SpringBoard®

Transforming Teaching Practices and Student Learning

English Language Arts at a Glance
Grades 6–12

◊ CollegeBoard

Engage Students. Energize Learning.

SpringBoard® is a strategically developed, comprehensive instructional program. Combining rigorous instruction, performance-based assessments, and immersive professional learning, SpringBoard prepares students for success in Advanced Placement® courses and college-level work.

Beginning with the end in mind.

Effective instructional planning tools, back mapped from assessments, help teachers adapt the program to specific student needs.

Planning the Unit gives teachers a complete resource for organizing lessons, materials, assessments, and pacing.

Context and Instructional Sequence tell the story of the unit so teachers understand its purpose.

AP® Connections calls out specific skills and knowledge connected to AP course descriptions and college readiness skills.

Instruction and Pacing Guide clearly show how activities connect to and support the Embedded Assessment.

Differentiating Instruction gives teachers specific ideas and suggestions to meet individual student needs.

Independent Reading offers suggestions to enrich and extend each unit.

Planning the Unit

UNIT 1

Context

The twenty-first-century classroom and workplace are settings in which people from different cultures mix and work together. Unit 1 guides students' explorations of culture and its components—nationality, family, ethnicity, gender, race, and subgroups—examining how these components shape their perceptions of themselves and the world around them. As students seek to understand their own culture and the cultures of others, they are able to evaluate different perspectives and adjust their own thinking by learning from others. Students will also explore the concept of cultural identity and diverse cultural perspectives by examining a variety of texts that range from personal reflections to short stories and art. By studying a wide range of texts representing a variety of cultural perspectives, students make connections to their own lives to better understand the interrelationships among multiple cultures.

Suggested Texts and Materials

You will need the following materials for this unit:
- Activity 1.2 — photographs of images with symbolic/cultural associations
- Activity 1.6 — Frida Kahlo, *Self-Portrait on the Borderline Between Mexico and the United States*, 1932
- Activity 1.11 — photograph of a quilt or an actual quilt

Instructional Sequence

The unit begins with activities that guide students to think of culture as a prism through which they view themselves and are viewed by others. Students then apply their understanding to a variety of texts in a range of genres (informational text, personal essay, novel excerpt, art, poetry, and short story) th...
perspective. Stude...
in Embedded Asse...
own cultural identi...

Students next read...
one's cultural mak...
and evaluate an o...
through the proce...
argument. Embed...
students to collab...
argumentative clo...

CollegeBoard
inspiring minds™

AP/College Readiness

In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Analyzing short selections that provide meaningful examples of linguistic grace and style—voice, syntax, tone, and structure (Activities 1.5, 1.6, 1.11, 1.12)
- Writing a response in an academic voice that uses relevant and sufficient textual evidence to support analysis (Activities 1.5, 1.10, 1.13, 1.14)
- Using AP strategies to analyze and evaluate style and writer's craft (Activities 1.6, 1.8, 1.11, 1.12)
- Synthesizing and evaluating information from a variety of short nonfiction pieces (Activities 1.3, 1.13, 1.14)
- Deconstructing and responding to a synthesis prompt like those used in the AP Language and Composition examination (Activities 1.9, 1.10, 1.15, 1.16)

Instructional Activities and Pacing

Total: 27 Class Periods	Description
1.1–1.3 4 class periods	Students begin the unit by unpacking the Embedded Assessment 1 assignment so they can understand the task ahead. They will explore the components of culture that contribute to cultural identity and participate in collaborative discussions in which they are expected to respond thoughtfully to others and communicate insightfully about their own cultural identity. This discussion also introduces students to the concepts that will inform and organize the work of the entire 10th grade year.
1.4 1 class period	Language and Writer's Craft lessons appear in every unit, providing students with the opportunity to apply knowledge of language so that they can make effective choices for meaning or style in their writing and speech. The first Language and Writer's Craft activity asks students to examine various types of phrases and apply this new learning to their own writing in order to add variety, precision, and interest in writing.
1.5–1.6 4 class periods	Students continue to examine cultural identity as presented in multiple literary genres and analyze the stylistic techniques of literary selections so they might use them in their own writing. Through close reading, students conduct a comparative analysis of texts in order to have deeper discussions regarding conflict and cultural identity.
1.7–1.8 3 class periods	As students near the Embedded Assessment, they are asked to focus more specifically on language and detail to reveal the complex ideas associated with cultural identity. As a support, they will examine a mentor text as a model of the ideas, structure, and use of language expected in the Embedded Assessment.

ACTIVITY 2.13 continued

11 When some research and note taking is complete, guide students to evaluate their reasoning and evidence using the guiding questions provided. This will determine if more research is needed.

Differentiating Instruction

To **extend** this activity, you may want some students to conduct research independently and then share their findings with the class.

12
info...
and...
how...
use...
add...

Independent Reading

Throughout this unit, encourage students to read autobiography, narrative poetry, drama, and specifically drama by Shakespeare. Consider works from the following authors:

- Shakespeare
- Edgar Allan Poe
- Robert Frost
- Zora Neale Hurston
- Langston Hughes
- Roald Dahl
- Walter Dean Myers
- Gary Soto
- Sandra Cisneros
- Sherman Alexie

A Road Map of Every Unit

A variety of texts, tools, and activities in a clear learning sequence.

Variety of Texts
includes both literary and informational texts (including nonprint media) that challenge and engage students.

Embedded Assessments
are performance-based tasks built around rigorous standards and are designed to measure student mastery of skills and knowledge.

UNIT 1 — Cultural Conversations

GOALS:
- To analyze how culture affects identity and perceptions
- To practice effective speaking and listening skills that build capacity for collaboration and communication
- To analyze the concept of voice in reading and writing
- To examine and apply the elements of argument
- To analyze and apply syntactic structures in writing

ACADEMIC VOCABULARY
synthesis
perspective
argument
claim
counterclaim
concession
refutation

Literary Terms
voice
syntax
conflict
theme
thematic statement
allusion
symbol
image
figurative language

Contents

Activities

UNIT 1

LANGUAGE AND WRITER'S CRAFT

Each unit includes Language and Writer's Craft features as well as Grammar & Usage content. You may want students to devote a section of their Reader/Writer Notebooks to their study of language and grammar. Encourage students to make notes about their understanding of specific grammar rules and how to use language in their writing to create specific effects.

Goals
clearly state explicit outcomes for each unit.

Academic Vocabulary and Literary Terms
build subject-specific and cross-discipline vocabulary.

Language and Writer's Craft
integrates grammar and language meaningfully in the context of the unit.

Work Worth Doing

Strategic, standards-aligned activities lead to deep student engagement.

Strategies
suggest a variety of research-based approaches to meet learning targets.

Learning Targets
show standards in student-friendly language.

Before Reading, During Reading, and After Reading
help students read closely and actively.

Standards Alignments
call out college and career readiness standards explicitly.

Key Ideas and Details
pose text-dependent questions that lead to deeper understanding of the meaning behind the words in a text. Text-dependent questions are organized to support each strand of the Common Core ELA standards.

Teachers' Edition Features

Teacher to Teacher
provides insights from expert SpringBoard teacher-writers.

Text Complexity
includes Lexile, qualitative, and Reader and Task measures for an overall evaluation of text.

Differentiating Instruction
offers suggestions to support and extend learning.

Plan-Teach-Assess-Adapt
provides a flexible road map for teachers that includes suggestions, strategies, and opportunities for assessment and differentiation.

LEARNING STRATEGIES:
Think-Pair-Share, Marking the Text, Word Maps, Discussion Groups

Learning Targets
- Analyze choices and consequences presented in a text.
- Analyze and compare diction choices in two different texts on the same

Before Reading
1. In the poem you will be reading, the narrator comes to a "fork in the ro is an example of **figurative**, not **literal**, language, as the phrase does n an eating utensil in a driving lane. How would you describe a "fork in t
A "fork in the road" physically means a Y-shaped intersection. Figurati it can mean a point in life where there is a choice to make; something causes a person to make a decision.

During Reading
4. Mark the text by highlighting or underlining unfamiliar words. Marking text helps you engage in close reading and organize your textual evide after reading. During your second reading, paraphrase each **stanza**. It important to examine both **denotation** and **connotation** of unfamiliar part of close reading.

After Reading
5. Use the graphic organizer to compare and contrast the two poems.

"The Road Not Taken"	"Choices"
List examples of connotative diction	List examples of connotative

COMMON CORE STATE STANDARDS
Focus Standards:
RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective sum
W.9-10.4: Produ which the develo are appropriate t

Additional Standards Addressed:
RI.9-10.1; RI.9-10.3; RI.9-10.5; RI.9
RI.9-10.10; W.9-10.2a; W.9-10.2b;
W.9-10.10; SL.9-10.1a; SL.9-10.1c

KEY IDEAS AND DETAILS
Explain the difference between "cultural heritage" and "cultural inheritance."

ACTIVITY 1.1

▶PLAN
Materials: sticky notes; chart paper; red, yellow, and green markers, crayons, or colored pencils
Suggested pacing: 1 50-minute class (with Unit Overview and Contents)

▶TEACH
1 Review the learning targets and help students make connections to the content.
2 Direct students to write a response to the Essential Questions before discussing them in a think-pair-share. Students will revisit these questions throughout the unit to develop a more mature understanding of these ideas.
3 With students, read the Unit Goals on the Contents page. Also preview vocabulary on this page. Ask students to mark the text with ?s, !s and _'s for questions, interesting selections and important parts of the unit.
4 Direct students to create stoplights on notebook paper.
5 Lead students through a close reading of the prompt, steps, and Scoring Guide criteria. In each step, identify the skills and knowledge necessary for successful completion of that step. Direct students to write the concept or skill on a sticky note and place it on their individual stoplights in the light appropriate to their understanding (red, yellow, or green).

▶ASSESS
Monitor the students' placement of the skills and knowledge on their own graphics to informally assess their understanding of the topic and task.

▶ADAPT
Add information as needed to help students understand the task for the Embedded Assessment.
A Note About Independent Reading As the preview lesson to the unit, this is an appropriate activity in which to introduce students to their independent reading. See the Unit 1 Planning the Unit for suggested titles/themes.

TEACHER TO TEACHER
The SpringBoard program has been designed to allow students to interact with the text by making notes in their books and marking text to facilitate close reading. In addition to making notes in the text, students are expected to use their Reader/Writer Notebooks often: for vocabulary study, reflections, some writing assignments, notes

▲ **Text Complexity**
Overall: Complex
Lexile: 1200
Qualitative: Moderate Difficulty
Task: Moderate (Analyze)

Differentiating Instruction
To **support** students who need help with the writing prompt response, consider co-constructing a response with the whole class. To **extend** the activity, invite students to compose a poem based on their narrative paragraph about the tangerine.

Assessment Drives Instruction

Each Instructional Unit is built around a performance-based Embedded Assessment.

Assignments
align to the rigorous tasks typical of common assessments and national exams.

Writing About My Cultural Identity
EMBEDDED ASSESSMENT 1

Assignment
Your assignment is to write a reflective essay explaining your cultural identity.

Planning/Prewriting: Take time to make a plan for your essay.

- How will you generate ideas about aspects of your culture that might help convey your sense of identity?
- How does your sense of cultural identity compare to that of your parents, your peers, or even strangers?
- How can a cultural conflict—either internal or external—clarify how your cultural identity influences your perspective?
- How might you use a particular cultural element (food, language, clothing, etc.) as a metaphor or central idea to focus your essay?
- What will you include in a preliminary outline of an organizational structure?
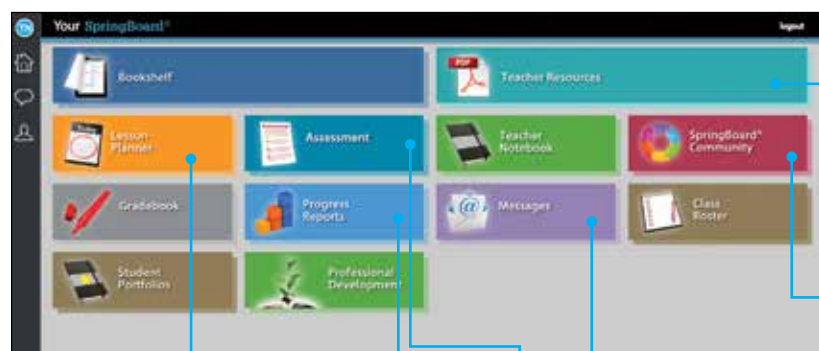
My Notes

Scoring Guides
align to standards and set clear expectations for performance.

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	The essay • has a clear and strongly maintained central idea (e.g., internal/external conflict or central metaphor/concept) to focus the essay • uses a range of well-chosen, relevant, and sufficient evidence to create a vivid sense of personal cultural identity.	The essay • has an adequately maintained central idea to focus the topic • uses a sufficient range of evidence to develop the explanation of cultural identity.	The essay • has an unclear or insufficiently maintained central idea and lacks focus • uses vague, irrelevant, or insufficient evidence to develop the explanation of cultural identity.	The essay • is not coherent and does not clearly maintain a central focus • provides little or no evidence to support or develop an explanation of cultural identity.
Structure	The writer • uses an effective organizational strategy that creates clarity and cohesion • introduces ideas smoothly, links them logically, and provides a satisfying	The writer • uses an adequate organizational strategy that creates a sense of completeness • introduces ideas, links them adequately, and	The writer • uses an inconsistent or confusing organization • does not introduce, link, and/or conclude ideas • uses weak, repetitive, or insufficient	The writer • uses a confusing organization or does not organize ideas at all • does not link ideas • uses weak or no transitions.

Formative Assessments,
including "Check Your Understanding" and Writing Prompts, measure students' progress against Learning Targets.

Check Your Understanding

Expository Writing Prompt: Using information from one of your searches, write a paragraph summarizing the information you found about marketing to young people. Be sure to:

- Introduce your topic clearly.
- Use details and examples that relate to the topic.
- Use formal language and transitions that create coherence.

SpringBoard® Digital

Seamless integration for instructional continuity.

Teacher Resources are just a click away and include blackline masters, graphic organizers, parent letters, a Grammar Handbook with grammar activities, ELL support, Writing Workshops, Close Reading Workshops, Spanish/English Glossary, and more.

Planning and Organization Tools for teachers include Lesson Planner, Teacher Notebook, Class Manager, and Gradebook.

Reports cover student performance, standards mastery, item analysis, and trend data.

Assessments include both end-of-unit and short-cycle formats, multiple-choice, short answer, and technology-enhanced items that can be printed or delivered online.

The SpringBoard Online Community connects educators with a peer-to-peer Online Learning Community and resources, including a video for sharing best practices and addressing daily instructional needs.

Communications Tools enable messaging and portfolio development and provide a channel for teacher-to-student feedback.

Interactivity enriches teaching and learning.
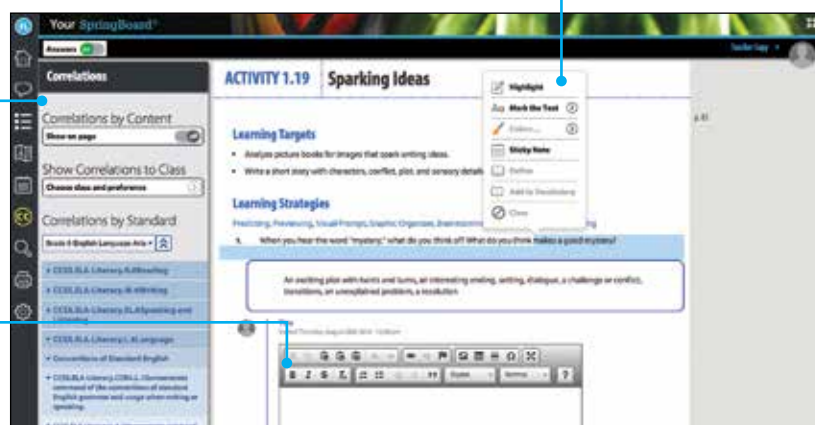
Editable Student and Teacher Editions provide interactive text marking tools (underline, circle, highlight, sticky notes).

Correlations Viewer makes it easy to search and find where standards are addressed.

Interactive Tools are included under each question so students can type, draw, or upload responses.

For more information about SpringBoard English Language Arts, go to **collegeboard.org/springboard** or call us at **877-999-7723**.