

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH & ENGLISH AS A SECOND LANGUAGE DEPARTMENT

TRANSITIONAL ENGLISH 1

Grade Level: 9

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 25, 2008

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

The goal of the Freehold Regional High School District is to prepare students for the literacy demands of the world at large. The greatest responsibility for English and ELL teachers is to strengthen each student's ability to process and communicate information. As stated by the National Council of Teachers of English, the priority of English instruction is to ensure that all students are offered the opportunities, the encouragement, and the vision to develop the language skills they need to pursue life goals.

In order to prepare students more effectively to pursue life goals, the English and ELL programs' learning objectives are based upon the New Jersey Core Curriculum Content Standards for Language Arts Literacy. The ultimate purpose is to make ELL students literate readers, writers, and speakers in Standard American English as well as astute listeners and viewers.

To this end, the curriculum has been designed to make it more relevant and accessible to the students by focusing each literary unit around essential questions or overarching or enduring understandings. The essential questions are the starting points to the curriculum model utilized for this guide and espoused by Grant Wiggins and Jay McTighe. Each unit is based upon the facets of learning, which are a logical progression of thinking strategies employed to teach the learning objectives and the New Jersey Core Curriculum Content Standards. They are developed to enable the students to gain a deeper understanding of the material. Rather than teach a series of lessons that solely address the content of a literary piece, all the activities in this guide are developed to foster an enduring understanding of a lesson that will allow the students to make connections to other disciplines, their lives, or the world in general. The curriculum establishes definite essential questions for each unit and activities that promulgate reading, writing, speaking, listening and viewing. Teachers are invited to write and/or revise them to suit the needs of their students. It is one of the goals of this curriculum model to exchange ideas regarding the teaching of the content standards through the core literature. This guide will be on the Freehold Regional High School District website so that teachers can cut and paste activities directly into their lesson plans. However, if an individual teacher designs a unit plan that he or she feels will enrich the curriculum guide, he or she should feel free to share it with his or her colleagues via the FRHSD website.

Course Description

Transitional English I models itself after the Academic English I curriculum in that it explores literature from various genres and time periods. It is an introduction to literature through different genres while giving students exposure to Western classics. Each unit focuses on a multitude of Core Curriculum Content Standards in reading, writing, speaking, and listening. Literature read includes *The Odyssey* by Homer, *Romeo & Juliet* by William Shakespeare, *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, and various shorter non-fiction passages.

**Freehold Regional High School District
Curriculum Map**

Transitional English I

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.1C, 3.1F 3.2C	Language has structure.	<p>How does the structure of American English compare/contrast to the student's own native language(s)?</p> <p>How do writers use the structure of American English to convey their message?</p> <p>How do word relationships and word origins aid students in deriving meaning?</p> <p>How do context clues help a reader derive meaning?</p>	<p>Pre-test</p> <p>Writing sample</p> <p>ACCESS for ELLs</p> <p>NJ ASK8</p>	<p>Reflective piece on short answer open-ended response</p> <p>Reflection on a multi-paragraph essay or response</p>	<p>Short answer open-ended responses</p> <p>Multi-paragraph essay/responses</p>
3.2A, 3.2B, 3.2D	Writing allows people to express themselves.	<p>How does word choice affect the meaning of writing?</p> <p>How do writers use language to achieve their purpose?</p> <p>How does the writing process assist a student in producing a well crafted piece of writing?</p> <p>How do literary and stylistic devices affect a writer's message?</p>	<p>Pre-test</p> <p>Writing sample</p> <p>ACCESS for ELLs</p> <p>NJ ASK8</p>	<p>Reflective pieces on writing samples</p>	<p>Persuasive essay</p> <p>Narrative story</p> <p>Expository essay</p> <p>Short answer open-ended responses</p>
3.1A, 3.1D, 3.1E, 3.1G 3.5A, 3.5B, 3.5C	Reading helps people understand the world around them.	<p>What reading strategies can help a person understand a specific type of text?</p> <p>How do writers give insight into the human experience through their writing?</p>	<p>Pre-test</p> <p>Writing sample</p> <p>ACCESS for ELLs</p> <p>NJ ASK8</p>	<p>Reflective pieces on student writing</p>	<p>Persuasive essay</p> <p>Narrative story</p> <p>Expository essay</p> <p>Short answer open-ended responses</p>
3.1B 3.3A, 3.3B, 3.3C 3.4A, 3.4B 8.1A, 8.1B	Effective communication requires certain rules to be followed.	<p>How does word choice and tone affect spoken communication?</p> <p>How do nonverbal clues affect communication?</p> <p>How do you combine effective listening and speaking to participate in a discussion?</p> <p>How does the use of technology affect a person's communication?</p>	<p>Question-and-answer sessions</p>	<p>Think-Pair-Shares</p> <p>Class Discussion</p>	<p>Formal class discussions</p> <p>Debates</p>

¹ Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

**Freehold Regional High School District
Course Proficiencies and Pacing**

Transitional English I

Unit Title	Unit Understandings	Recommended Duration
Unit #1: <i>The Odyssey</i>	<p>Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed.</p> <p>1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Homer’s <i>Odyssey</i>.</p>	9 weeks
Unit #2: <i>Romeo & Juliet</i>	<p>Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed.</p> <p>1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring William Shakespeare’s <i>Romeo & Juliet</i>.</p>	9 weeks
Unit #3: <i>Dr. Jekyll and Mr. Hyde</i>	<p>Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed.</p> <p>1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Robert Lewis Stevenson’s <i>Dr. Jekyll and Mr. Hyde</i>.</p>	8 weeks
Unit #4: Narrative and Persuasive Texts	<p>Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed.</p> <p>1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring narrative and persuasive texts.</p>	8 weeks

Freehold Regional High School District
Transitional English I
Unit #1: *The Odyssey*

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Essential Questions: How does the structure of American English compare/contrast to the students' own native languages?

How does word choice affect the meaning of writing?

How do writers give insight into the human experience through their writing?

How does word choice and tone affect spoken communication?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Homer's *Odyssey*.

Duration of Unit: 1 Marking Period (9 weeks)

NJCCCS: 3.1 Reading: D1; E1, 2; F1, 4, 5; G6, 9, 12, 13, 14

3.2 Writing: A3, 4, 6, 7, 8, 9; B3, 4, 5, 8, 13; C1, 2, 4, 5, 6, 7; D2, 5

3.3 Speaking: A2; B1, 2, 4, 6, 8, 9; C1; D1, 2, 3, 5

3.4 Listening: A1, 3, 4, 5; B1, 5, 6

3.5 Viewing & Media Literacy: C1, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does the American style of persuasive writing compare/contrast with a student's native style of persuasive writing?</p> <p>How does an author's word choice help convey the meaning of a text?</p> <p>How does an author's narrative convey a universal truth about humankind?</p> <p>How does a person choose the right words to express themselves in spoken language?</p>	<p>Basic background in Greek mythology: Olympian gods, lead up to and aftermath of Trojan War.</p> <p>Homecoming / importance of family.</p> <p>Symbolic nature of Odysseus' journey</p> <p>Persuasive writing.</p> <p>Speculative writing.</p> <p>Open-ended & textual analysis responses.</p>	<p><i>The Odyssey</i> by Homer (Pearson Learning Pacemaker Classic) ISBN-13: 9780835935890</p> <p><i>The Odyssey</i> Study Guide (ISBN-13: 9780835935968)</p> <p>Opening of made-for-TV movie (1997) <i>The Odyssey</i>: Trojan War.</p> <p>Literary graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p><i>Roadmap to the New Jersey HSPA Language Arts Literacy</i> by Princeton Review, ISBN-13: 9780375764035.</p>	<p>Persuasive Essay Topics: What is the most important lesson that Odysseus learned?</p> <p>Why is it necessary for Odysseus to undergo all of these challenges before he returns home?</p> <p>How are Odysseus' challenges and temptations like ones we face as well?</p> <p>Open-ended, textual analysis questions: How does language used convey importance of family?</p> <p>What are the challenges/temptations that Odysseus faces throughout his journey?</p> <p>How does Homer show that family is important through the actions of Odysseus, Penelope, and Telemachus?</p> <p>What life lessons does Odysseus learn as a result of his journey?</p> <p>How do the various women along Odysseus' journey compare to Penelope?</p>	<p>Pre-Test: KWL chart on Greek mythology and <i>The Odyssey</i>. Revisit at end of unit for students to assess knowledge gained</p> <p>Think-Pair-Share</p> <p>Individual & group oral reading</p> <p>Persuasive essays</p> <p>Open-ended textual analysis responses</p> <p>Do Nows</p> <p>Class discussions</p> <p>Informal debates</p> <p>Student-generated test questions</p>

Suggestions on how to differentiate in this unit:

- Use teacher-generated writing formulas and frameworks to assist students with writing and reading comprehension during diagnostic, formative, and summative assessments.
- Use group-generated writing responses.
- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Assign varying length expectations of written works as per ability level.

Freehold Regional High School District
Transitional English I
Unit #2: *Romeo & Juliet*

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Essential Questions: How do writers use the structure of American English to convey their message?

How do writers use language to achieve their purpose?

How do writers give insight into the human experience through their writing?

How do non-verbal clues affect communication?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring William Shakespeare's *Romeo & Juliet*.

Duration of Unit: 1 Marking Period (9 weeks)

NJCCCS: 3.1 Reading: D1; E1, 2; F1, 4, 5; G6, 9, 12, 13, 14

3.2 Writing: A3, 4, 6, 7, 8, 9; B3, 4, 5, 8, 13; C1, 2, 4, 5, 6, 7; D2, 5

3.3 Speaking: A2; B1, 2, 4, 6, 8, 9; C1; D1, 2, 3, 5

3.4 Listening: A1, 3, 4, 5; B1, 5, 6

3.5 Viewing & Media Literacy: C1, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do you use Standard American English to persuade a reader?</p> <p>How does the intended audience and writing format affect the language used in a piece of writing?</p> <p>How does an author's narrative convey a universal truth about humankind?</p> <p>How does an actor's use of non-verbal communication help convey the message of a text?</p>	<p>Reading skills and strategies for a play: lack of narration, organization of content into Acts & scenes, stage directions.</p> <p>Accepted social norms during the Renaissance: gender roles, class structure, courtship & marriage rituals.</p> <p>Advantages and disadvantages of romantic love, family loyalty.</p> <p>Persuasive writing.</p> <p>Speculative writing.</p> <p>Open-ended & textual analysis responses.</p>	<p><i>Romeo & Juliet</i> from Pearson Learning (Pacemaker Classic), ISBN 0835912175;</p> <p>Study Guide, ISBN 0835912191;</p> <p>Audio Cassette, ISBN 0835912213.</p> <p>Clips from various period movies to demonstrate gender roles, class structure, courtship & marriage rituals: <i>Shakespeare in Love</i>, <i>Dangerous Beauty</i>, <i>Elizabeth</i></p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Film version by Franco Zeffirelli.</p> <p><i>Roadmap to the New Jersey HSPA Language Arts Literacy</i> by Princeton Review, ISBN-13: 9780375764035.</p>	<p>Persuasive Writing Topics: Are Romeo & Juliet truly in love?</p> <p>Did Romeo & Juliet make the right decision in choosing romance over family loyalty?</p> <p>Are the Capulets and Montagues responsible at all for what happened to Romeo & Juliet?</p> <p>Open-ended, textual analysis questions: What are the personal consequences of Romeo & Juliet pursuing their romance?</p> <p>How do Romeo & Juliet's choices affect other people in their lives?</p> <p>What were other options that Romeo & Juliet did not pursue?</p>	<p>Pre-Test: KWL chart on Shakespeare, <i>Romeo & Juliet</i>, tragedy, courtship/marriage. Revisit at end of unit for students to assess knowledge gained</p> <p>Think-Pair-Share</p> <p>Individual & group oral reading</p> <p>Persuasive essays</p> <p>Open-ended textual analysis responses</p> <p>Do Nows</p> <p>Class discussions</p> <p>Informal debates</p> <p>Student-generated test questions</p> <p>Dramatic readings and reenactments of selected scenes</p>

Suggestions on how to differentiate in this unit:

- Use teacher-generated writing formulas and frameworks to assist students with writing and reading comprehension during diagnostic, formative, and summative assessments.
- Use group-generated writing responses.
- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Assign varying length expectations of written works as per ability level.

Freehold Regional High School District
Transitional English I
Unit #3: *Dr. Jekyll and Mr. Hyde*

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Essential Questions: How do word relationships and word origins aid students in deriving meaning?

How does the writing process assist a student in producing a well-crafted piece of writing?

What reading strategies can help a person understand a specific type of text?

How do you combine effective listening and speaking to participate in a discussion?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Robert Lewis Stevenson's *Dr. Jekyll and Mr. Hyde*.

Duration of Unit: 1 Marking Period (8 weeks)

NJCCCS: 3.1 Reading: D1; E1, 2; F1, 4, 5; G6, 9, 12, 13, 14

3.2 Writing: A3, 4, 6, 7, 8, 9; B3, 4, 5, 8, 13; C1, 2, 4, 5, 6, 7; D2, 5

3.3 Speaking: A2; B1, 2, 4, 6, 8, 9; C1; D1, 2, 3, 5

3.4 Listening: A1, 3, 4, 5; B1, 5, 6

3.5 Viewing & Media Literacy: C1, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How do cognates and false cognates help or hinder students in comprehending a text?</p> <p>What are effective pre-writing and revising strategies?</p> <p>What pre, during, and post reading strategies help a reader understand a novel?</p> <p>How do body language, enunciation, emphasis, tempo, volume, facial expressions and tone aid an effective discussion?</p>	<p>Reading skills and strategies for a novel: speculating about illustrations, skimming chapter titles, using a plot map organizer, etc.</p> <p>Duality of human nature</p> <p>Dark side of humanity</p> <p>Importance of reputation</p> <p>Persuasive writing</p> <p>Speculative writing</p> <p>Open-ended & textual analysis responses</p>	<p><i>Dr. Jekyll & Mr. Hyde</i>, Pearson Learning Pacemaker Classic, ISBN-13: 9780822492559</p> <p>Study Guide, ISBN-13: 9780822494348</p> <p>Audio Cassette, ISBN-13: 9780822476146</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p><i>Roadmap to the New Jersey HSPA Language Arts Literacy</i> by Princeton Review, ISBN-13: 9780375764035.</p>	<p>Persuasive Writing Topics: Does everyone have a dark side?</p> <p>How important is it to maintain a good reputation? To what end should someone try to protect their reputation?</p> <p>Open-ended, textual analysis questions: Analyze the different stages of Jekyll's experimentation with the Hyde personality. How do his feelings regarding the transformations change?</p> <p>Why do you think Stevenson chose to tell the story from Utterson's point of view rather than use Jekyll's from the beginning? How does this choice increase the suspense of the novel?</p>	<p>Pre-Test: KWL chart on story, psychology. Revisit at end of unit for students to assess knowledge gained.</p> <p>Think-Pair-Share</p> <p>Individual & group oral reading</p> <p>Persuasive essays</p> <p>Open-ended textual analysis responses</p> <p>Do Nows</p> <p>Class discussions</p> <p>Informal debates</p> <p>Student-generated test questions</p>

Suggestions on how to differentiate in this unit:

- Use teacher-generated writing formulas and frameworks to assist students with writing and reading comprehension during diagnostic, formative, and summative assessments.
- Use group-generated writing responses.
- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Assign varying length expectations of written works as per ability level.

Freehold Regional High School District
Transitional English I
Unit #4: *Narrative and Persuasive Texts*

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Essential Questions: How do context clues help a reader derive meaning?

How do literary and stylistic devices affect a writer’s message?

What reading strategies can help a person understand a specific type of text?

How does the use of technology affect my communication?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring narrative and persuasive texts.

Duration of Unit: 1 Marking Period (8 weeks)

NJCCCS: 3.1 Reading: D1; E1, 2; F1, 4, 5; G6, 9, 12, 13, 14

3.2 Writing: A3, 4, 6, 7, 8, 9; B3, 4, 5, 8, 13; C1, 2, 4, 5, 6, 7; D2, 5

3.3 Speaking: A2; B1, 2, 4, 6, 8, 9; C1; D1, 2, 3, 5

3.4 Listening: A1, 3, 4, 5; B1, 5, 6

3.5 Viewing & Media Literacy: C1, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does the author’s purpose enable students to more easily understand passage-specific vocabulary?</p> <p>What are the best literary and stylistic devices to use for each writing format?</p> <p>What reading strategies should be used for narrative versus persuasive passages?</p> <p>What makes a reliable Internet source for valid research information?</p>	<p>Reading skills and strategies for a narrative & persuasive texts: speculating about illustrations, skimming sub-heading, using a plot map organizer, etc.</p> <p>Timed reading and writing strategies</p> <p>Multiple-choice test-taking strategies</p> <p>Persuasive writing</p> <p>Speculative writing</p> <p>Open-ended & textual analysis responses</p>	<p><i>Roadmap to the New Jersey HSPA Language Arts Literacy</i> by Princeton Review, ISBN-13: 9780375764035.</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p>	<p>Persuasive Writing Topics: Should students be required to wear school uniforms?</p> <p>Should schools be required to provide late bussing for after-school activities?</p> <p>Should school be in session all year long with two week long seasonal breaks?</p> <p>Open-ended, textual analysis questions: How do a writer’s persuasive strategies influence the reader?</p> <p>How does a writer’s use of literary devices help convey his message?</p>	<p>Think-Pair-Share</p> <p>Individual & group oral reading</p> <p>Persuasive essays</p> <p>Open-ended textual analysis responses</p> <p>Do Nows</p> <p>Class discussions</p> <p>Informal debates</p> <p>Student-generated test questions</p>

Suggestions on how to differentiate in this unit:

- Use teacher-generated writing formulas and frameworks to assist students with writing and reading comprehension during diagnostic, formative, and summative assessments.
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- Assign different writing topics to groups based on ability level.
- Assign more advanced versions of literature (when available) to more proficient readers.
- Assign varying length expectations of written works as per ability level.

