Verona Public School District
Curriculum Overview

English III Honors

Curriculum Committee Members:
Thomas White

Supervisor:
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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The English III Honors curriculum is designed to reinforce the learnings from English II Honors and to introduce a more sophisticated approach to literature and to writing. The literature will be that of American authors. It will be studied chronologically. Selections will be chosen from colonial authors through contemporary authors. The process approach to writing will continue to be emphasized with particular attention to analytic and comparative writing, style, and self-editing. Research skills will be reviewed, and each student will complete several research assignments.

Prerequisite(s):

English II Honors or English II CP Teacher Recommendation

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Standard 8: Technology Standards

The curricular expectation for the Standard 8: Computer Science and Design Thinking standards in classes that are not specifically focused on computer science or engineering is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The computer science and design thinking standards and practices are to be incorporated into other disciplines and contexts as appropriate.

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8.1: Computer Science

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8.2: Design Thinking

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Computing Systems (CS)
Networks and the Internet (NI)
X   Impacts of Computing (IC)
Data & Analysis (DA)
Algorithms & Programming (AP)

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Engineering Design (ED)
X   Interaction of Technology and Humans (ITH)
Nature of Technology (NT)
Effects of Technology on the Natural World (ETA)
X   Ethics and Culture (EC)

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Computer Science and Design Thinking Practices

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Fostering an Inclusive Computing and Design Culture
Collaborating Around Computing and Design
Recognizing and Defining Computational Problems
Developing and Using Abstractions
Creating Computational Artifacts
Testing and Refining Computational Artifacts
Communicating About Computing and Design

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SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

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Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*

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Career Readiness, Life Literacies, and Key Skills Practices: *Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

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Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

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X   **CLKS6**   Model integrity, ethical leadership, and effective management.
    CLKS7   Plan education and career paths aligned to personal goals.

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Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	**CLKS2** Attend to financial well-being. **X CLKS4** Demonstrate creativity and innovation. **X CLKS5** Utilize critical thinking to make sense of problems and persevere in solving them. **X CLKS8** Use technology to enhance productivity, increase collaboration, and communicate effectively.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	**X CLKS1** Act as a responsible and contributing community member and employee. **X CLKS6** Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	**X CLKS6** Model integrity, ethical leadership, and effective management. **X CLKS9** Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	**X CLKS3** Consider the environmental, social, and economic impact of decisions. **X CLKS5** Utilize critical thinking to make sense of problems and persevere in solving them. **X CLKS6** Model integrity, ethical leadership, and effective management.

Course Materials

Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*	**Differentiated Resources**: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*
- Literature: The American Experience, Prentice Hall - The Crucible, Arthur Miller - The Great Gatsby, F. Scott Fitzgerald - Ragtime, E.L.Doctorow - The Adventures of Huckleberry Finn, Mark Twain - One Flew over the Cuckoo's Nest, Ken Kesey - Death of a Salesman, Arthur Miller - The Things They Carried, Tim O'Brien - Nine Stories, J.D. Salinger - Zeitoun, Dave Eggers - Fences, August Wilson **Amistad Law:** N.J.S.A. 18A 52:16A-88 - A Raisin in the Sun - Lorraine Hansberry **Amistad Law:** N.J.S.A. 18A 52:16A-88	- http://www.nytimes.com/learning/teachers/featured_articles/20080220wednesday.html - An article that discusses Gatsby's impact on urban students, many of whom are immigrants to America. - https://www.youtube.com/watch?v=QPKKQnijnsM - A video viral explaining current trends in wealth inequality in America - http://www.nytimes.com/2008/10/30/opinion/30Cohen.html - One writer's reflection, just after Barack Obama's election, on Obama's claim that his own story could only have happened in America. - http://www.nytimes.com/2012/09/26/education/stuyvesant-high-school-students-describe-rationale-forcheating.html - An article that discusses cheating at an elite New York school and raises questions about entitlement and what one is willing to do to reach one's goals. - http://www.nytimes.com/2013/05/19/movies/the-luxe-life-in-gatsby-bling-ring-and-other-films.html?pagewanted=3

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	○ Discusses what some recent popular films have to say about wealth
	● http://www.huffingtonpost.com/shanzeh-khurram/is-the-american-dream-bec_b_2702164.htmlAn18-year
	○ old Pakistani immigrant to America who now lives in California wonders if the American Dream has become too materialistic.
	● http://www.nytimes.com/2006/08/31/business/31scene.html
	○ Discusses income inequality and the relationship between money and happiness.
	● http://www.nytimes.com/2005/05/30/opinion/30mon3.html
	○ Class and the American Dream. Self-explanatory
	● http://www.nytimes.com/learning/teachers/featured_articles/20090511monday.html
	○ What Happens to the American Dream in a Recession. Raises questions about how or if people re-define their dreams when financial times are tough
	● http://www.nytimes.com/learning/teachers/featured_articles/20050519thursday.html
	○ When Richer Weds Poorer Money isn't the Only Difference. Article that explores how social class affects whom you marry.
	● http://www.nytimes.com/learning/teachers/featured_articles/20050531tuesday.html
	○ When The Joneses Wear Jeans. Article about how your wealth and social status affect what you purchase and vice versa.
	● http://www.huffingtonpost.com/matt-bieber/america-isnt-the-greatest_b_4543921.html
	○ A blogger writes about America's sense of its greatness
	● http://www.foxnews.com/opinion/2014/06/23/why-believe-american-dream-is-still-alive/
	○ The chairman of the Horatio Alger Association writes about why he believes the American Dream is still very much alive and well.
	● http://learning.blogs.nytimes.com/2007/09/24/fifty-years-from-the-little-rock-nine-to-the-jena-six/
	● http://learning.blogs.nytimes.com/2011/01/06/should-the-racial-epithets-be-removed-from-huck-finn/
	○ Born to Trouble: Censorship and Huck Finn (video)

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	- A Sound Heart and a Deformed Conscience, Henry Nash Smith (literary criticism)
- Roads to Freedom, Gladys Carmen Bellamy (literary criticism)
- Moral Education in Huckleberry Finn, Davis Horner (literary criticism)
- http://www.nytimes.com/roomfordebate/2011/01/05/does-one-word-change-huckleberry-finn
- http://thisibelieve.org/feature
- The World is Flat, Thomas Friedman
- Outliers, Malcolm Gladwell

Unit 1: Laying the groundwork: Introduction to close reading	**Unit I Duration: 4 weeks**
**Stage 1: Desired Results**

**Established Goals:**
 	
New Jersey Student Learning Standards (NJSLS) for Language Arts
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
    A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
    B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

B. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Interdisciplinary Companion Standards (NJSLS):

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

CLK1 Act as a responsible and contributing citizen and employee.

CLK4 Demonstrate creativity and innovation.

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

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9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
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
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Transfer Goal:

Students will be able to independently use their learning to…

- Utilize the tools of literary analysis independently.

- Write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Meaning

Students will understand that:	**Essential Questions:**
Students will understand that: - Careful analysis of literature produces deeper understanding. - Deeper understanding of a text helps one makes valuable connections between texts - Writers have specific reasons for making stylistic choices.	- How does one validly assess a work of literature? - What is the value of close reading? - How do writers employ elements of rhetoric to convey a purpose?

Acquisition of Knowledge & Skills

Students will know:	**Students will be able to:**
- themes/story connections in Salinger's Nine Stories - How Salinger's understanding of Eastern beliefs informs Nine Stories - Epiphany - Frame tale - Foreshadowing, structure, tone, characterization, conflict, resolution, etc (review of prior knowledge literary analysis vocabulary)	- Identify and discuss the author's use of theme. - Analyze a character's motives and actions. - Make connections between pieces of literature - Participate in class discussion by citing examples from the plot to support a point or idea. - Analyze author's choices - Draw inferences - Cite and explain specific symbols - Build their vocabulary as they encounter new words - Maintain a reader's journal - Locate and explain a moment of epiphany for a character in the stories

Stage 2: Acceptable Evidence

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Transfer Task

- Students will write for a specific purpose - in this case creating a "Tenth Story"in the style of Salinger's Nine Stories
- Students will demonstrate a close reading ability and familiarity with literary analysis terminology by teaching, in small groups, one of Salinger's *Nine Stories.*

Stage 3: Activities

- Class discussion
- oral reading
- vocabulary study
- small group discussion and presentations
- story study guide questions
- journal writing
- textual analysis activities

Reference Materials

Informational Text/Non-Fiction (K-8, include F&P level if known)	Literature/Fiction
Sherman Alexie, *Superman and Me* Various memoir excerpts	- Salinger *Nine Stories*

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task.	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in

- Substitute a hands-on activity or use of different media in projects for a written activity
- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Allow students to use eDictionaries
- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment

- Provide copies of notes and practice note taking skills.
- Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments.
- Follow individual IEP plans for specific modifications.
- Use colors to differentiate while teaching
- List steps or guidelines to clarify expected outcome
- Provide visual support
- Reinforce on-task behavior
- Peer mentoring (pairing with another student who is working at an advanced level)
- Guided questions
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide assistance
- Translation tool for different languages
- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged

- a realistic drawing.
- Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation
- Provide student the opportunity to demonstrate for the class
- Create additional projects in a different medium
- Individual presentations
- Multiple mediums in project
- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Socratic Seminar/ FishBowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand or enhance the lens by offering

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- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary ([Pics4Learning](), [Webster's Visual Dictionary Online](), [ClipArt Etc](), [Shahi Visual Dictionary]())
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.

order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a

alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encouraged to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

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• Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) **Additional Resources:** • [20 strategies to Support EAL Children](#) • [What English Language Learners Wish Teachers Knew - Education Week](#) • [A Starting Point: Tips and resources for working with ESL newcomers](#)	graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. • Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."	

Unit 2: Developing Our Identity and Meeting Challenges to It	Unit 2 Duration: 6 weeks

Stage 1: Desired Results

Established Goals:
New Jersey Student Learning Standards (NJSLS) for Language Arts

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  A. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  B. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  C. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  D. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  E. e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  F. f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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Interdisciplinary Companion Standards (NJSLS):

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

CLK1 Act as a responsible and contributing citizen and employee.

CLK4 Demonstrate creativity and innovation.

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
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
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Transfer Goal:

Students will be able to independently use their learning to…

- Write an explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately

- To develop and support conclusions about the thematic connections between two pieces of writing and their bearing on American ideals - one set in colonial America, one in the contemporary United States

Meaning

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Students will understand that:	Essential Questions:
Students will understand that: ● There are consequences for ourselves and others in every major decision or action we make. ● Law and justice are often equated yet laws are determined by men while justice is often beyond the scope of law. ● Truth is not determined by the number of people who believe it. ● Our personal beliefs determine what we stand for. ● Historical and cultural contexts of an author's work influences the author's viewpoint and theme.	● What guides our decision making? ● How do we know how to make good or bad decisions? ● What is the difference between law and justice? ● What responsibility does an individual have in combating injustice? ● Why do some individuals take a stand against injustice while others choose to participate in it? ● How is our identity shaped? ● How do our personal beliefs shape our identity? ● What is more important: your reputation or your life? ● What message do you think Miller intended to convey through The Crucible? Eggers in Zeitoun?

Acquisition of Knowledge & Skills

Students will know:	Students will be able to:
● The characters and plot progression of The Crucible. ● The historical events that inspired the author to write The Crucible. ● Definitions of key terms ● Historical background/geographical of Zeitoun (Hurricane Katrina) ● Key terms ○ allusion, allegory, theme, conflict, faction, dissemble, conjure, McCarthyism, Red Scare, witch hunt, hijab, Muslim	● Read a selected character part from the book with fluency, diction, and proper pronunciation. ● Identify and discuss the author's use of theme. ● Analyze a character's motives and actions. ● Participate in class discussion by citing examples from the plot to support a point or idea. ● Analyze author's choices ● Draw inferences ● Cite and explain specific symbols ● Build their vocabulary as they encounter new words ● Maintain a reader's journal ● Read and make meaning from related critical essays and NY Times pieces.

Stage 2: Acceptable Evidence

Transfer Task

Final writing assignment- *The Crucible*

Read the writing prompt below. Answer in a well written response in the form described by the prompt. Be sure you check the scoring guide (rubric) carefully before you begin to write, and again as you write, to be sure you are doing everything the assignment requires.

What Can We Learn?

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You are a minister in Salem twenty years after the end of the trials. You have been reading accounts of the trials that happened in your town and realize that much can be learned from these events. You decide you will talk about this at church next week. The focus of your message will be on the lives of two people whose lives you think can teach lessons – either positive or negative. One must be John Proctor; the other is your choice.

As you discuss each person consider the essential questions we discussed in class and how each question may have played a role in the character's life. For example if you choose John Proctor you may want to address the question regarding one's life or reputation being more important and why? What can be learned from John's decision to this question? The essential questions can help you prepare your message and the lesson that can be learned from the character.

What you are writing then is the text of the speech you would deliver. You will not actually stand up in front of the class and deliver it; this is a writing grade. Because of the nature of the writing task, you may use both first person ("I") and second person ("you"). Quotes, while they may be useful to emphasize a point (so most A quality papers will contain them), are not required. If you do use them, citations are not required.

Paper Format: 1. Use Times Roman or Bookman 12 point font
          2. Double spaced.
          3. Paper length is about 3 or more types pages.

The Crucible – Final Writing Assignment Rubric

Rubric/writing checklist for a Performance Task
Performance Task 1: What Can We Learn?
The following characteristics determine the success of the response in meeting the needs of the audience and fulfilling the writing purpose.

Score of 4	Score of 3	Score of 2	Score of 1

Written with smooth transitions (connections) between points and a clear / logical progression of ideas.	Generally written with some smooth transitions between points and mostly a clear progression of ideas.	Lacks transitions or connections between points and/or lacks a clear progression of ideas.	No clear transitions (connections) between points and/or no clear progression of ideas.
Includes a strong and effective introduction and closing.	Includes a fairly clear introduction and closing.	Includes either an introduction or a conclusion, but not both.	Lacks both an introduction and a closing.
Sufficient, specific, and relevant details are fully explained. The character is fully explored.	Specific details but may be insufficient, irrelevant, or not fully elaborated. The character is not fully explored.	An incomplete, limited, and/or sketchy understanding of the character; responses may be fragmented or unfocused.	Serious misconceptions about the generalizations, concepts, specific to the character including lack of presenting the lesson to be learned from the character.
A clear lesson to be learned from the characters is identified in the text.	A reasonably accurate discussion of the lesson to be learned from the characters is identified in the text.	Missing one or more of the lessons to be learned from the characters.	No lessons to be learned from the characters can be identified in the text.
At least 4 Essential Questions are clearly addressed through the characters discussed and the lessons to be learned.	At least 3 Essential Questions are clearly answered through the characters discussed and the lessons to be learned.	The Essential Questions are attempted within the paper but not clear or fully answered through the characters discussed.	No evidence of using the essential questions to teach a lesson about the characters' lives.
Few, if any, errors in standard written English that do not interfere with understanding.	Some errors in standard written English that rarely interfere with understanding.	Several kinds of errors in standard written English that interfere with understanding.	Frequent and severe errors in standard written English that interfere with understanding.

Scores:

A range = 24 – 21   B range = 20 – 17   C range = 16 – 13   D range 12-9   F Range 8-5

Stage 3: Activities

1. Essential Question Activity – Students will break into groups and brainstorm answers to essential questions. Share ideas with class.
2. Notes/lecture - Power Point Presentation on McCarthyism, linking it to Miller's reasons for writing *The Crucible*.
3. Students will fill-in character graphic organizer to clarify character names and relationships.
4. Assign character parts and read the selected character part aloud in class.(Check for understanding by questioning students)
5. Read and discuss the article *The Milgram Experiment* and allow students to revisit essential questions.
6. Read and write responses to a selection of Puritan writings in the text - *Of Plymouth Plantation* (diary/journal), *Sinners in the Hands of an Angry God*

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(sermon), *Upon the Burning of Our House* (poem) and *The Devil and Tom Walker* (short story).

7. Whole class discussion of the Puritan readings and how they relate or enlighten.
8. View a movie version of *The Crucible* (incrementally, by acts of the play) to increase understanding .
9. Elicit reading responses by answering questions during/at the end of each Act.
10. Increase vocabulary through study of and quizzes on several sets of words gleaned from *The Crucible*, the Puritan readings, and *Zeitoun*.
11. Review Essential Question activity through journal entries about *Zeitoun* that employ the same questions to increase understanding of EQ's and themes.
12. Journal entries that drive student-led discussion -Zeitoun
13. Final formal writing assignment on *Zeitoun.*
14. Final test on *The Crucible.*

Reference Materials

Informational Text/Non-Fiction (K-8, include F&P level if known)	Literature/Fiction
Zeitoun, Dave Eggers excerpt:The Milgram experiment	*The Crucible*, Arthur Miller Mending Wall, Robert Frost The Lottery, Shirley Jackson

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater

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- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Allow students to use eDictionaries
- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading

- classroom website for assignments.
- Follow individual IEP plans for specific modifications.
- Use colors to differentiate while teaching
- List steps or guidelines to clarify expected outcome
- Provide visual supports
- Reinforce on-task behavior
- Peer mentoring (pairing with another student who is working at an advanced level)
- Guided questions
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide assistance
- Translation tool for different languages
- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.

- risk-taking and complexity in their creation
- Provide student the opportunity to demonstrate for the class
- Create additional projects in a different medium
- Individual presentations
- Multiple mediums in project
- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments:

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- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the

Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials
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| **Additional Resources:**
● [20 strategies to Support EAL Children](#)
● [What English Language Learners Wish Teachers Knew - Education Week](#)
● [A Starting Point: Tips and resources for working with ESL newcomers](#) | Assessment category below. These assessments have modified prompts to support struggling learners.

● Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......." | |

Unit 3: Finding Ourselves - The Political Underpinnings of America	Unit 3 Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

    A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

    B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Interdisciplinary Companion Standards (NJSLS):

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

CLK1 Act as a responsible and contributing citizen and employee.

CLK4 Demonstrate creativity and innovation.

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
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
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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Transfer Goal:

Students will be able to independently use their learning to…

- Independently articulate early American values through rhetorical analysis of revolutionary literature. Apply that knowledge to more contemporary writings/speeches.
- Write a persuasive modeling using rhetorical techniques studied.

Meaning

Students will understand that:

Students will understand that:
- A society's values are reflected in its core documents.
- Their writers' understanding of persuasive rhetorical techniques contribute to the power of these foundational documents

Essential Questions:
- What makes American literature American?
- How are the values of a society shaped?
- How are those values reflected within a society's core documents?

Acquisition of Knowledge & Skills

Students will know:

- Specific rhetorical techniques - i.e. - repetition, parallelism, restatement
- The definition and usage of ethos, pathos, logos
- The basic historical background of the speeches and writing studied
- How rhetorical techniques are employed in everyday life such as advertising

Students will be able to:
- Participate in class discussion by citing examples from text to support a point or idea.
- Analyze author's choices
- Draw inferences
- Cite and explain specific uses of rhetorical techniques
- Build their vocabulary as they encounter new words
- Apply new knowledge of rhetorical techniques to understanding pieces of writing
- Recognize and employ in their own writing ethos, pathos, and logos

Stage 2: Acceptable Evidence

Transfer Task

Students will analyze famous 20th century speeches - including but not limited to speeches by John F. Kennedy and Dr. Martin Luther King Jr. - making connections both thematic and rhetorical (applying new knowledge) to the writing of the Revolutionary period essayists. **Amistad Law:** N.J.S.A. 18A 52:16A-88

Students will write an original persuasive piece employing some of the strategies of the foundational documents studied.

Stage 3: Activities

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lecture/notes on rhetorical terms
YouTube videos on ethos/pathos/logos
Exercises in identifying ethos/pathos/logos
Textbook pieces with selected questions:
Speech in the Virginia Convention, Common Sense, Letters from an American Farmer, Declaration of Independence, section of Franklin autobiography,Equiano slave narrative. **Amistad Law:** N.J.S.A. 18A 52:16A-88
Class discussion of each piece.
Aphorisms exercise - group and individual
Extensive vocabulary study given the elevated diction of these pieces

Reference Materials

Informational Text/Non-Fiction (K-8, include F&P level if known)	Literature/Fiction
Excerpts from ● Speech in the Virginia Convention- Henry ● Common Sense- Paine ● Declaration of Independence - Jefferson ● Letters from an American Farmer - Crevecoeur ● "Interesting Narrative"…**Amistad Law:** N.J.S.A. 18A 52:16A-88 ● Dr. King's I Have a Dream … **Amistad Law:** N.J.S.A. 18A 52:16A-88 ● Kennedy's inaugural speech	● N/A

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
	● Break down assignments with oral	● Provide a variety of individualized work

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- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Allow students to use eDictionaries
- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)

- directions, written directions, and visuals.
- Provide frequent reminders to stay on task.
- Provide copies of notes and practice note taking skills.
- Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments.
- Follow individual IEP plans for specific modifications.
- Use colors to differentiate while teaching
- List steps or guidelines to clarify expected outcome
- Provide visual supports
- Reinforce on-task behavior
- Peer mentoring (pairing with another student who is working at an advanced level)
- Guided questions
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide assistance
- Translation tool for different languages
- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note

- centers
- Show students more advanced techniques such as the direction of light and shadow in a realistic drawing.
- Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation
- Provide student the opportunity to demonstrate for the class
- Create additional projects in a different medium
- Individual presentations
- Multiple mediums in project
- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.

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● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary ([Pics4Learning](), [Webster's Visual Dictionary Online](), [ClipArt Etc](), [Shahi Visual Dictionary]()) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may	cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm	● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials ● ●

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not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

ENGLISH III HONORS

Unit 4: Refining Our Identity - Emergence of an American Voice	Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

   A. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

   B. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

   C. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

   D. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

   E. e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

   F. f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers

   A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

   B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

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C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Interdisciplinary Companion Standards (NJSLS):

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

CLK1 Act as a responsible and contributing citizen and employee.

CLK4 Demonstrate creativity and innovation.

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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Transfer Goal:
Students will be able to independently use their learning to…
  ● Write a synthesis essay using multiple sources of literary criticism to analyze a primary source.

Meaning	
Students will understand that: ● Great writing can entertain and instruct simultaneously. ● Writing can reflect a personal philosophy. ● Freedom can be defined in different ways ● The freedom sought by both Huck and Jim is from societal norms and conventions ● An individual's morals are influenced by a number of factors (parents, peers, upbringing) ● The concept of civilization is a relative term. ● What is socially acceptable is not always morally acceptable. ● Huck Finn's life reflects common adolescent concerns and moral dilemmas	**Essential Questions:** ● How does democracy impact personal philosophy? ● What types of freedom exist? ● How would you define freedom? ● What is morality? ● What makes people civilized? ● Can something legal still be wrong? ● What is a conscience? ● Why do readers identify with Huck Finn?

Acquisition of Knowledge & Skills	
Students will know: ● The local geography of *Huck Finn* ● The history of challenges/hardships to *Huck Finn* ● Definitions of key terms, including: morality, conscience, dialect, satire and the satiric norm, malaprop, iconoclasm, misanthropy, parody	**Students will be able to:** ● Cite strong and thorough textual evidence to support analysis of what the text says ● Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another ● Analyze the impact of the author's choices regarding how to develop and relate elements ● Analyze a character's motives and actions ● Participate in class discussions by citing examples from the plot to support a point or idea. ● Watch a video and take notes ● Maintain a reader's journal ● Read and make meaning from related critical essays and NY Times pieces

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Stage 2: Acceptable Evidence
Transfer Task

English III Honors
Final Essay - *The Adventures of Huckleberry Finn*

The Adventures of Huckleberry Finn - Final Essay
    Your final essay on *The Adventures of Huckleberry Finn* will be a synthesis essay, similar to the SGO writing task in that you will use multiple sources/documents to support a discussion of one specific question. This essay will ask you to consider the novel itself and excerpts from several critical essays as you write about a specific topic concerning Huck.
    The writing prompt is below. The sources follow. The rubric is the last page of this packet.

Prompt:
    Mark Twain once said that his character Huck, in *The Adventures of Huckleberry Finn* has "a deformed conscience but a good heart." As we read the novel we see that Twain is defining conscience as what Huck has been taught by a society with warped values, while his "heart" is his natural goodness. There are many influences, factors, interactions, and situations that influence Huck as he tries to wrestle with these conflicting forces. Explore this idea in a well-written and well-developed essay that synthesizes specifics from the novel itself with insight from the outside sources you have consulted.
    Please consult the rubric as you prepare and write your essay.

Stage 3: Activities

- Study guide questions
- Dialect exercise
- Class discussion
- Oral reading
- Open book quizzes
- Viewing parts of film version
- Viewing 60 Minutes piece, Daily Show treatment, Born to Trouble excerpts re: race debate
- Written response to race debate
- Vocabulary exercises (including malapropos, and critical article vocab.)
- Letter to BOE pro or con keeping *Huck* in the curriculum

Reference Materials

Informational Text/Non-Fiction	Literature/Fiction

- http://learning.blogs.nytimes.com/2007/09/24/fifty-years-from-the-little-rock-nine-to-the-jena-six/
- http://learning.blogs.nytimes.com/2011/01/06/should-the-racial-epithets-be-removed-from-huck-finn/
  - Born to Trouble: Censorship and Huck Finn (video)
- A Sound Heart and a Deformed Conscience, Henry Nash Smith (literary criticism)
- Roads to Freedom, Gladys Carmen Bellamy (literary criticism)
- Moral Education in Huckleberry Finn, Davis Horner (literary criticism)
- http://www.nytimes.com/roomfordebate/2011/01/05/does-one-word-change-huckleberry-finn
- http://thisibelieve.org/feature

- Adventures of Huckleberry Finn **Amistad Law:** N.J.S.A. 18A 52:16A-88

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different

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- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Allow students to use eDictionaries
- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's

- Provide visual supports
- Reinforce on-task behavior
- Peer mentoring (pairing with another student who is working at an advanced level)
- Guided questions
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide assistance
- Translation tool for different languages
- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.

- medium
- Individual presentations
- Multiple mediums in project
- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be

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linguistic ability for activities and assessments

- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary ([Pics4Learning](), [Webster's Visual Dictionary Online](), [ClipArt Etc](), [Shahi Visual Dictionary]())
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- [20 strategies to Support EAL Children]()
- [What English Language Learners Wish Teachers Knew - Education Week]()

- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in

encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

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● [A Starting Point: Tips and resources for working with ESL newcomers](#)	detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."	

Unit 5: Emerging Modern Identity: Freedom, Money, Self-invention	**Unit 5 Duration: 10 weeks**

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

    A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

    B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

    C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

    D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

    E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Interdisciplinary Companion Standards (NJSLS):
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

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Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

CLK1 Act as a responsible and contributing citizen and employee.

CLK4 Demonstrate creativity and innovation.

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
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
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Transfer Goal:

Students will be able to independently use their learning to…

Synthesize and present information in a coherent form exploring how America's emerging identity is reflected in literature.

Meaning

Students will understand that:

Students will understand that:
- The American myth is a complex one that has evolved over time.
- Fiction reveals truth.
- Success has multiple definitions
- It is human nature to be affected by wealth and that affect can be either positive or negative.
- As individuals we all have a certain image we project onto others, and for some it is accurate and for others it is not.

Essential Questions:
- What is the American Dream?
- What is mythology and does America have a mythology?
- How available do you feel success is to you personally? What will you do, or are you doing now, to achieve the life you dream of?
- Does having great wealth and power impact one's morality?
- Is it true that we spend a lot of time convincing people we are something we are not?
- How can a made up story reveal real truths?

Acquisition of Knowledge & Skills

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Students will know:	Students will be able to:
- The connection between Fitzgerald rules for Gatsby's self-improvement and Ben Franklin's autobiography - The unique qualities of Post WWI America - Parallels between Fitzgerald's life and the Gatsby story - The importance of setting on the story - The differences between East and West Egg - Basic historical facts informing Ragtime - Key terms: Jazz Age, bootlegging, affectation, "rags to riches" old money, new money, materialism	- Determine theme - Cite relevant textual evidence to support a position or theory - Analyze author's choices - Explain the impact of telling a story a particular way (in Gatsby's case, out of chronological order) - Draw inferences - Cite and explain specific symbols - Build their vocabulary as they encounter new words - Maintain a reader's journal - Read and make meaning from related critical essays and NY Times pieces

Stage 2: Acceptable Evidence

Transfer Task

The Great Gatsby, Ragtime and *Death of a Salesman*:

Three Views of the American Dream

Goal: *To smoothly and efficiently synthesize elements of all three major works in this unit into a well-written and clearly thought-out expository essay that explores a thesis linking them.*

In an essay of about 1200- 1400 words typed and double-spaced, you will combine all three works into a synthesis essay. To do this you must develop an "umbrella" idea under which all three works will fit. The best papers will provide commentary on what these works say about early twentieth-century America and thus more broadly on the American Dream.

Your essay will have an introduction, a three-**part** (not paragraph) body section, and a conclusion.

Successful essays will quote extensively from the works. You still have *Ragtime* and *DOAS*, and although I have collected the books, I have a link to the text of *Gatsby* on my website so you can find quotes from there as well. For *Salesman* and *Ragtime*, you should start your work of finding the quotes you will use as support.

From a technical rather than thematic standpoint, another important part of this essay will be how well you incorporate your quotes smoothly into your writing, a skill that all sophisticated writers have mastered, and that will be of utmost importance to all your academic work going forward. As we get closer to the actual writing of the essay, I will work with you directly on this skill.

The notes from the *Gatsby* American Dream PowerPoint (about American mythology) as well as the Essential Questions we looked at before starting DOAS may help you frame this essay, and help you think about how you can combine these works into a single provable thesis.

Stage 3: Activities

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- Class discussion
- oral reading
- Vocabulary study
- small group discussions and presentations
- chapter study guide questions
- journal writing
- textual analysis activities
- creative projects
- Socratic seminar

Reference Materials

Informational Text/Non-Fiction	Literature/Fiction
- http://www.nytimes.com/learning/teachers/featured_articles/20080220wednesday.html - An article that discusses Gatsby's impact on urban students, many of whom are immigrants to America. - https://www.youtube.com/watch?v=QPKKQnijnsM - A video viral explaining current trends in wealth inequality in America - http://www.nytimes.com/2008/10/30/opinion/30Cohen.html - One writer's reflection, just after Barack Obama's election, on Obama's claim that his own story could only have happened in America. - http://www.nytimes.com/2012/09/26/education/stuyvesant-high-school-students-describe-rationale-forcheating.html - An article that discusses cheating at an elite New York school and raises questions about entitlement and what one is willing to do to reach one's goals. - http://www.nytimes.com/2013/05/19/movies/the-luxe-life-in-gatsby-bling-ring-and-other-films.html?pagewanted=3 - Discusses what some recent popular films have to say about wealth - http://www.huffingtonpost.com/shanzeh-khurram/is-the-american-dream-bec_b_2702164.htmlAn18-year	- The Great Gatsby - Ragtime - Death of a Salesman

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- o old Pakistani immigrant to America who now lives in California wonders if the American Dream has become too materialistic.
- http://www.nytimes.com/2006/08/31/business/31scene.html
  - o Discusses income inequality and the relationship between money and happiness.
- http://www.nytimes.com/2005/05/30/opinion/30mon3.html
  - o Class and the American Dream. Self-explanatory
- http://www.nytimes.com/learning/teachers/featured_articles/20090511monday.html
  - o What Happens to the American Dream in a Recession. Raises questions about how or if people re-define their dreams when financial times are tough
- http://www.nytimes.com/learning/teachers/featured_articles/20050519thursday.html
  - o When Richer Weds Poorer Money isn't the Only Difference. Article that explores how social class affects whom you marry.
- http://www.nytimes.com/learning/teachers/featured_articles/20050531tuesday.html
  - o When The Joneses Wear Jeans. Article about how your wealth and social status affect what you purchase and vice versa.
- http://www.huffingtonpost.com/matt-bieber/america-isnt-the-greatest_b_4543921.html
  - o A blogger writes about America's sense of its greatness
- http://www.foxnews.com/opinion/2014/06/23/why-believe-american-dream-is-still-alive/
  - o The chairman of the Horatio Alger Association writes about why he believes the American Dream is still very much alive and well.

Accommodations and Modifications

ENGLISH III HONORS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, &	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will

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- drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an

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- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will

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- generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding

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explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- [20 strategies to Support EAL Children](#)
- [What English Language Learners Wish Teachers Knew - Education Week](#)
- [A Starting Point: Tips and resources for working with ESL newcomers](#)

be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

content responsibilities
- Utilize more challenging materials

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Unit 6: Debate	Unit Duration:3 weeks

Stage 1: Desired Results

Established Goals:
New Jersey Student Learning Standards (NJSLS) for Language Arts

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
  B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
  C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when speaking.
RI.11-12.1. Accurately cite strong and thorough textual evidence, via discussion, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Interdisciplinary Companion Standards (NJSLS):
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

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RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

CLK1 Act as a responsible and contributing citizen and employee.

CLK4 Demonstrate creativity and innovation.

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLK9 Work productively in teams while using cultural/global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
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
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Transfer Goal:

Students will be able to independently use their learning to…

- Participate in a competitive class-wide public forum debate

Meaning	
Students will understand that:	**Essential Questions:**
Students will understand that:	
● The preparation and logic applicable to preparing for debate is a transferable skill	● What is the value of formal debate?
	● How does one construct an argument?
● Organizing and establishing clear relationships among claims, counterclaims, reasons, and evidence is imperative to winning a debate and applicable to many other kinds of academic endeavors	● Why is citing reliable evidence to support a claim necessary?
	● How are counter arguments/claims important?

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● Attire, carriage, presentation (eye contact, confidence, posture) are constantly being evaluated by an audience - whether they be peers, mentors,college, potential employers, or whomever else one may speak to.	● How does presentation (speaking tone/enunciation/carriage/confidence) influence an intended audience?

Acquisition of Knowledge & Skills

Students will know:	**Students will be able to:**
● Relevant vocabulary, including policy debate, cutting cards, flowsheet, Victory Briefs, core files ● The structure of a formal debate ● The differences between prepared and impromptu speeches	● Read core files with a high level of comprehension ● Make notes from those files ● Prepare cards for use in debate ● Identify core arguments ● Construct speeches, both with preparation time and in the course of a live debate ● Present appropriate evidence in a timely fashion ● Counter arguments with evidence in a timely fashion

Stage 2: Acceptable Evidence

Transfer Task

English III Honors Debate Unit

What is Debate?

Public Forum Debate is a structured format for discussions regarding a topic of current national interest, usually involving a law or policy. The format of the debate allows for both sides of the topic to present their arguments and plan for responses in a way that is organized and equitable.

A debate round is based on a resolution, or a statement that a team can either support (*pro*) or negate (*con*). The pro claims that a law or policy must change, the con will support the notion that it is better to keep the policy the way it is - or maintain the *status quo*.

What are we going to do?

The focus of this unit is to have you prepare the necessary research to participate effectively in a debate round. When your team is not debating, you will be judging other debate rounds.

In your teams, you will build a case for both the pro and con side; which means you will write short speeches, construct your main arguments, and organize evidence and examples. All of this preparation will lead up to two teams competing in a debate round.

For more specifics on the structure of a debate round, please refer to our **debate round schedule**.

How do you win a debate round?

Debates are judged holistically; therefore, there are several ways in which you can win a debate round. Ultimately, the team that makes the best logical arguments and supports them with evidence would win a round. When determining a winner, judges should observe if debaters can:

- present arguments that support the team's stance on the resolution *(pro or con)*
- organize, explain, and support arguments with sound expert evidence
- present evidence with a proper verbal citation *(example: author or speaker, year)*
- listen to their opponents by counterarguing their reasoning
- ask and answer questions efficiently during a debate round
- speak and deliver their message clearly by using effective public speaking techniques

For more specifics on judging, please refer to our **debate judging ballot**.

How are we being graded?

The focus of our assessment will be on the process rather than the end product. Meaning, you will not be graded on whether you win or lose a round - but rather on:

- the quality and effort of your preparation work
- how well you collaborate with your team
- how prepared you are for your debate round
- and the quality of your feedback during judging

For more specifics on grading, please refer to our **debate grading rubric**.

Stage 3: Activities

Tentative Dates	Lesson Topic(s)	Lesson Goals and Materials
Day One	- Introduction to Debate - Local Topic and case construction	*To understand the basic purpose and structure of a debate round by building our main arguments and supporting them with evidence and examples.* *Materials:*

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		• Local Topic Overview: Banning Homework • Debate Round Schedule
Day Two	*Prep Day*	*Prep Day*
Day Three	• Local Topic Debate Round: Banning Homework • Reflection	*To reflect on argumentation and use of evidence and examples by participating or judging in a practice debate round* *Materials:* • Judging Ballots • "Flow" Notes Sheet
Day Four	• National Topics: Discussion and Selection • Topic Briefing	*To prepare cases and argumentation by exploring various Public Forum topics and selecting one* *Materials:* • Victory Briefs: NCAA Core Files • NCAA Topic Analysis
Day Five	• Building a Case • Speech Writing • Constructing Counterarguments	*To organize our debate rounds by identifying at least 3 main arguments and composing a speech that sets the stage for counterarguments* *Materials:* • Public Forum Speeches: A Step by Step Guide • Victory Briefs: NCAA Core Files • NCAA Topic Analysis
Day Six	• Constructing Counterarguments • How evidence works	*To support our argumentation by locating research that is applicable to our stance* *Materials:* • Cutting Cards: Template and Sample *(TBD)* • Victory Briefs: NCAA Core Files • Issue Briefing and Analysis
Day Seven	Sample Guided Debate Round & Team Prep	*To reflect on our current debate cases by running through a practice debate round and provide constructive feedback* *Materials:* • Judging Ballots • "Flow" Notes Sheet

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		• [Debate Competition To Do Checklist](#)
Day Eight	Debate Tournament Rounds	Team vs. Team *(TBD)* *Materials:* • [Judging Ballots](#) • ["Flow" Notes Sheet](#)

Reference Materials

Informational Text/Non-Fiction	Literature/Fiction
Varies from year to year based on necessary prep documents	• N/A

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
• Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) • Substitute a hands-on activity or use of different media in projects for a written activity • Provide word banks / word walls • Prepare and distribute advance notes • Provide model sentence frames and sentence starters for both oral responses and written responses	• Break down assignments with oral directions, written directions, and visuals. • Provide frequent reminders to stay on task. • Provide copies of notes and practice note taking skills. • Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. • Follow individual IEP plans for specific modifications. • Use colors to differentiate while teaching • List steps or guidelines to clarify expected	• Provide a variety of individualized work centers • Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. • Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation • Provide student the opportunity to demonstrate for the class • Create additional projects in a different

- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Allow students to use eDictionaries
- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition

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- outcome
- Provide visual supports
- Reinforce on-task behavior
- Peer mentoring (pairing with another student who is working at an advanced level)
- Guided questions
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide assistance
- Translation tool for different languages
- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in

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- medium
- Individual presentations
- Multiple mediums in project
- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be

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- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children

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detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the

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encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

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● [What English Language Learners Wish Teachers Knew - Education Week](#) ● [A Starting Point: Tips and resources for working with ESL newcomers](#)	questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."	

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Unit 7: Evolving America – Post WWII Challenges to the Dream	Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
   B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ENGLISH III HONORS

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

    A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

    A. Observe hyphenation conventions.

    B. Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

    A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

    C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

    D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

    A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

    B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Companion Standards (NJSLS):

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

ENGLISH III HONORS

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

CLK1 Act as a responsible and contributing citizen and employee.

CLK4 Demonstrate creativity and innovation.

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
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
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Transfer Goal:

Students will be able to independently use their learning to…

- To write creatively, while demonstrating understanding of (by applying) themes from the reading.
- Judge the humanity and morality of an individual based on his/her acts.
- Analyze the conflict between what is socially acceptable and morally imperative.

Meaning

Students will understand that:	**Essential Questions:**
Students will understand that:	● What is the purpose of rules?
● Rules are necessary for order and safety but ideally should be negotiable.	● What is more important – your individual needs or the needs of those around you?
● Individuals consider their own needs and the needs of others constantly while making decisions.	● What makes someone heroic?
● Heroism is often a by-product of good decision-making.	● What is power? How is it attained? How is it maintained?
● Power can be derived from many sources and negotiated in many ways	● How can fiction be more "real" than truth
● Stories, true or not, have the power to change people's thinking	● Why is laughter powerful?
● Laughter can be a defense mechanism used to deal with emotional pain.	

Acquisition of Knowledge & Skills

ENGLISH III HONORS

Students will know:	Students will be able to:
● Allegory ● Setting, mood, conflict, climax, resolution ● Relevant biographical information about the author ● Major theme and image patterns ● Key terms ○ schizophrenia, paranoia, emasculation, matriarchy, conflict, theme, resolution	● Read a selected character part from the book with fluency, diction, and proper pronunciation. ● Identify and discuss the author's use of theme. ● Analyze a character's motives and actions. ● Participate in class discussion by citing examples from the plot to support a point or idea. ● Analyze author's choices ● Draw inferences ● Cite and explain specific symbols ● Build their vocabulary as they encounter new words ● Maintain a reader's journal ● Read and make meaning from related critical essays and NY Times pieces.

Stage 2: Acceptable Evidence

Transfer Task

One Flew over the Cuckoo's Nest – Final Writing Assignment

Part 1 - Write an original short story inspired by *One Flew over the Cuckoo's Nest.* The plot of your story is entirely up to you, but it must incorporate the essential ideas of the novel. Part of your grade will be determined by how well you incorporate those ideas (outlined below). "A" stories will incorporate 4 or more of them, "B"s at least 3, and "C"s at least two.

Your story must be at least 3 pages typed (it would be hard to write a story meeting these requirements that is any shorter than 3 pages; most will be longer). It should have a clear conflict, climax, and resolution.

Part 2 – Write a brief analysis of your own story. Talk about how your story demonstrates the themes it is supposed to, and identify its conflict and climax. Here is your chance to explain what you were ***trying*** to do, in the event you were not successful in doing it.

Here are versions of the Essential Questions at the core of OFOTCN:

1. *What is power? Who has it? How does one get it? How does one keep it?* (Chief's "Combine" concept – his size=power equation)
2. *What is the purpose of having rules?*
3. *When should individuals conform? When should they rebel?* (Chief's internal conflict)
4. *What is more important to you – your individual needs or the needs of those around you?* (Mac's internal conflict)
5. *What makes someone heroic?* (Is Mac a hero?)
6. *Why are some people or groups "insiders" and others "outsiders"?* (St Luke's School for Boys – the patients in microcosm)

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7. *How can fiction be more real than truth?* Chief says "But if they don't exist, how can a man see them?" and "… it's the truth even if it didn't happen."
8. *Why is laughter so powerful?*

Stage 3: Activities

Study guide questions
Class discussion
Journal responses
Open book quizzes
Application of essential questions to novel details
Viewing film version
Vocabulary exercises
Oral reading
Sherman Alexie/Vonnegut passages to explore anti-Indian racism
Group work
Nonfiction reading (articles) relating to race in America
Socratic seminar

Reference Materials

Informational Text/Non-Fiction	Literature/Fiction
● N/A	*One Flew over the Cuckoo's Nest*

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)	● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task.	● Provide a variety of individualized work centers ● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing.

- Substitute a hands-on activity or use of different media in projects for a written activity
- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Allow students to use eDictionaries
- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment

- Provide copies of notes and practice note taking skills.
- Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments.
- Follow individual IEP plans for specific modifications.
- Use colors to differentiate while teaching
- List steps or guidelines to clarify expected outcome
- Provide visual supports
- Reinforce on-task behavior
- Peer mentoring (pairing with another student who is working at an advanced level)
- Guided questions
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide assistance
- Translation tool for different languages
- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged

- Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation
- Provide student the opportunity to demonstrate for the class
- Create additional projects in a different medium
- Individual presentations
- Multiple mediums in project
- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be

ENGLISH III HONORS

- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.

order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a

offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

ENGLISH III HONORS

• Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) **Additional Resources:** • [20 strategies to Support EAL Children](#) • [What English Language Learners Wish Teachers Knew - Education Week](#) • [A Starting Point: Tips and resources for working with ESL newcomers](#)	graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. • Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."	

Unit 8: Story Truth vs. Happening Truth	Unit Duration: 3 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Interdisciplinary Companion Standards (NJSLS):

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events,

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ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole

Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

21st Century Skills Integration (NJSLS 9):

CLK1 Act as a responsible and contributing citizen and employee.

CLK4 Demonstrate creativity and innovation.

CLK5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8 Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
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
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Transfer Goal:
- Students will be able to use Tim O'Brien's model as a way to use storytelling to understand and examine their own life experience.
- Students will be able to understand and demonstrate how fiction can reveal truth

Meaning

Students will understand that:	**Essential Questions:**
Students will understand that:	● Why is it important to determine an author's purpose?
● An author may have various purposes.	● How do writers employ elements of rhetoric to convey meaning?
● Writers may manipulate audiences for a certain purpose.	● How can fiction reveal truth?
● Fiction can reveal truth and may in some ways be "truer" than truth	● How and why do we construct stories?
● The need to tell, hear, and repeat stories, is a fundamental part of how we understand and process our human experience.	

ENGLISH III HONORS

Acquisition of Knowledge & Skills	
Students will know: ● Metafiction ● O'Brien's distinction between story truth and happening truth ● Brief historical background re: U/S. military involvement in Vietnam.	**Students will be able to:** ● Identify and discuss the author's use of theme. ● Analyze a character's motives and actions. ● Participate in class discussion by citing examples from the plot to support a point or idea. ● Analyze author's choices ● Draw inferences ● Cite and explain specific symbols ● Build their vocabulary as they encounter new words ● Maintain a reader's journal

Stage 2: Acceptable Evidence

Transfer Task
The Things I Carry – personal writing piece   English III Honors

1.   Think about the things that you carry.

·   Think literally: Consider everything in your backpack or purse or wallet or sports bag, or whatever you are typically physically carrying.
·   Think less literally as well: Is there a piece of jewelry that has meaning? A tattoo? A good-luck charm?
·   Then think in the abstract: Kiowa carries his distrust of the white man, Lt. Cross carries fear that his love is unrequited, Mitchell Sanders carries the need to find a moral.

Here is a stream of consciousness set of examples but this list is endless; you just have to think creatively and specifically about what has meaning for you:
A ring you love? A debt you owe someone? A lucky something? A picture of…? Bitterness? Responsibility? Allergy Medicine? Political leanings? A ticket stub? Your parents' expectations? Your love of the Jets/Mets/Yankees/Knicks? Hatred for sports-obsessed people? A secret? A secret passion? Fear of rejection? Loneliness? Anxiety? Guilt? Desire?

2.   Ask yourself some questions:
·   Why am I carrying this?
·   Did I make this choice or has someone or something made me carry this?
·   Do I wish I could put it down or be rid of it?
·   What does it weigh?
·   Does it demand I carry it? Do I demand I carry it?
·   Where/whom would I be without it?

3.   Decide which form of expression your "carry" piece will take: poem, letter, or personal essay. No matter which form you use, your piece must include at least two of the following elements Tim O'Brien employs repeatedly: polysyndeton, anaphora, zeugma (don't panic – definitions are on the back and they are not that complicated).

4.   Begin to write. Although there is a "listing" component" to this, the best of these will depict vividly one or several of the items. This may come from a clear and concise story about the "thing" or perhaps an explanation of why you carry it. Your piece may also have an overall theme if you choose.

Poem – If you take the poetic road, your poem should be about 25-30 lines. You can write about one particular thing or many things. There is no need to rhyme, and in fact trying to do so will probably hurt the effect you are trying to achieve. Rather, develop this idea or ideas with insight – their weight, their meaning, their purpose, the reasoning behind it/them.

ENGLISH III HONORS

Letter- Write a letter to someone in which you discuss what you carry. Choose your audience carefully: Who might be affected by reading about this? The letter may be serious, sarcastic, angry, sentimental, etc. but should be powerful. Your tone will likely be dictated by what you choose to write about. The letter should make your reader understand what you carry, why you take it with you, and how its weight affects you. (Length: about a page and a half typed and double-spaced)

Essay – Describe what you carry in a brief personal essay with an intro and a body and a conclusion. Try to emulate O'Brien's style. Like the letter, the essay may be serious, sarcastic, angry, sentimental, etc. but should be powerful. Your tone will likely be dictated by what you choose to write about. The essay should make your reader understand what you carry, why you take it with you, and how its weight affects you. (Length: about a page and a half typed and double-spaced)

·   Polysyndeton joins words, phrases, and clauses, bringing continuity in a sentence. It acts also as a stylistic device, bringing rhythm to the text with the repetition of conjunctions in quick succession:

And Joshua, and all of Israel with him, took Achan the son of Zerah, and the silver, and the garment, and the wedge of gold, and his sons, and his daughters, and his oxen, and his donkeys , and his sheep, and his tent, and all that he had.

·   Anaphora - In writing or speech, the deliberate repetition of the first part of the sentence in order to achieve an artistic effect is known as anaphora. One of the most famous examples is the opening of Charles Dickens' novel *A Tale of Two Cities:*

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair…

·   zeugma, from the Greek "yoking" or "bonding", is a figure of speech in which a word, usually a verb, applies to more than one noun, blending together logically different ideas.

"They were covered in mud and glory"

"They shared a menu and a passion"

"He carried a hatchet and a distrust of the white man"

"She opened the door and opened her heart"

Stage 3: Activities

Study guide questions
Class discussion
Small group discussion
Journal responses
Open book quizzes
Oral reading
Group work
YouTube videos of Tim O'Brien speaking about his craft
Socratic seminar re: metafiction

Accommodations and Modifications

ENGLISH III HONORS

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, &	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.

ENGLISH III HONORS

- drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an

- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will

- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements

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explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

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be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials
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