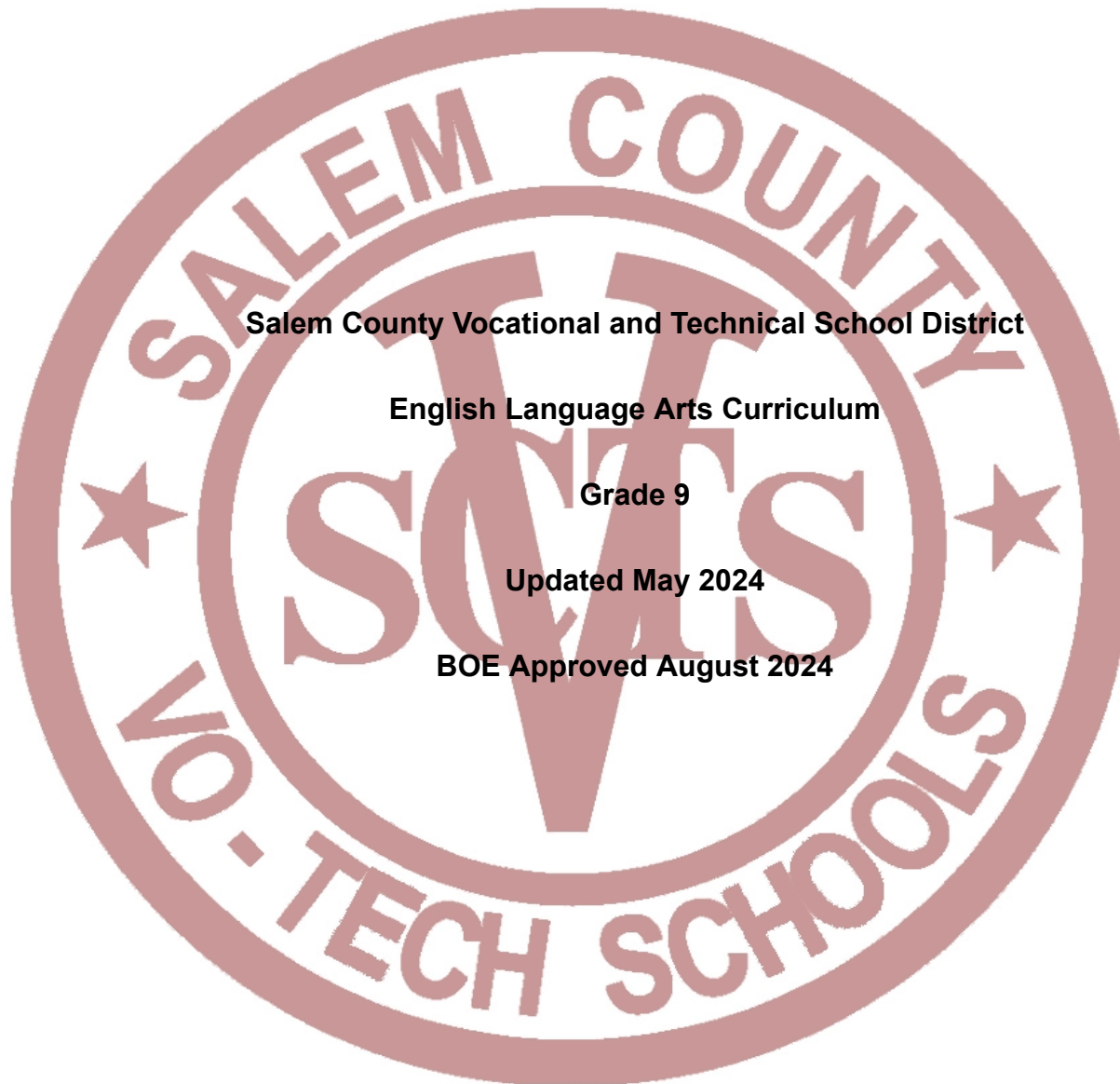




Salem County Vocational and Technical School District

English Language Arts Curriculum

Grade 9

Updated May 2024

BOE Approved August 2024

District Mission Statement/Standards and Commitments

Mission Statement

The mission of the Salem County Vocational Technical School District is to prepare students for employment, for further education leading to employment, and for lifelong learning.

Standards and Commitments

Our schools will provide an engaging and challenging curriculum that addresses the New Jersey Student Learning Standards (NJSLS). Teaching and learning will take place in physically and emotionally safe environments that have an active commitment to ensure trust, mutual respect, communication, effective collaboration, and good citizenship. The vision of Salem County Vocational and Technical School District is that all students develop the skills, knowledge, and attitudes necessary to succeed in life.

Course Description

The main objectives for this course are to instill strong reading, writing, vocabulary, and public speaking skills in the students. The students will be required to write several formal essays in the class. Students will also be required to complete a full research paper.

It is through good writing that students can express their ideas and feelings with others. Strong writing skills and strong communication skills will enable students to succeed in college and in our world. All essays will be expected to contain a minimum of five full paragraphs (a minimum of five sentences per paragraph) and should include proper citations where necessary. A standard writing rubric written by the academic teachers of SCVTS will be used as a guide for grading. Teachers will ensure that the students have a copy of this rubric and will regularly reference it when delivering grades for any formal writing assignment.

During the course students will be expected to complete and present at least one multi-media presentation.

The literature used for teaching reading skills will be drawn from various short stories, poems, novels, and plays. Reading skills such as inference, context clues, and main idea will be taught and reinforced continually throughout the course. The literature will also serve to provide a variety of topics for the various writing assignments (both formal essay and long answer) that will be assigned throughout the course.

Pacing Guide			
Time Frame	Unit	Standards	Resources
5 days	1 Textbook Literacy Skills	RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-10.5 RI.MF.9-10.6 RI.AA.9-10.7 RI.CT.9-10.8	• Achieve 3000 • Textbook • Teacher-created activities • Various texts
15 days (and embedded throughout the semester)	2 Reading Comprehension	RL.CR.9-10.1 RL.CI.9-10.2 RL.IT.9-10.3 RL.TS.9-10.4 RL.PP.9-10.5 RL.MF.9-10.6 RL.CT.9-10.8 SL.PE.9-10.1.A-D SL.II.9-10.2	Crack the Case detective game Textbook Achieve 3000 Various Texts- • <i>Romeo and Juliet</i> • <i>Animal Farm</i> • <i>The 5th Wave</i> • <i>Long Way Down</i> • <i>The Diary of Anne Frank</i> • <i>The Curious Incident of the Dog in the Night-Time</i> • <i>White Fang (Online)</i> • <i>Walker of Time</i> • <i>The Hound of the Baskervilles</i> • <i>The Hobbit</i> • <i>Killing Mr. Griffin</i> • <i>The Time Machine (online)</i> • <i>Being in the World</i> • <i>The Hunger Games</i> • <i>Native American Tales and Legends</i> • <i>Speak</i> • <i>A Doll's House</i>
55 days (embedded in	3 Writing and the Research Paper	W.AW.9-10.1.A-E	Writing prompts

Pacing Guide			
reading units)		W.IW.9-10.2.A-F W.NW.9-10.3.A-E W.WP.9-10.4 W.WR.9-10.5 W.SE.9-10.6 W.RW.9-10.7	Teacher-created activities
Embedded throughout the semester	4 Grammar and Language	L.SS.9-10.1.A-E. L.KL.9-10.2.A,B,C L.VL.9-10.3.A-E	Writer's Notebook Teacher-created activities Various websites
Embedded throughout the semester	5 Vocabulary	RL.TS.9-10.4. RI.TS.9-10.4. L.VI.9-10.4.A,B,C.	Sadlier Oxford Level D Teacher-created activities
15 days	6 Speaking and Listening	SL.ES.9-10.3 SL.PI.9-10.4 SL.UM.9-10.5 SL.AS.9-10.6	Teacher-created activities

Unit 1 Textbook Literacy Skills

Curriculum Area: ELA	Grades: 9 Estimated pacing: 1 week
Unit Rationale/Overview	
Many students are simply unaware as to how one should properly read a textbook. To that end, as part of this course the students will be coached in this skill. This will include (but will not be limited to) pulling facts from the informational portions of the text, being able to identify the main ideas of a section, identifying and locating various important sections of the text (such as a glossary), etc. Students will utilize academic and CTE textbooks, as well as CTE program-specific manuals and reading materials.	

Unit 1 Essential Questions	Unit 1 Enduring Understandings
• How does understanding the parts of a textbook help to understand what is inside it? • What are the basic parts of a textbook? • How can a reader tell when a piece of information is important in the book?	• Critical readers question the text, consider various perspectives, and look for the author's bias in order to think, live, and act differently. • Reading closely for meaning and purpose expands understanding of the world, its people and oneself.

Unit 1 Pre-Assessment
Achieve 3000 Teacher-created pre-assessment

Unit 1 Standards to be Taught and Assessed
Reading
RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-10.5 RI.MF.9-10.6 RI.AA.9-10.7

Unit 1 Student Learning Objectives (SLO)

We Are Learning To (WALT)

Reading:

- pull facts from informational texts
- identify main ideas from a section
- identify and locate important sections of the text (glossary, table of contents, etc.)
- appropriately utilize various portions of a text to demonstrate achievement of skill

Unit 1 Evidence of Learning

Instructional Activities	• Read fiction and nonfiction stories as read alouds • Practice reading foundational skills • Independent reading
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Fiction Story Assessment • Nonfiction Story Assessment
Benchmark Assessments	• Reading Lexile Level Assessment
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Achieve 3000

Unit 1 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
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Textbook CTE Textbooks and manuals <> Teacher-created activities	Chromebooks Interactive White Board	- Newsela - Additional short texts	Achieve 3000 <> - Teacher-created interventions
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Interdisciplinary Connections

- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

Unit 2 Reading Comprehension

Curriculum Area: ELA

Grades: 9

Pacing: 3 weeks and throughout

Unit Rationale/Overview

A solid foundation in literacy skills is the gateway to future achievement in all academic areas and future success outside of the school setting. To better equip the students with real life skills they will practice those elements most often used in the day to day activities of normal life. Learning to infer meaning and define unknown words both with and without a dictionary will also assist the student in becoming more successful after high school. Students will read texts with characters that relate to experiences of African-Americans, marginalized populations, and members of the LGBTQ+ community and discuss the themes related to the experiences of characters belonging to these populations and/or the time period.

Unit 2 Essential Questions

- What is an inference?
- What is the main idea and how can it help with comprehension in reading?
- What are the three types of context clues and how can they help with understanding of unknown words?
- What is the difference between denotation and connotation?

Unit 2 Enduring Understandings

- Critical readers question the text, consider various perspectives, and look for the author's bias in order to think, live, and act differently.
- Reading closely for meaning and purpose expands understanding of the world, its people and oneself.
- Speaking and listening skills are critical for learning, communicating and teaching.
- Literature can reflect, clarify, criticize, and satirize the time, ideas, and cultures it depicts.

Unit 2 Standards to be Taught and Assessed

Reading

RL.CR.9-10.1
RL.CI.9-10.2
RL.IT.9-10.3
RL.TS.9-10.4
RL.PP.9-10.5
RL.MF.9-10.6
RL.CT.9-10.8

Speaking and Listening

SL.PE.9-10.1.A-D
SL.II.9-10.2

Unit 2 Instructional Plan

Pre-Assessment

Teacher-created pre-assessment- Reading for understanding

Unit 2 Student Learning Objectives (SLO)

We Are Learning To (WALT)

Reading:

- explain the differences between decoding and comprehension in their own words.
- interpret the reading they do in class based on experiences they have had in the past
- use context clues in their reading to identify unknown words.
- choose the main idea within a paragraph, essay, and story.
- constructing a clear and precise summary for a given paragraph or story.
- illustrate the difference between figurative versus literal language in a comic book, collage, or poster form.
- select the appropriate information off of charts and graphs in answer to questions in class.

- deduce the correct answers to questions on a reading assignment using inferences.
- investigate their reading past and create a reading autobiography.
- point out examples of literary elements within a story.
- make a prediction about what will happen in an essay, story, or movie
- clearly inform or explain a topic to an audience in writing

Evidence of Learning	
Instructional Activities	• Independent reading • Read fiction and nonfiction stories as read alouds • Practice reading foundational skills • Identify story elements while reading
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Fiction Story Assessment • Autobiography Assessment • Projects
Benchmark Assessments	• Link It Benchmark Assessment A • Reading Lexile Level Assessment
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Achieve 3000

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources

Crack the Case detective game <> Textbook Various Texts- • <i>Romeo and Juliet</i> + • <i>Animal Farm</i> • <i>The 5th Wave</i> • <i>Long Way Down</i> • <i>The Diary of Anne Frank</i> ^ • <i>The Curious Incident of the Dog in the Night-Time</i> + • <i>White Fang</i> (Online) • <i>Walker of Time</i> ^ • <i>The Hound of the Baskervilles</i> • <i>The Hobbit</i> • <i>Killing Mr. Griffin</i> • <i>The Time Machine</i> (online) ^ • <i>Being in the World</i> • <i>The Hunger Games</i> ^ • <i>Native American Tales and Legends</i> ^+# • <i>Speak</i> + • <i>A Doll's House</i> ^ • <i>A Child of Amistad</i>*	Chromebooks Interactive White Board Powerpoint	Critical Reading workbook series Visual images/cartoons	Achieve 3000 Teacher-created interventions
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Interdisciplinary Connections

- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making

Unit 3 Writing and the Research Paper

Curriculum Area: ELA	Grades: 9 Pacing: 11 weeks
Unit Rationale/Overview	
Technology, grammar, critical thinking, study skills, writing practices, and reflective thinking should all be part of the writing experience. Through these activities and experiences students will become confident about themselves and their ability to be successful college students. Students will research a person, including African-Americans, marginalized people, and members of the LGBTQ+ community and write a research paper on their lives, the challenges they faced, and their contributions to society.	

Unit 3 Essential Questions	Unit 3 Enduring Understandings
• What are the elements of an essay? • What does each part of an essay do? • What is the difference between a thesis statement and a statement of purpose? • Why should a writer consider the audience of his or her writing? • How does a writer decide which style of essay to use for an assignment? • What is the purpose of each style of essay? • How can clear writing benefit the writer?	• Reading can inspire writing. • Following writing conventions helps writing to become more clear. • Literature and nonfiction on a similar topic will draw parallels. • Reading and writing skills improve with practice over time. • Reading expands horizons and connects readers to a world outside of their own. • Authors comment on societal issues in their works. • Authors use different genres of writing, depending on their purpose.

Unit 3 Standards to be Taught and Assessed
Writing
W.AW.9-10.1.A-E W.IW.9-10.2.A-F W.NW.9-10.3.A-E W.WP.9-10.4 W.WR.9-10.5 W.SE.9-10.6 W.RW.9-10.7

Unit 3 Instructional Plan

Pre-Assessment

Teacher-created pre-assessment

Unit 3 Student Learning Objectives (SLO)

We Are Learning To (WALT)

Writing

- illustrate the various elements of the writing process.
- create a mobile (or other visual) to represent the various elements of an essay.
- create a complete, well written essay in a timed situation.
- construct a clear and useful review for peer revision
- revise a piece of writing for a given set of criteria.
- demonstrate proper use of MLA format in an essay.
- formulate a clear thesis for a research paper.
- develop clear an specific essays in following formats: narrative, exemplification, compare/contrast, process, division/classification, persuasive
- create clear and well developed paragraph length responses to questions about the reading.

Evidence of Learning

Instructional Activities

- Research details of a historical person's life (including African Americans, people from marginalized populations and members of the LGBTQ+ community) and use this as the basis for the Literature Party essay * ^ +
- Identify the steps in the writing process.
- Create a visual representation for the parts of an essay.
- Create a well developed essay with clear description and detail indicating the person's contributions to society.* ^ +
- Write a well balanced, unified essay.
- Analyze a piece of literature for a given literary element.
- Identify the specific and unique expectations for a narrative essay.
- Produce a narrative essay using the format specific to that style of writing.
- Identify the specific and unique expectations for a persuasive essay.

Evidence of Learning	
	• Produce a persuasive essay using the format specific to that style of writing. • Create a clear and specific essay answer in response to a text based prompt. • Formulate a story, including a clear beginning, middle, and end, based on a set of images. • Revise an essay in class based on a rubric and/or checklist. • Generate specific, detailed, and well written answers to open ended questions given for a piece of writing.
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Writing Task • Research project • Nonfiction Story Assessment • Projects • Presentation
Benchmark Assessments	• Benchmark Assessment 2 • Reading Lexile Level Assessment
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Achieve 3000

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Teacher-created activities Various writing games Text based writing prompts	Chromebooks Interactive White Board	Examples of writing in the various styles	Teacher-created invention Achieve 3000

Interdisciplinary Connections

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

Unit 4 Grammar and Language

Curriculum Area: ELA

Grades: 9

Pacing: Embedded in Each Unit

Unit 4 Rationale/Overview

Grammar and language skills allow for emerging writers to more clearly communicate their thoughts and ideas. This unit will be embedded in Units 1-4 throughout the year. In this unit, students will have an understanding of the function of the parts of speech, be able to recognize each in writing, and use various forms of each correctly. More in-depth study of punctuation and the choices of punctuation, voice and moods have on effect. Students will also be introduced to more in-depth spelling patterns and references to check correct spelling. In this unit, students will to explore maintaining standard English in writing.

Unit 4 Essential Questions

- How does an understanding of basic grammar help improve your writing?
- How does this understanding improve your speaking and reading?
- What are the basic parts of speech?
- What is the difference between a complete sentence, a fragment, and a run-on?
- When is it appropriate to use slang?

Unit 4 Enduring Understandings

- Grammar and spelling tend to follow patterns.
- Clear communication begins with following grammar and spelling rules.

Unit 4 Standards to be Taught and Assessed

Language Standards

L.SS.9-10.1.A-E.
L.KL.9-10.2.A,B,C

L.VL.9-10.3.A-E

Unit 4 Instructional Plan

Pre-Assessment

Teacher-created pre-assessment
Student written responses

Unit 4 Student Learning Objectives (SLO)
By the end of Grade 8, We Are Learning To/That (WALT)

- identify, and then change, the errors in given sentences.
- differentiate between slang and Standard American English.
- illustrate appropriate uses for both Standard American English (SAE) and slang.
- making the proper corrections in grammatical elements (sentence structure, verb tense, spelling, punctuation, etc.) in given assignments.
- distinguish the parts of speech in use.
- recognition of sentence fragments and run-ons both individually and within paragraphs (both written and spoken).
- identify proper verb use within a sentence and paragraph and essay.

Evidence of Learning	
Instructional Activities	● Writer's Workshop ● Teacher-created activities
Formative Assessments	● Conferences ● Running records ● Student practice activities ● Teacher-created activities ● Frequent checks for understanding ● Discussions
Summative Assessments	● Quarterly Assessment of Progress
Benchmark Assessments	● Benchmark Assessment 1-Parts of Speech and Sentences ● Benchmark Assessment 2-Punctuation and Capitalization ● Benchmark Assessment 3-Spelling
Alternative/Intervention Assessments	● Oral Assessments ● Alternative Choice Projects ● Various Grammar sites ● Writer's Notebook Additional References ● Writing Handbooks

Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Writer's Notebook Teacher-created Activities	Chromebooks Interactive Whiteboard	Various Grammar and Spelling websites	Teacher-created Intervention

Unit 5 Vocabulary

Curriculum Area: ELA	Grades: 9 Pacing: Embedded in Each Unit
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Unit 5 Rationale/Overview

Using strategies to define unknown words is a skill all readers need to master. In this unit, students will use a variety of strategies to broaden and strengthen their vocabulary, as well as using strategies to define unknown Tier 2 and 3 words. Students will also be exposed to figurative language including personification, literary, biblical, and mythological allusions, verbal irony, and puns. The study Greek and Latin affixes and roots will continue along with studying word relationships. Students will use word relationships, like synonyms and antonyms to begin to define unknown words. CTE program-specific and job readiness vocabulary will also be introduced in this unit to build upon CTE and workplace readiness skills being taught in career classes. Students will also be introduced to non-binary pronouns.

Unit 5 Essential Questions	Unit 5 Enduring Understandings
- How can an increased vocabulary help you to communicate? - How will a better vocabulary help you in the workplace? - How will a better vocabulary help you in college? - What effect can vocabulary have on your writing ability? - How does vocabulary affect your reading ability?	- Readers can use context to define words. - Readers can relate words to other words to better understand them. - Words have minor changes in meaning, even though they mean nearly the same thing.

Unit 5 Standards to be Taught and Assessed	
Reading Standards	Language Standards
RL.TS.9-10.4. RI.TS.9-10.4.	L.VI.9-10.4.A,B,C

Unit 5 Instructional Plan

Pre-Assessment
Sadlier Oxford Level D pre assessment Achieve 3000 Teacher-created pre-assessment

Unit 5 Student Learning Objectives (SLO)**We Are Learning To/That (WALT)**

1. distinguish the parts of speech in their vocabulary terms.
2. match synonyms and antonyms with the proper vocabulary word.
3. apply various vocabulary terms in class discussions, writings assignments, and quizzes.
4. identify commonly used Greek/Latin roots and affixes.
5. use context clues to help define words.
6. identify figurative language and determine the meaning.

Evidence of Learning	
Instructional Activities	• Sadlier Oxford Level D Activities • Teacher-created activities • Activities involving CTE program-based vocabulary words <> • Introduction to nonbinary pronouns and terms +
Formative Assessments	• Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	• Quarterly Assessment of Progress
Benchmark Assessments	• Benchmark Assessment 1 • Benchmark Assessment 2 • Benchmark Assessment 3
Alternative/Intervention Assessments	• Oral Assessments • Alternative Choice Projects • Additional Practice on Various Sites

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Sadlier Oxford Level D Various books and texts Teacher-created resources involving academic and CTE program-based vocabulary words<>	Chromebooks SmART Board	Various websites	Teacher-created interventions

Interdisciplinary Connections
9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

Unit 6 Speaking and Listening

Curriculum Area: ELA	Grades: 9 Pacing: 3 weeks
Unit 6 Rationale/Overview	
In the new global environment students will continually find themselves in the role of public speaker. This may come in the likely form of a job interview, but may also manifest itself as a presentation for a small group or a large company. These public speaking events may be via an online service or in a face-to-face setting. They will likely also include some sort of visual aid. In any case, the students should be well prepared for any eventuality. Students will speak and listen to presentations on a variety of topics and for a variety of purposes. Students will be speaking about and listening to topics that relate to experiences of African-Americans, survivors of prejudice and discrimination, and members of the LGBTQ+ community. Students are encouraged to practice use of nonbinary pronouns and terms when referring to characters during book discussions.	

Unit 6 Essential Questions	Unit 6 Enduring Understandings
- What is public speaking? - Why are some people intimidated by the idea of making a speech? - How can you learn to be less nervous when giving a speech or presentation?	- Conversations are an exchange of ideas between more than one person. - Active listening requires a person to be able to rephrase what was said.

• What importance does public speaking have in the classroom? • How can clear public speaking help in the workplace?	• Supporting writing with visuals in clearly communicating the author's purpose.
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Unit 6 Standards to be Taught and Assessed	
Reading Standards	Speaking and Listening Standards
RL.CT.9–10.8 RI.CT.9–10.8	SL.ES.9-10.3 SL.PI.9-10.4 SL.UM.9-10.5 SL.AS.9-10.6

Unit 6 Instructional Plan

Pre-Assessment
Achieve 3000 Teacher-created pre-assessment

Unit 6 Student Learning Objectives (SLO)

We Are Learning To/That (WALT)

- apply effective verbal and nonverbal communication skills in presenting speeches to an audience.
- employ appropriate organizational structures into speech presentations.
- demonstrate effective use of media to enhance speech presentations.
- apply effective speaking and listening skills as they present, observe, critique, and respond to criticism of speech presentations.
- interview another class member for a hypothetical job
- illustrate their knowledge of public speaking in a mock interview situation.

Evidence of Learning	
Instructional Activities	• Teacher-created activities • Speaking different purposes ○ To inform ○ To persuade

	○ To entertain ○ To discuss ● Speaking on a variety of topics including: ○ Career awareness ○ Equality vs. equity ○ Comparing themes in different text to draw comparisons ○ Historical contexts
Formative Assessments	● Conferences ● Running records ● Student practice activities ● Teacher-created activities ● Frequent checks for understanding ● Discussions
Summative Assessments	● Presentations ● Debates ● Mock Interviews
Benchmark Assessments	● Benchmark Assessment 1 ● Benchmark Assessment 2 ● Benchmark Assessment 3
Alternative/Intervention Assessments	● Oral Assessments ● Alternative Choice Projects ● Additional Practice on Various Sites

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Teacher-created materials Power point	Chromebooks SmART Board	Various texts	Teacher-created interventions

Interdisciplinary Connections

- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Additional Information to be Considered for All Units

Instructional Best Practices	
• Explicit instruction • Small group instruction • Mini • Modeled reading and writing • Cooperative Learning • Setting objectives • Providing effective feedback • Questioning techniques • Graphic organizers • Technology infusion • Conferencing • Teacher and student-led discussions • Pre-teach vocabulary • Writer's notebook • Checks for Understanding (Check for Understanding Strategies Description)	• Gradual release of responsibility • Visuals • Student choice • Running records • Balanced literacy (Balance direct instruction, guided instruction, and independent learning) • Independent reading • Writers' workshop • Morning meeting • Daily 5 • Do now/Anticipatory set • Closure

Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
• Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments	• Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction	• Modifications for At-Risk Students • Place near positive peers • Check-ins with student • Verbal instructions written and left on board • Chunk directions • Have student repeat classroom expectations • Reword instructions if needed • Provide examples on board • Provide scaffolding

• Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework • Re-teach skill if needed • Allow student to make test corrections or re-take assessment • Adjust Pacing of Content • Small Group Instruction • Individual Intervention/Remediation • Additional Support Material • Lower-Level Text • Guided Notes • Graphic Organizers * Implementation based on Student's IEP	• Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring * Implementation based on Student's 504	• Assist with transitions • Identify go-to students for organizational support • Check and sign planner • Weekly organization time • Allow extra time as needed • Oral instructions repeated and written on board
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English Language Learners	Extensions for Gifted Students
• Vocabulary instruction • Pre-Reading strategies • Graphic organizers • Reading strategies • Tutoring • Pair students up with peers • Provide visual representation	• Activities/assignments/projects/assessments • Provide an option for alternative instructional activities • Higher-level content • Adjust pacing of content • Small group enrichment • Individual enrichment • Higher-level text

Required Activities	Suggested Activities
• Essential Questions and objectives posted and referenced throughout class	• Projects

• Do now/Warm-up • Whole group instruction/ Mini-lessons • Small group instruction • Modeling • Conferencing • Cooperative learning • Differentiated instruction • Guided practice • Independent practice • Learning stations • Formative assessment throughout the class • Closure/ reflection	• Academic Games • Journaling
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SEL Competencies and Activities		
SEL Competency	Examples Practices	Content Specific Activity and Approach to SEL
Self Awareness	• Clearly state classroom rules • Provide students with specific feedback regarding academics and behavior • Offer different ways to demonstrate understanding • Create opportunities for students to self-advocate • Check for student understanding/feelings about performance • Check for emotional well-being	Feelings Wheel Positive Self Talk

	Facilitate understanding of students strengths and challenges	
Self Management	- Encourage students to take pride/ownership in their work - Encourage students to reflect and adapt to classroom situations - Assist students with being ready in the classroom - Assist students with managing their own emotional states	WOOP Goal Setting Positive Pivot Scale
Social Awareness	- Encourage students to think on the perspective of others - Assign appropriate groups - Help students to think about social strengths - Provide specific feedback on social skills Model positive social awareness through metacognition strategies	The Listening Circle
Relationship Skills	- Engage families and community members - Model effective questioning and responding to students - Plan for project-based learning - Assist students with discovering individual strengths - Model and promote respecting differences - Model and promote active learning - Help students develop communication skills - Demonstrate value for a diversity of opinions	Count Me Down Rose, Bud, Thorn
Responsible Decision Making	- Support collaborative decision making for academics and behavior - Foster student-centered discipline	POOCH Protocol

	• Assist students in step-by-step conflict resolution process • Foster student independence • Model fair and appropriate decision making • Teach good citizenship	
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Amistad Commission Mandates*

Developmentally-appropriate, teacher-selected texts will be read that address the topics of contributions and experiences of African-Americans to this country. Students will participate in other written assignments and projects that address the contributions and experiences of African-Americans.

LGBTQ+ Integration Mandates+

Developmentally-appropriate, teacher-selected texts will be read that address the topics of contributions and experiences of members of the LGBTQ+ community. Students will participate in other written assignments and projects that address the contributions and experiences of members of the LGBTQ+ community.

Holocaust Commission Mandates^

Developmentally-appropriate, teacher-selected texts will be read that address the effects of bias, prejudice, bigotry, and bullying. Students will participate in other written assignments and projects that address the effects of bias, prejudice, bigotry, and bullying on individuals and groups of people.

Career Education<>

Developmentally-appropriate texts will be read that address the topics of careers. Students will participate in activities that give them the opportunity to explore career pathways and read about individuals who work in various fields. Students will learn skills needed to be successful in the workplace and will demonstrate those skills to the best of their ability.

Climate Change #

Teacher-selected texts will be read that address the topic of Climate Change. Students will participate in other written assignments and projects that address climate change and its impact on the past, present, and future.