

English 11

Honors & Regents

Curriculum Enhancement

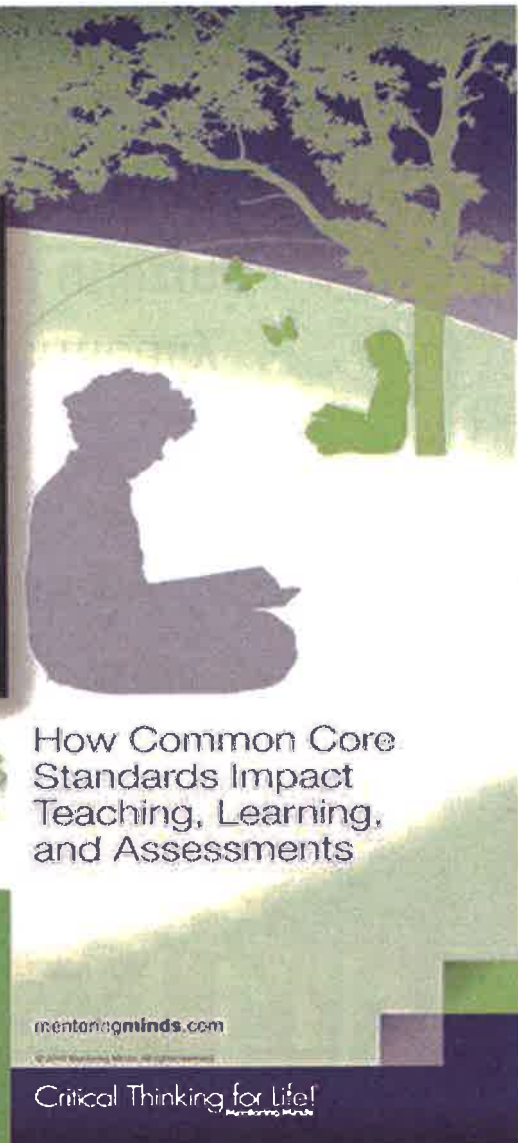
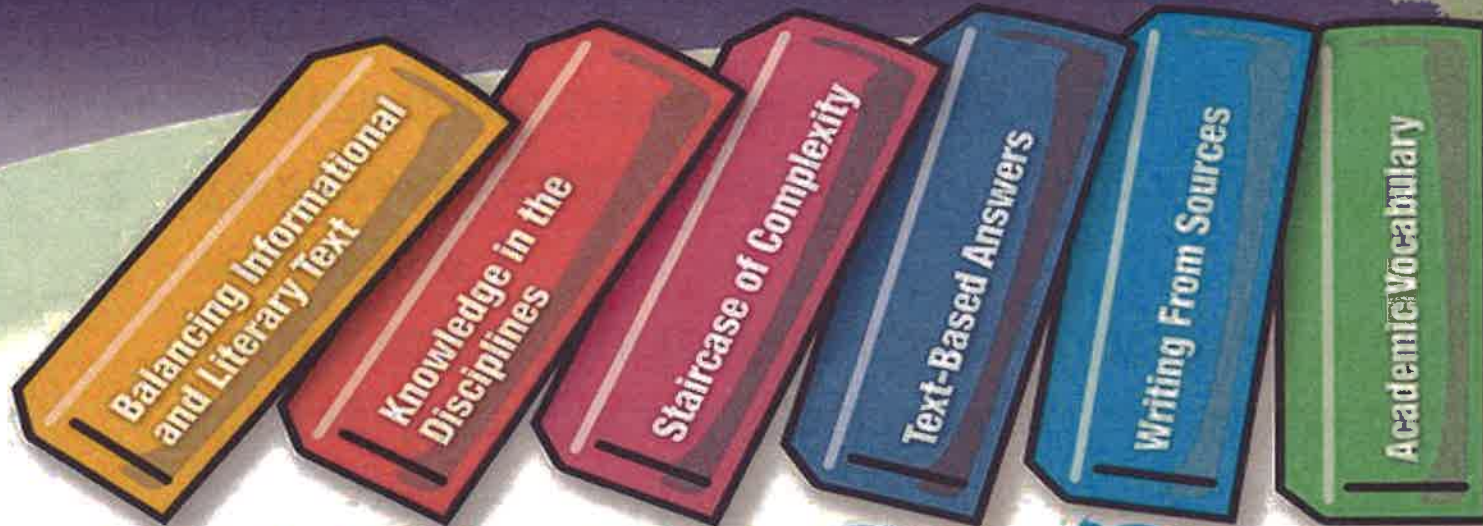


Project Rationale



1. The Common Core Learning Standards reflect six shifts in English Language Arts and Literacy; we needed to revise the curriculum to reflect these instructional shifts.
2. The New York State Regents Examination in English Language Arts (Common Core) is a challenging assessment; our current eleventh graders must take the exam in June as a graduation requirement. We need to prepare students to successfully meet the new standards, and to be college and career ready.

Six Shifts in English Language Arts & Literacy



1
Students read a true balance of informational and literary texts.



2
Students build knowledge about the world (domains/content areas) through text rather than through the teacher or activities.



3
Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient and create more time, space, and support in the curriculum for close reading.



4
Students engage in rich and rigorous evidence-based conversations about text.



5
Writing emphasizes use of evidence from sources to inform or make an argument.



6
Students constantly build the transferable vocabulary they need to access grade-level complex texts. This can be done by spiraling similar content in increasingly complex texts.

How Common Core Standards Impact Teaching, Learning, and Assessments

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Project Goals



1. To incorporate additional informational texts linked by topic or theme. Students are challenged to synthesize information from a variety of sources to develop more informed and complex viewpoints.
2. To increase class time spent in the following areas: critically analyzing informational sources, and interpreting and utilizing rhetorical strategies to compose argumentative essays.

Sample Learning Unit Revision



Core Text: *The Crucible*

Assessments:

1. Reading Quizzes
2. Character Journal
3. Literary Analysis Essay

Before

Core Text: *The Crucible*

Complementary Texts: various short stories, poems and essays (“Why I Wrote *The Crucible*,” “We Aren’t Superstitious,” *Declaration of Independence*, etc.)

Assessments:

1. Passage Analysis Paragraphs
2. Closing Argument: Students utilize rhetorical strategies and evidence from the play to compose a persuasive argument to defend one of the accused “witches.”
3. Argumentative Synthesis Essay: Students incorporate evidence from a variety of informational sources, and from the play to address the following prompt: Why does *The Crucible* remain so popular decades after its creation?

After

Differentiation Considerations



1. Regents and Honors students are integrated within the same classroom for the same forty-minute class periods.
2. Teachers are encouraged to seamlessly and subtly integrate various levels, not calling attention to specific levels during class time.
3. All eleventh grade students, regardless of course level, must take the same New York State Common Core English Regents Examination in June.
4. Differentiation is accomplished through grouping methods, integrating higher-order questioning, and varying reading and writing assignments. Honors students and the classroom teacher routinely communicate through Google Drive and Google Classroom regarding additional activities.

Differentiation Examples



- **Crucible Closing Argument:** Students utilize rhetorical strategies and evidence from the play to compose a persuasive argument to defend one of the accused “witches.”
 - Honors students incorporated appeals to logos, ethos, and pathos; Regents students incorporated at least two of the appeals.
 - Honors students also refuted opposing arguments.
 - Honors students verbally recited their closing arguments; Regents students could recite their closing arguments.

Differentiation Examples



- **Argumentative Synthesis Essay:** Students incorporate evidence from a variety of informational sources, and from the play to address the following prompt: *Why does *The Crucible* remain so popular decades after its creation?*
 - Honors Students incorporate evidence from at least two of the four informational articles; Regents students incorporate evidence from at least one of the informational articles.

Additional Honors Assignments: Shared outside reading texts & Google Classroom assignments.

Tasks on the NYS English Regents (Common Core)



Part I: Multiple Choice

Students complete approximately twenty-four multiple choice questions based on three literary passages. At least one of the three passages must be an informational (nonfiction) source. Each question includes plausible answer choices.

Part II: Writing From Sources

Each student writes an evidence-based argument using a collection of authentic texts that relate to a specific event, topic, or issue. The five authentic texts will most likely be informational (nonfiction) sources.

Part III: Text Analysis

Each student writes a 2-3 paragraph response that identifies a central idea in a text and analyzes how the author's use of one strategy (literary element, technique, or rhetorical device) develops this central idea. The text could be fiction or nonfiction.

Image References

"Mentoring Minds Common Core Standards - Pinterest." 2014. 4 Nov. 2015

<<https://www.pinterest.com/mentoringminds/common-core-standards/>>

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