and other visuals to organize materials.</p>	<p><u>Resources:</u></p> <p>IXL EdCon Publishing books Time Magazine Non-fiction texts Education.com Edhelper.com Pro-Ed PCI books and comprehension practice sheets and note cards. Journal prompts- written and visual</p> <p>GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities</p>
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<p>Connections and background knowledge: Students will use prior knowledge to connect new material to what they already know. Students will make connections from the material to their lives.</p> <p>Writing Skills: Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.</p>			
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly. Small group instruction. Modeling and practicing how to use reference material both in print and online. Extended units Extended time Repeated instruction Text to speech Use of visuals, audio, and graphic organizers Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual. Provide small group instruction for reading/writing; Utilize peer buddy system in cooperative learning; Set short term goals to improve student success.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction.

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		<p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of the lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>	<p>Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p> <p>IEP Modifications:</p> <p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing.</p> <p>Utilize the peer buddy system in cooperative learning.</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of a lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p>
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			<p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>
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Unit 3: Dreams and Aspirations

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- E. Use parallel structure.
- F. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- G. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- H. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- I. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- G. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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- H. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- I. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Reading Domain

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

EE.L.9-10.4.a Use context to determine the meaning of unknown words.

EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

RL.CI.9-10.2. [Reading Literature.Central Ideas and Themes of Texts.9-10.2.](#) Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9-10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2.](#) Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9-10.3. [Reading Literature.Interactions Among Text Elements.9-10.3.](#) Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9-10.3. [Reading Informational Texts.Interactions Among Text Elements.9-10.3.](#) Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.MF.9-10.6. [Reading Literature.Diverse Media and Formats.9-10.6.](#) Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9-10.6. [Reading Informational Texts.Diverse Media and Formats.9-10.6.](#) Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9-10.7. [Reading Informational Texts.Analysis of an Argument.9-10.7.](#) Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9-10.8. [Reading Literature.Comparison of Texts.9-10.8.](#) Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

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RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

Range of Reading and Level of Text Complexity

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems. By the end of grade 9, read and comprehend literary nonfiction.

Writing Domain

EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.9-10.2.c Use complete, simple sentences as appropriate.

EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.9-10.2.f Provide a closing.

EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.

EE.W.9-10.2.b Develop the topic with facts or details.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. [Writing.Writing Research.9-10.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

Integration of Climate Change:

RI.CT.9–10.8. [Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.](#)

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SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.

Central Idea/Enduring Understanding:

- Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.
- Use writing to clearly communicate ideas, incorporating technology when appropriate.
- Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.
- Listening skills are critical for learning and communicating.
- Visual materials enhance understanding.

Essential/Guiding Question:

What makes a dream worth pursuing? Why is it important to have dreams and goals?

Writing:

- How can technology be used in written communication?
- How does having writing as part of my daily routine strengthen my writing?
- Why is it important to use correct punctuation?
- How does professional writing differ from personal writing?
- Why does organized writing cause the writer to appear more competent and able to express himself?

Reading:

- Why is it important to use background knowledge while reading?
- Is everything you read on the internet true?
- How can you tell fact from fiction?
- How does identifying the main idea help me as a reader gain meaning from the text?
- How do I figure out a word I do not know?
How does literature relate to my life?
- Why is it important to read/watch news reports?
- What is propaganda?

Listening and Speaking:

- How do you listen?
- How can technology help us communicate with others?
- Why is it important to speak effectively?
- What are different ways I can express my ideas and opinions?
How can listening and speaking skills be used to improve relationships?
When is it appropriate to ask questions?

Content:

Skills(Objectives):

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<p>Featured Genres</p> <p>Fiction Poetry Drama Nonfiction</p> <p>Key Reading Skills</p> <p>Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology</p> <p>Key Writing Skills</p> <p>Supporting Details Paragraphs and Transitions</p>	<ul style="list-style-type: none"> ★ Define vocabulary words using context. ★ Acquire and apply academic vocabulary correctly. ★ Identify characters ★ Identify how a character's decisions advance plot ★ Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word. ★ Complete a close reading ★ Pre-write, plan, and produce clear and coherent writing in response to a prompt. ★ Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions. ★ Use context clues to determine the meanings of words. ★ Apply academic vocabulary correctly. ★ Identify the central or main idea. ★ Apply knowledge of media in exploring a subject.
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Interdisciplinary Connections:

Students will apply knowledge of reading and writing strategies across all content areas.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ★ Unit Assessments ★ DLM/ Alternate Assessment ★ electronic assessments/ quizzes ★ Quizzex assessments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ★ Reading Assignments ★ Writing Assignments ★ Skill Assignments ★ Journal writing activities ★ Reading log
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ★ Daily journal writing with written or visual prompts. ★ Write a poem about their dreams. ★ Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources) ★ Use the internet to research a job they want to have when they leave high school. ★ Write basic sentences using capitalization and punctuation. ★ Write a paragraph with an introduction and concluding sentence. ★ Self-assess and assess peers' writing. ★ Retell, reenact, dramatize, or draw stories or parts of stories. 	<p><u>Resources:</u></p> <p>IXL Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle. Speech to text/text to speech and texts on audio EdCon Publishing books Time Magazine Non-fiction texts Education.com Edhelper.com Pro-Ed PCI Essential Sight Words leveled books and comprehension practice sheets and note cards. Journal prompts- written and visual GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing</p>
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- ★ Make a timetable telling a sequence of events from a reading.
- ★ Make a chart comparing various characters.
- ★ Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.
- ★ Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions.
- ★ Use the think-pair-share method to answer questions and communicate ideas.

Opportunities

Learning to learn: Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing.

Repeat and Practice: Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons.

Visuals and Graphic Organizers: Students will use graphic organizers and other visuals to organize materials.

Connections and background knowledge: Students will use prior knowledge to connect new material to what they already know. Students will make connections from the material to their lives.

Writing Skills: Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The	Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels

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<p>Path, for scaffolded instruction.</p>	<p>instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.</p>	<p>the learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly. Small group instruction. Modeling and practicing how to use reference material both in print and online. Extended units Extended time Repeated instruction Text to speech Use of visuals, audio, and graphic organizers Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual. Provide small group instruction for reading/writing; Utilize peer buddy system in cooperative learning; Set short term goals to improve student success. Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids. Use various techniques and materials to teach a lesson, based on the student's functioning level. Give immediate feedback. Provide correctly completed examples. Provide assistance in note taking by providing note taking templates and study guides. Provide frequent reviews of current concepts and information taught. Highlight major points of the lesson. Break assignments into smaller tasks. Discuss the purpose of each assignment. Use drill and repetition. Relate abstract thinking to students' prior knowledge. Specify material required in notes.</p>	<p>(auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p> <p>Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction. Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p> <p>IEP Modifications: Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual. Provide small group instruction for reading/writing. Utilize the peer buddy system in cooperative learning. Set short term goals to improve student success. Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids. Use various techniques and materials to teach a lesson,</p>
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		<p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>	<p>based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of a lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>
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Unit 4: All For Love

Stage 1: Desired Results

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Standards & Indicators:

Language Domain

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- G. Use parallel structure.
- H. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- K. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- J. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- K. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- L. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Reading Domain

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

EE.L.9-10.4.a Use context to determine the meaning of unknown words.

EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

RL.CI.9–10.2. [Reading Literature.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. [Reading Literature.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.MF.9–10.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. [Reading Informational Texts.Analysis of an Argument.9–10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. [Reading Literature.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

Range of Reading and Level of Text Complexity

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems. By the end of grade 9, read and comprehend literary nonfiction.

Writing Domain

EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.9-10.2.c Use complete, simple sentences as appropriate.

EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.9-10.2.f Provide a closing.

EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.

EE.W.9-10.2.b Develop the topic with facts or details.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback

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and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. [Writing.Writing Research.9-10.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

Integration of Climate Change:

RI.CT.9–10.8. Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.

Central Idea/Enduring Understanding:

- Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.
- Use writing to clearly communicate ideas, incorporating technology when appropriate.
- Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.
- Listening skills are critical for learning and communicating.

Essential/Guiding Question:

How does love move and change us?

Writing:

How can technology be used in written communication?
 How does having writing as part of my daily routine strengthen my writing?
 Why is it important to use correct punctuation?
 How does professional writing differ from personal writing?
 Why does organized writing cause the writer to appear more competent and able to express himself?

Reading:

Why is it important to use background knowledge while reading?
 Is everything you read on the internet true?

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<ul style="list-style-type: none"> Visual materials enhance understanding. 	<p>How can you tell fact from fiction? How does identifying the main idea help me as a reader gain meaning from the text? How do I figure out a word I do not know? How does literature relate to my life? Why is it important to read/watch news reports? What is propaganda?</p> <p><u>Listening and Speaking:</u></p> <p>How do you listen? How can technology help us communicate with others? Why is it important to speak effectively? What are different ways I can express my ideas and opinions? How can listening and speaking skills be used to improve relationships? When is it appropriate to ask questions?</p>
<p><u>Content:</u></p> <p>Featured Genres Fiction Poetry Drama Nonfiction</p> <p>Key Reading Skills Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology</p> <p>Key Writing Skills Supporting Details Paragraphs and Transitions</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ★ Explore background information about the rise of "romantic love" from a relatively insignificant concept to a dominant idea in the twenty-first century. ★ Research using hyperlinks to a range of information about how love affects people ★ Define vocabulary words using context. ★ Acquire and apply academic vocabulary correctly. ★ Identify characters ★ Identify how a character's decisions advance plot ★ Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word. ★ Complete a close reading ★ Pre-write, plan, and produce clear and coherent writing in response to a prompt. ★ Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions. ★ Use context clues to determine the meanings of words. ★ Apply academic vocabulary correctly. ★ Identify the central or main idea. ★ Apply knowledge of media in exploring a subject.
<p><u>Interdisciplinary Connections:</u> Students will apply knowledge of reading and writing strategies across all content areas.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ★ Unit Assessments ★ DLM/ Alternate Assessment ★ electronic assessments/ quizzes ★ Quizzex assessments 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ★ Reading Assignments ★ Writing Assignments ★ Skill Assignments ★ Journal writing activities

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★ Reading log

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- ★ Daily journal writing with written or visual prompts
- ★ Create masquerade masks
- ★ Write basic sentences using capitalization and punctuation.
- ★ Write a paragraph with an introduction and concluding sentence.
- ★ Self-assess and assess peers' writing.
- ★ Retell, reenact, dramatize, or draw stories or parts of stories
- ★ Make a timetable telling sequence of events from a reading
- ★ Make a chart comparing various characters
- ★ Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.
- ★ Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions.
- ★ Use the think-pair-share method to answer questions and communicate ideas.
- ★ Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources)

Learning to learn: Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing.

Repeat and Practice: Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons.

Visuals and Graphic Organizers: Students will use graphic organizers and other visuals to organize materials.

Connections and background knowledge: Students will use prior knowledge to connect new material to what they already know. Students will make connections from the material to their lives.

Resources:

Resources will vary. Modified materials and substitutions may be needed.

[IXL](#)

Full-text Study (Optional)

The Tragedy of Romeo and Juliet

Modified Text of Romeo and Juliet by Steck-Vaughn Publishing

Low level, high interest readers, such as EdCon Publishing books and audio.

Nonfiction low level readers, such as Time Magazine

Nonfiction reader series.

Lower grade level text and novels as per student's IEP.

Modified texts and novels as per student's IEP.

Pro-Ed PCI Essential Sight Words leveled books and comprehension practice sheets and note cards.

Online assessments such as electronic assessments/ Quizziz, Brainpop, and edpuzzle.

Speech to text/text to speech and texts on audio

Romeo and Juliet powerpoint with assessment questions

Romeo and Juliet- snippets from different movie versions

West Side Story Movie

EdCon Publishing books

Time Magazine Non-fiction texts

[Education.com](#)

[Edhelper.com](#)

Pro-Ed PCI Essential Sight Words leveled books and comprehension practice sheets and note cards.

Journal prompts- written and visual

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Writing Skills: Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.			
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly. Small group instruction. Modeling and practicing how to use reference material both in print and online. Extended units Extended time Repeated instruction Text to speech Use of visuals, audio, and graphic organizers Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual. Provide small group instruction for reading/writing; Utilize peer buddy system in cooperative learning; Set short term goals to improve student success. Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids. Use various techniques and materials to teach a lesson, based on the student's functioning level. Give immediate feedback. Provide correctly completed examples.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Use of Access Path materials: break core instruction down into discrete task, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction. Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.

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		<p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of the lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>	<p>IEP Modifications:</p> <p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing.</p> <p>Utilize a peer buddy system in cooperative learning.</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of a lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p>
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			<p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>
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Pacing Guide

Content	Resources	Assessed Standards
UNIT 1: Empathy		
<p>25 Days</p> <p>Daily IXL Independent Practice</p> <p>Featured Genres</p> <p>Fiction</p> <p>Poetry</p> <p>Drama</p> <p>Nonfiction</p> <p>Key Reading Skills</p> <p>Character</p> <p>Tone</p> <p>Author's Purpose and Author's Point of View/background</p> <p>Central or Main Idea</p> <p>Media/technology</p> <p>Key Writing Skills</p> <p>Supporting Details</p> <p>Paragraphs and Transitions</p>	<p>IXL</p> <p>EdCon Publishing books</p> <p>Time Magazine Non-fiction texts</p> <p>Education.com</p> <p>Edhelper.com</p> <p>Pro-Ed PCI books and comprehension practice sheets and note cards.</p> <p>Journal prompts- written and visual</p> <p>GLSEN Educator Resources</p> <p>For Educators: Supporting LGBTQIA Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p>	<p>L.SS.9–10.1.A.B.</p> <p>L.KL.9–10.2.A.B.C.</p> <p>L.VL.9–10.3.A.B.C.</p> <p>EE.RL.9-10.1</p> <p>EE.RL.9-10.5</p> <p>EE.RI.9-10.1</p> <p>EE.L.9-10.4.A</p> <p>EE.L.9-10.5.b</p> <p>EE.RL.9-10.1</p> <p>EE.RI.9-10.8</p> <p>RL.CI.9–10.2.</p> <p>RI.CI.9–10.2.</p> <p>RL.IT.9–10.3.</p> <p>RI.IT.9–10.3.</p> <p>RL.MF.9–10.6.</p> <p>RI.MF.9–10.6.</p> <p>RI.AA.9–10.7.</p> <p>RL.CT.9–10.8.</p> <p>RI.CT.9–10.8.</p> <p>EE.L.9-10.2.C</p> <p>EE.W.9-10.2.C</p> <p>EE.W.9-10.2.D</p> <p>EE.W.9-10.2.F</p> <p>EE.W.9-10.2.B</p> <p>EE.W.9-10.2.B</p> <p>W.IW.9–10.2.A.B.C.D.</p> <p>W.WP.9–10.4.</p> <p>W.WR.9–10.5.</p> <p>W.RW.9–10.7.</p> <p>SL.PE.9–10.1.</p> <p>SL.UM.9–10.5.</p>
UNIT 2: Leadership		

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<p>23 Days</p> <p>Daily IXL Independent Practice</p> <p>Featured Genres Fiction Poetry Drama Nonfiction</p> <p>Key Reading Skills Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology</p> <p>Key Writing Skills Supporting Details Paragraphs and Transitions</p>	<p>IXL EdCon Publishing books Time Magazine Non-fiction texts Education.com Edhelper.com Pro-Ed PCI books and comprehension practice sheets and note cards. Journal prompts- written and visual</p> <p>GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities</p>	<p>L.SS.9–10.1.A.B. L.KL.9–10.2.A.B.C. L.VL.9–10.3.A.B.C. EE.RL.9-10.1 EE.RL.9-10.5 EE.RI.9-10.1 EE.L.9-10.4.A EE.L.9-10.5.b EE.RL.9-10.1 EE.RI.9-10.8 RL.CI.9–10.2. RI.CI.9–10.2. RL.IT.9–10.3. RI.IT.9–10.3. RL.MF.9–10.6. RI.MF.9–10.6. RI.AA.9–10.7. RL.CT.9–10.8. RI.CT.9–10.8. EE.L.9-10.2.C EE.W.9-10.2.C EE.W.9-10.2.D EE.W.9-10.2.F EE.W.9-10.2.B EE.W.9-10.2.B WIW.9–10.2.A.B.C.D. W.WP.9–10.4. W.WR.9–10.5. W.RW.9–10.7. SL.PE.9–10.1. SL.UM.9–10.5.</p>
UNIT 3: Dreams and Aspirations		
<p>Days: 21</p> <p>Daily IXL Independent Practice</p> <p>Featured Genres Fiction Poetry Drama Nonfiction</p> <p>Key Reading Skills Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology</p> <p>Key Writing Skills</p>	<p>IXL Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle. Speech to text/text to speech and texts on audio EdCon Publishing books Time Magazine Non-fiction texts Education.com Edhelper.com Pro-Ed PCI Essential Sight Words leveled books and comprehension practice sheets and note cards. Journal prompts- written and visual</p> <p>GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities</p>	<p>L.SS.9–10.1.A.B. L.KL.9–10.2.A.B.C. L.VL.9–10.3.A.B.C. EE.RL.9-10.1 EE.RL.9-10.5 EE.RI.9-10.1 EE.L.9-10.4.A EE.L.9-10.5.b EE.RL.9-10.1 EE.RI.9-10.8 RL.CI.9–10.2. RI.CI.9–10.2. RL.IT.9–10.3. RI.IT.9–10.3. RL.MF.9–10.6. RI.MF.9–10.6. RI.AA.9–10.7. RL.CT.9–10.8. RI.CT.9–10.8.</p>

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Supporting Details Paragraphs and Transitions		EE.L.9-10.2.C EE.W.9-10.2.C EE.W.9-10.2.D EE.W.9-10.2.F EE.W.9-10.2.B EE.W.9-10.2.B W.IW.9-10.2.A.B.C.D. W.WP.9-10.4. W.WR.9-10.5. W.RW.9-10.7. SL.PE.9-10.1. SL.UM.9-10.5.
UNIT 4: All for Love		
21 Days Daily IXL Independent Practice Featured Genres Fiction Poetry Drama Nonfiction Key Reading Skills Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology Key Writing Skills Supporting Details Paragraphs and Transitions	Resources will vary. Modified materials and substitutions may be needed. IXL Full-text Study (Optional) The Tragedy of Romeo and Juliet Modified Text of Romeo and Juliet by Steck-Vaughn Publishing Low level, high interest readers, such as EdCon Publishing books and audio. Nonfiction low level readers, such as Time Magazine Nonfiction reader series. Lower grade level text and novels as per student's IEP. Modified texts and novels as per student's IEP. Pro-Ed PCI Essential Sight Words leveled books and comprehension practice sheets and note cards. Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle. Speech to text/text to speech and texts on audio Romeo and Juliet powerpoint with assessment questions Romeo and Juliet- snippets from different movie versions West Side Story Movie EdCon Publishing books Time Magazine Non-fiction texts Education.com Edhelper.com Pro-Ed PCI Essential Sight Words leveled books and comprehension practice sheets and note cards. Journal prompts- written and visual	L.SS.9-10.1.A.B. L.KL.9-10.2.A.B.C. L.VL.9-10.3.A.B.C. EE.RL.9-10.1 EE.RL.9-10.5 EE.RI.9-10.1 EE.L.9-10.4.A EE.L.9-10.5.b EE.RL.9-10.1 EE.RI.9-10.8 RL.CI.9-10.2. RI.CI.9-10.2. RL.IT.9-10.3. RI.IT.9-10.3. RL.MF.9-10.6. RI.MF.9-10.6. RI.AA.9-10.7. RL.CT.9-10.8. RI.CT.9-10.8. EE.L.9-10.2.C EE.W.9-10.2.C EE.W.9-10.2.D EE.W.9-10.2.F EE.W.9-10.2.B EE.W.9-10.2.B W.IW.9-10.2.A.B.C.D. W.WP.9-10.4. W.WR.9-10.5. W.RW.9-10.7. SL.PE.9-10.1. SL.UM.9-10.5.