

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH & ENGLISH AS A SECOND LANGUAGE DEPARTMENT

TRANSITIONAL ENGLISH 2

Grade Level: 10

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 and guiding and topical 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 II models itself after the Academic English II curriculum in that it explores literature from the early Colonial American era to modern American literature. It provides valuable insight into American history and culture through its changing literature. Each unit focuses on a multitude of Core Curriculum Content Standards in reading, writing, speaking, and listening. Literature read includes *The Scarlet Letter* by Nathaniel Hawthorne, the short stories of Edgar Allan Poe, *The Call of the Wild* by Jack London, and various shorter non-fiction passages.

**Freehold Regional High School District
Curriculum Map**

Transitional English II

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>	Pre-test Writing sample ACCESS for ELLs NJ ASK8	<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>	Writing samples	Reflective pieces on writing samples	<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>	Comprehension pre-tests	Reflective pieces on student writing	<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>	Question-and-answer sessions	<p>Think-Pair-Shares</p> <p>Class Discussion</p>	<p>Formal class discussions</p> <p>Debates</p>

¹Including 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 II

Unit Title	Unit Understandings	Recommended Duration
Unit # 1: <i>Edgar Allan Poe</i>	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. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring the short stories of Edgar Allan Poe.	9 weeks
Unit # 2: <i>The Scarlet Letter</i>	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. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Nathaniel Hawthorne's <i>The Scarlet Letter</i> .	9 weeks
Unit # 3: <i>The Call of the Wild</i>	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. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Jack London's <i>Call of the Wild</i> .	8 weeks
Unit # 4: Narrative and Persuasive Texts	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. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring narrative and persuasive texts.	8 weeks

Freehold Regional High School District
Transitional English II
Unit #1: *Edgar Allan Poe*

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 the short stories of Edgar Allan Poe.

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 horror and Gothic genre.</p> <p>Basic psychoanalysis, psychological terms</p> <p>Themes: self love/hate, duality of human nature, dark side of humanity, line between life and death</p> <p>Speculative writing</p> <p>Open-ended & textual analysis responses</p>	<p><i>Tales from Edgar Allan Poe</i> (Pearson Learning Pacemaker Classic) ISBN-13: 9780835910699</p> <p>[Suggested stories: “The Cask of the Amontillado,” “The Black Cat,” “The Tell Tale Heart,” and “The Fall of the House of Usher”]</p> <p>Study Guide (ISBN-13: 9780835910682)</p> <p>Cassette: (ISBN-13: 9780835910675)</p> <p>Literary graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p><i>New Jersey Language Arts HSPA Workbook</i> by Prentice Hall, ISBN 0132006324</p>	<p>Persuasive Essay Topics: Is murder ever justified? When? Why?</p> <p>Are Poe’s characters admirable or revolting? Why?</p> <p>Open-ended, textual analysis questions: What language does Poe use to portray love and hate?</p> <p>How does the strength of the characters’ memories affect the outcome of the stories?</p>	<p>Pre-Test: KWL chart on cultural horror stories/genre.</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 such as CWETES, FEAA, BFFAT 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 II
Unit #2: *The Scarlet Letter*

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 Nathaniel Hawthorne’s *The Scarlet Letter*.

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 a character’s use of non-verbal communication help convey the message of a text?</p>	<p>Reading skills and strategies for a novel: speculating about illustrations, skimming chapter titles, using a plot map organizer, etc.</p> <p>Accepted social norms during Puritanical New England: role of religion, gender roles, class structure, courtship & marriage rituals.</p> <p>Advantages and disadvantages of romantic love, conformity.</p> <p>Persuasive writing</p> <p>Speculative writing</p> <p>Open-ended & textual analysis responses</p>	<p><i>The Scarlet Letter</i> from Pearson Learning (Pacemaker Classic), ISBN-13: 9780822493525.</p> <p>Study Guide: ISBN-13: 9780822494447.</p> <p>Audio Cassette, ISBN-13: 9780822476085</p> <p>Clips from various period movies to demonstrate gender roles, religion, courtship & marriage rituals: <i>The Scarlet Letter</i>, <i>The Crucible</i>, <i>Three Sovereigns for Sarah</i></p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p><i>New Jersey Language Arts HSPA Workbook</i> by Prentice Hall, ISBN 0132006324</p>	<p>Persuasive Writing Topics: Is an extramarital affair ever justified? Why or why not?</p> <p>How much should one conform to the expectations of society?</p> <p>Should the authority of a religious organization ever be questioned? Why or why not?</p> <p>Open-ended, textual analysis questions: What are the consequences of Hester & Dimmsdale’s affair?</p> <p>How do Hester & Dimmsdale’s actions affect other people in their community?</p> <p>What statement is Hawthorne making about religion through the actions of the main characters?</p>	<p>Pre-Test: KWL chart on Puritan New England, courtship/marriage, Puritanism. 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 such as CWETES, FEAA, BFFAT 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 II
Unit #3: *The Call of the Wild*

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 Jack London’s *Call of the Wild*.

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 different, effective pre-writing and revising strategies to craft writing?</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>Darwin’s Theory of Evolution / Survival of the Fittest</p> <p>American Frontierism / Westward Expansion / Manifest Destiny</p> <p>Persuasive writing</p> <p>Speculative writing</p> <p>Open-ended & textual analysis responses</p>	<p><i>The Call of the Wild</i>, Pearson Learning Pacemaker Classic, ISBN-13: 9780822493389</p> <p>Study Guide, ISBN-13: 9780822493600</p> <p>Audio Cassette, ISBN-13: 9780822476269</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p><i>New Jersey Language Arts HSPA Workbook</i> by Prentice Hall, ISBN 0132006324</p>	<p>Persuasive Writing Topics: Is the “survival of the fittest” philosophy ever justified?</p> <p>Is it enough to succeed or must we dominate?</p> <p>Open-ended, textual analysis questions: How does London portray Buck’s transition from civilized to uncivilized life?</p> <p>To what extent does London anthropomorphize Buck—that is, present him like a human being? To what extent is he an animal?</p>	<p>Pre-Test: KWL chart on Darwin, Survival of Fittest, Westward Expansion. 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 such as CWETES, FEAA, BFFAT 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 II
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>New Jersey Language Arts HSPA Workbook</i> by Prentice Hall, ISBN 0132006324</p> <p>Teacher’s Edition: ISBN 0132006332</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p>	<p>Persuasive Writing Topics: Should physical education be a graduation requirement?</p> <p>Should summer school be made available to all who want to attend?</p> <p>Should all cell phones be banned from school property?</p> <p>Open-ended, textual analysis questions: How does 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>

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- Assign more advanced versions of literature (when available) to more proficient readers.
- Assign varying length expectations of written works as per ability level.

