



Language Arts Lab

Course #S1101

5 Credits

2020

I. Course Description:

The Language Arts Lab I curriculum strictly adheres to the New Jersey Student Learning Standards. The class serves as a support to further prepare students for the demands of college and career-readiness. These standards call for the progressive development of reading comprehension in order to allow students to gain a deeper understanding from fictional and informational texts, as a means of preparing them for credit-bearing academic college courses as well as workforce training programs. Through reading an array of contemporary literature and challenging informational text in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives. Moreover, the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence, is a cornerstone of the writing standards, which are essential elements in the Language Arts Lab curriculum. In addition, just as media and technology are integrated throughout school and everyday life in the twenty-first century, skills related to media use (both critical analysis and production of media) are also integrated throughout the standards for Language Arts Lab.

II. Units:

Content Area:	Language Arts Lab I	Grade(s)	9
Unit Plan Title:	Technological and Societal Advancements		
NJSLS Standard(s) Addressed in this unit			
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects (e.g., mystery, tension, or surprise).</p> <p>RL.9-10.9. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine central ideas of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or event, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>			

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.6. Use technology, including the Internet, to produce, publish writing and to interact and collaborate with others.

W.9-10.7. 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.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. 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.

SL.9-10.1. Prepare for and participate effectively in a range of conversations and collaborative with diverse partners building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking notes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or large ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

Essential Questions (3-5)

Is censorship in any form justified?

Why is it important to sometimes create your own path, rather than follow in the footsteps of others?

Is more technology always a good thing? What are the costs and benefits of technology?

How does preparation lead to an organized argument or statement?

Why is it important to cite your own evidence?

Anchor Text

StudySync McGraw-Hill Fahrenheit *451* by Ray Bradbury

Student selected independent reading novel (With teacher approval)

Informational Texts (3-5)

Required

Article of the Week (AOTW)

Optional

Biography: Seabiscuit

<https://www.pbs.org/wgbh/americanexperience/features/seabiscuit-biography/>

YouTube: ESPN Classic Documentary - “Seabiscuit”

<https://www.youtube.com/watch?v=8jR6oRHtR7U>

StudySync McGraw-Hill “The Sniper” by Liam O’Flaherty

Article: “Why Do People Follow the Crowd” by ABC News

<https://www.commonlit.org/en/texts/why-do-people-follow-the-crowd>

Short Texts (1-3)**Required**

StudySync McGraw-Hill “The Most Dangerous Game” by Richard Connell

Optional

StudySync McGraw-Hill “The Gift of the Magi” by O. Henry

Formative & Summative Assessments**Formative:**

Homework

Quiz

Chapter Test

Classwork

Writing Drafts

Writing Pre-test

Summative:

Project

Final Draft

Novel Test

Writing Post-test

Writing and Grammar Focus

Utilizing the IXL Platform:

Sentences, Fragments, and Run-ons: W.2-5

Subject/Verb Agreement: BB.1

Formatting: MM.1-4

Identify Plagiarism: N.5

Teacher recommended IXL skill(s)

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

StudySync

IXL

NewsELA

No Red Ink

Purdue OWL

Common Lit

Kami

Grammarly

YouTube

Screencastify

Pear Deck

Flipgrid

Online Text (Overdrive - eBooks)

Online Audio Text

Smartboard

Whiteboard

Canvas

Google Drive/Docs/Slides/Forms

Chromebook

Suggested Time Frame:

12 Weeks

Content Area:	Language Arts Lab I	Grade(s)	9
Unit Plan Title:	Respecting Others		
NJSLS Standard(s) Addressed in this unit			
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>			

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual and shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. 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.

SL.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.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Essential Questions (3-5)

How does one earn respect from others?

How do you formulate opinions or ideas about specific topics?

What roles and responsibilities did citizens have to take in order to affect change? Which tactics were the most successful in affecting change? Why?

What were the major goals of the Civil Rights Movement?

How can regional dialect and culture impact a literary work?

Anchor Text

Required:

StudySync McGraw-Hill *To Kill a Mockingbird* by Harper Lee
Student selected independent reading novel (With teacher approval)

Informational Texts (3-5)

Required:

Article of the Week (AOTW)

Optional:

Timeline: “The Murder of Emmett Till”

<https://www.pbs.org/wgbh/americanexperience/features/till-timeline/>

Multimedia: Rosa Parks Biography

<https://www.biography.com/activist/rosa-parks>

The Rosa Parks Story (Movie - Teacher selected clips)

<https://www.youtube.com/watch?v=mlnal8phaQY>

Multimedia: Martin Luther King, Jr. Biography

<https://www.history.com/topics/black-history/martin-luther-king-jr>

Short Texts (1-3)

Required:

StudySync McGraw-Hill Poem: “We Wear the Mask” by Paul Laurence Dunbar

Optional:

StudySync McGraw-Hill “Claudette Colvin Explains Her Role in the Civil Rights Movement” by Roni Jacobson

Formative & Summative Assessments

Formative:

Homework

Quiz

Chapter Test

Classwork

Writing Drafts

Writing Pre-test

Summative:

Project

Final Draft

Novel Test

Narrative Task

Writing Post-test

Writing and Grammar Focus**Regional Dialect and Culture:**

Northeastern states (Delaware, New Jersey, New York, Massachusetts, New Hampshire, Maine, Pennsylvania)

Southeastern states (Alabama, Arkansas, Kentucky, Maryland, Tennessee, Louisiana, Mississippi, North Carolina, South Carolina, Georgia, Virginia)

Point of View: First Person, Second Person, Third Person Objective, Third Person Limited, Third Person Omniscient

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

StudySync
 IXL
 NewsELA
 No Red Ink
 Purdue OWL
 Common Lit
 Kami
 Grammarly
 YouTube
 Screencastify
 Pear Deck
 Flipgrid
 Online Text (Overdrive - eBooks)
 Online Audio Text
 Smartboard
 Whiteboard
 Canvas
 Google Drive/Docs/Slides/Forms
 Chromebook

Suggested Time Frame:

12 Weeks

Content Area:	Language Arts Lab I	Grade(s)	9
Unit Plan Title:	Research and World Views		
NJSLS Standard(s)			

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Essential Questions (5-7)

What factors go into selecting the proper topic for a research paper?

What are the components of a solid thesis statement?

Why is it important to outline your research paper prior to writing a rough draft?

Why is it important to have several different types of editing and revision for your research paper?

How important can a hero's role be in a literary work?

What would you consider to be stronger: love or hate?

Why is it important to properly prepare for a trip or journey? How would you handle any obstacles or setbacks while on said journey?

Anchor Text

Required:

StudySync McGraw-Hill *The Odyssey* by Homer

StudySync McGraw-Hill *The Tragedy of Romeo and Juliet* by William Shakespeare (StudySync)

Student selected independent reading novel (With teacher approval)

Informational Texts (3-5)

Required:

MLA Formatting and Style Guide

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

MLA Sample Paper

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_paper.html

MLA Format Works Cited Page

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_works_cited_page.html

StudySync McGraw-Hill “40-0” by Brittney Griner

Optional:

Article of the Week (AOTW)

Multimedia: Superman Thesis Statement Video

<https://www.youtube.com/watch?v=wCzuAMVmIZ8>

Short Texts (1-3)**Required:**

StudySync McGraw-Hill “The Necklace” by Guy de Maupassant

Optional:

“The Story of Arachne and Athena” (Based on a version told by Nicole Shelby)

<http://www.stephenhicks.org/wp-content/uploads/2015/02/Arachne-and-Athena.pdf>

StudySync McGraw-Hill “The Open Window” by Saki

Formative & Summative Assessments

Formative:

Homework

Quiz

Chapter Test

Classwork

Writing Drafts
Research Writing Preparation
Summative:
Project
Final Draft
Novel Test
Research Paper

Writing and Grammar Focus

Research Paper Topics:

Thesis
Outline
Cover Page
Works Cited Page
Headers
Argument
Claims
Counterclaims
Reasons
Evidence

Poetry and Plays:

Anthology
Antagonist
Collection
Cadence
Epic Poem
Free Verse
Prose Poem
Irony
Dramatic Irony
Situational Irony
Verbal Irony

Myths
Stanza
Rhyme Scheme
Protagonist
Soliloquy
Aside
Metaphor
Extended Metaphor
Foil

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

StudySync
IXL
NewsELA
No Red Ink
Purdue OWL
Common Lit
Kami
Grammarly
YouTube
Screencastify
Pear Deck
Flipgrid
Online Text (Overdrive - eBooks)
Online Audio Text
Outline Template
Smartboard
Whiteboard
Canvas
Google Drive/Docs/Slides/Forms
Chromebook

III. Instructional Strategies

Instructional strategies commonly utilized in Language Arts Lab:

- Maps, photos, graphs, and other visuals
- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Watching and responding to media
- Brainstorming (think-aloud/written)
- Spelling
- Listing
- Mapping
- Free writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Peer teaching
- Peer editing
- Conferring
- Interviewing (topic specific questioning/collecting data/creating questions)
- Competing in teams/debating about controversial topics and literary analysis
- Playing games
- Note taking/note making
- Annotating

Drafting/writing/editing/revising/submitting final copy

IV. Scope and Sequence

Skills	I = Introduction D = Developed in depth R = Reinforced
Demonstrate ability to listen effectively	D, R
Engage in formal debates and group discussion	D, R
Develop a paragraph with clear sense of cohesion	D, R
Employ mechanics to generate clear sentences	D, R
Utilize prewriting strategies including graphic organizers	D, R
Edit/revise drafts of manuscripts	D, R
Adapt writing style to a "given" audience	D
Recognize/use varied reference materials	D
Interpret information from multimedia sources	D
Engage in documentation of sources	D
Prepare (speech, essay, review reports) research papers	D
Compile a list of vocabulary and/or spelling words	D
Complete exercises antonyms, analogies, sentence completions	D
Practice strategies for improving comprehension	D
Recognize major literary forms	D

Identify themes	D
Place events in proper sequence	D
Infer character's motives	D
Explain author's purpose	D
Identify literary conventions (flashback, etc.)	D
Interpret figurative language	D
React to persuasive text	D
Respond to open-ended questions	D
Complete a standardized writing sample	D
Practice test-taking strategies (develop, improve)	D

V. Course Textbooks, Instructional Resources & Software

Textbook: (StudySync McGraw-Hill, ISBN# 13:9780076897605

Title	Copyright Date	Author	Publisher	ISBN
<i>Fahrenheit 451</i>	1953	Ray Bradbury	Simon & Schuster	(From online text)
“The Sniper”	1923	Liam O’Flaherty		(From online text)
“The Most Dangerous Game”	1924	Richard Connell	CreateSpace Independent Publishing Platform	(From online text)

“The Gift of the Magi”	1906	O. Henry	Alladin	(From online text)
<i>To Kill a Mockingbird</i>	1960	Harper Lee	Harper Perennial Modern Classics-HarperCollins	(From online text)
“We Wear the Mask”	1896	Paul Laurence Dunbar		(From online text)
<i>The Odyssey</i>	8th Century BCE	Homer	CreateSpace Independent Publishing Platform	(From online text)
<i>The Tragedy of Romeo and Juliet</i>	1592	William Shakespeare	Simon & Schuster	(From online text)
“The Necklace”	1884	Guy de Maupassant	Creative Editions	(From online text)
“The Open Window”	1918	Saki (H.H. Munro)	Penguin Classics	(From online text)

VI. Student Handout

Language Arts Lab I

The Language Arts Lab I curriculum strictly adheres to the New Jersey Student Learning Standards. The class serves as a support to further prepare students for the demands of college and career-readiness. These standards call for the progressive development of reading comprehension in order to allow students to gain a deeper understanding from fictional and informational text, as a means of preparing them for credit-bearing academic college courses as well as workforce training programs. Through reading an array of contemporary literature and challenging informational text in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives. Moreover, the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence, is a cornerstone of the writing standards, which are essential elements in the Language Arts Lab curriculum. In addition, just as media and technology are integrated throughout school and everyday life in the twenty-first century, skills related to media use (both critical analysis and production of media) are also integrated throughout the standards for Language Arts Lab.

Proficiencies:

Demonstrate listening abilities in various speaking situations.

Collaborate by sharing ideas, examples, and insights, productively and respectfully in informal conversation/discussion.

Understand vocabulary in context to enhance and reinforce comprehension.

Become familiar with antonyms, analogies, sentence completion and reading comprehension exercises.

Recognize the important differences between electronic and non-electronic communication, an awareness of electronic etiquette, and the implications of a permanent, global Internet.

Develop a paragraph/essay with a clear sense of cohesion.

Employ mechanics to produce clear, unambiguous sentences.

Combine and rearrange ideas to create an impact upon the reader.

Utilize pre-writing strategies in paragraphs, essays, and research projects.

Revise written material to make it more effective.

Develop awareness of the role of audience, writing as both a process and a product, and the various genres of writing. Students will develop an awareness of the influence of technology on the format of both formal and informal writing.

Demonstrate and use textual and graphic organizers.
Use proper MLA format practices.
Recognize relevant details and infer new things from those details of a short story.
Predict outcomes
Put events in chronological order
Interpret connotative meanings and differentiate them from denotative meanings
Write about themes as they relate to their own lives
Contrast the mood, plot, theme, characters, and settings from different works by the same author and by different authors
Identify archetypal elements from both literature and their own experiences
Separate subjective from objective details
Describe the influence of time and place upon fact versus fiction
Understand the importance of source in nonfiction
Apply understanding of nonfiction to evaluate a source for credibility
Develop an awareness of media messages and the evaluation and source credibility
Cite where information gotten from as it relates to their own lives
Demonstrate understanding of how technology influences nonfiction
Analyze conflict
Write about characters
Recognize symbolism, literary, and rhetorical devices
Identify themes
Evaluate a novel
Understand character
Understand plot development
Understand cultural and temporal differences and similarities of theme
Appreciate details of setting
Distinguish how individual elements contribute to the novel as a whole

Addendum I

Assignments: Suggested for R1

Narrative Writing - Write what you might have done differently if you were in Rainsford's shoes?

Comparative Analysis - Students will compare and contrast two stories focusing on different perspectives, how two authors use literary devices and other elements of fiction to tell similar stories.

Literary Work Projects:

Alternate Ending - Were you surprised by the end of your novel? Think you can do better? Write at least a five-page ending to your novel as you think the story should have ended. Be sure to use dialogue and be sure to use it correctly. Although this is your ending, the style of writing should stay true to the original text. Stay in the same voice and writing style that the original author began. If you have not yet completed the book, work from that point forward.

Movie / Drama - Choose a scene or several scenes from your story to act out. You can also create a new scene that wasn't in the novel i.e. - a new ending or an extension of a scene from the novel. This is not an impromptu production. Your scene must be mapped out and you should be following a script. You can video your actors doing the scene to ensure it turns out the way you want.

Other Projects - Character analysis project; switching a literary work's point of view.

Article of the Week (AOTW) - Students will respond to a variety of teacher prompts about the article and/or will write a reflection of their reading which might cover topics like; What makes the article relevant now? Why will it still matter later? What did you learn from this article? Did any of the information surprise you? What might you want to say to the author? What questions do you still have about the topic? What are some possible answers? How can you elaborate on any of the text-to-text, text-to-world, or text-to-self connections you made during annotation?

Schaffer paragraph - Potential assessment tool; test based on anchor text or AOW. What character in the book is a static character and which is dynamic? How does the setting of the story impact what was happening in the time it was written?

Formative Assessments - In the form of a quiz or writing assignment, it will be given on the following topics:

- Spelling Quizzes/tests
- Point of View Test
- IXL Quizzes/tests
- Newsela Quizzes
- Content Quizzes/tests
- Literary Devices
- Figurative Language
- Theme(s)
- Schaffer Paragraph
- Whole class text, if used

Assignments: Suggested for R2

Argumentative Writing - Explain which event from the Civil Rights Movement had the greatest impact on you?

Comparative Analysis - Students will compare and contrast two stories focusing on different perspectives, how two authors use literary devices and other elements of fiction to tell similar stories.

Literary Work Project:

Alternate Ending - Were you surprised by the end of your novel? Think you can do better? Write at least a five-page ending to your novel as you think the story should have ended. Be sure to use dialogue and be sure to use it correctly. Although this is your ending, the style of writing should stay true to the original text. Stay in the same voice and writing style that the original author began. If you have not yet completed the book, work from that point forward.

Extended Ending - After the conclusion of the novel, *To Kill A Mockingbird*, create an extended ending, adding onto what has already transpired in the novel. Feel free to focus on just one or multiple characters as part of your ending.

Movie / Drama - Choose a scene or several scenes from your story to act out. You can also create a new scene that wasn't in the novel i.e. - a new ending or an extension of a scene from the novel. This is not an impromptu production. Your scene must be mapped out and you should be following a script. You can video your actors doing the scene to ensure it turns out the way you want.

Other Projects - Based on literary devices and figurative language. Students will research a number of literary devices and find definitions, examples, and a video clip displaying the term.

Article of the Week (AOTW) - Students will respond to a variety of teacher prompts about the article and/or will write a reflection of their reading which might cover topics like; What makes the article relevant now? Why will it still matter later? What did you learn from this article? Did any of the information surprise you? What might you want to say to the author? What questions do you still have about the topic? What are some possible answers? How can you elaborate on any of the text-to-text, text-to-world, or text-to-self connections you made during annotation?

Schaffer paragraph - Benchmark assessment; test based on anchor text or AOW. What character in the book is a static character and which is dynamic? How does the setting of the story impact what was happening in the time it was written?

Formative Assessments - In the form of a quiz or writing assignment, it will be given on the following topics:

- Content Quizzes/tests
- Literary Devices
- Figurative Language
- Theme(s)
- Sentence Structure
- Schaffer Paragraph
- Narrative Structure
- Whole class text, if used

Assignments: Suggested for R3

Research Paper Preparation - Introducing and reviewing all of the proper components of an MLA-formatted paper. This includes, but is not limited to headers, indenting, font size and spacing, in-text citations, and properly cited references/resources.

Textual Writing - Compare two different literary works that you've read this trimester -- how has your EXPERIENCE of reading them been different? If one was easier to read than the other, why? Really think about it, describe how it felt to read each title.

Argumentative Writing - In a five-paragraph essay, please explain which character you feel is most responsible for Juliet's death in the play, *The Tragedy of Romeo and Juliet*?

Fakebook Project - Create a "Fakebook" profile page for one of the characters in *The Odyssey*. Be sure to include your character's friends, events, and information as part of their profile.

Article of the Week (AOTW) - Students will respond to a variety of teacher prompts about the article and/or will write a reflection of their reading which might cover topics like; What makes the article relevant now? Why will it still matter later? What did you learn from this article? Did any of the information surprise you? What might you want to say to the author? What questions do you still have about the topic? What are some possible answers? How can you elaborate on any of the text-to-text, text-to-world, or text-to-self connections you made during annotation?

Formative Assessments: In the form of a quiz or writing assignment, will be given on the following topics:

- Content Quizzes/tests
- Spelling Tests
- In-text Citations
- MLA Works Cited Page
- Brainstorming
- Outlining
- Rough Draft
- Revising
- Editing