Core English SHU

Academy Charter High School
CURRICULUM GUIDE

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SCHOOL PHILOSOPHY:

In Academy Charter High School, we recognize that each student is unique and that the purpose of education is to enable every student to acquire the learning skills necessary to compete in the global community. It is essential that we provide a rigorous, high-quality Language Arts curriculum that allows each student's talents and abilities to be developed to their full potential. The Academy Charter High School Board of Education believes that language is fundamental for all other learning. The Language Arts Curriculum allows children to explore the many facets that construct the richness of language and the many genres through which authors express ideas about the world with the ultimate goal of preparing students to read, write, speak and think critically.

PURPOSE AND VISION:

The purpose of the Academy Charter High School English-Language Arts (ELA) Curriculum Guide is to provide a blueprint for organizing instructional strategies, methodologies and activities that provide an opportunity for every child to meet and exceed the New Jersey Language Arts Literacy Core Curriculum Content Standards NJCCCS and/or the Common Core State Standards. It will guide the implementation of the standards by specifying the design of instructional materials, curriculum and instructional strategies. The standards designate what to teach at specific grade levels, and this guide provides procedures and selected research-based approaches for implementing instruction to meet the diverse needs of the student population, including those with special learning needs and whose native language is other than English.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:
● Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
● Provide student outcomes that are developmentally appropriate and measurable
● Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
● Present the Key Elements of content and skills for the purpose of creating an environment of Enduring Understanding through
● Essential Questions and student-centered learning scenarios

- Provide resources of Best Practices from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:
- Exploration & Discovery
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning stations

The English Language Arts Literacy Curriculum Guide provides a balanced and comprehensive approach that focuses on:
- Explicit teaching of skills as a means of supporting mastery of standard English conventions, comprehension strategies and communication skills to cultivate competent learners
- Acquisition of literacy skills to support efficient readers, writers, speakers, listeners and viewers
- Engagement of students in activities that provide opportunities for students to participate in problem-solving using inquiry skills
- A variety of literary genres to create well rounded readers
- Differentiated instructional strategies to address diverse learning styles and needs
- Project-based, authentic learning activities
- Instructional practices delivered in meaningful contexts in order to enable students to preserve the learning for future use or transfer to other learning activities
- The use of technology as a tool for learning to develop 21st century learners
- Intentional, explicit and systematic instruction in fluency, comprehension, and vocabulary development

Content Area	English Language Arts - Core English SHU
Interdisciplinary Connections	The updated curriculum documents to reflect interdisciplinary connections. Activities, assessments and/or differentiation strategies were highlighted and coded the specific content area. (Interdisciplinary Connections)
Core Instructional Materials (including digital tools)	2-3 short stories; samples of poetry; excerpted novels; speeches and essays. Specific supplemental instructional materials are located within each unit below. All students are also supplied with a Chromebook with internet access.

21st Century Themes and Skills	Students completing Core English will develop the following 21st Century Skills and Themes:
	
	Themes:
	- Global Awareness
	- Civic Literacy
	
	Skills:
	Learning and Innovation Skills
	Creativity and Innovation
	   - Think creatively, work creatively with others
	Critical Thinking and Problem Solving
	   - Reason effectively, use systems thinking, make judgements and decisions, solve problems
	Communication and Collaboration
	   - Communicate clearly, collaborate with others
	
	Information, Media and Technology Skills
	Information Literacy
	   - Access and evaluate information, use and manage information
	Media Literacy
	   - Analyze media products
	ICT Literacy
	   - Apply technology effectively

	Life and Career Skills
	Flexibility and Adaptability
	   - Adapt to varied roles, job responsibilities, schedules and contexts
	   - Be Flexible: Incorporate feedback effectively; deal positively with praise, setbacks, and criticism; understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments
	Initiative and Self-Direction
	   - Manage goals and time, work independently, be self-directed learners
	Social and Cross-Cultural Skills
	   - Interact effectively with others, work effectively in diverse teams
	Productivity and Accountability
	   - Manage projects and produce results
	Leadership and Responsibility
	   - Guide and lead others, be responsible to others

Career Readiness Practices and Standards	Students completing Core English will develop the following Career Readiness Practices and Standards: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.1.12.A.3: Analyze the relationship between various careers and personal earning goals. 9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

	9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions. 9.1.12.F.3: Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
8.1 Educational Technology **8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming**	Upon completion of Core English, students will have developed the following NJSLS Technology Standards: 8.1.12.A.3 – Collaborate in online courses, learning communities, social networks or virtual worlds to discuss the resolution to a problem or issue 8.1.12.C.1 – Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community 8.1.12.E.1 – Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources 8.1.12.F.1 – Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and social needs

New Jersey Student Learning Standards (NJSLS)	*Language Domain 9-10*
	L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
	    A. Use parallel structure.
	    B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	    C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
	    D. Use a colon to introduce a list or quotation.
	    E. Recognize spelling conventions.
	L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
	    A. 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.
	    B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
	    C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, 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., analyze, analysis, analytical; advocate, advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. 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, or its etymology.

E. 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.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

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

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain 9-10

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌿

Writing Domain 9-10
W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
   A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
   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.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

W.NW.9–10.3. 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, 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.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

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.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. 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 understanding of the subject under investigation. 🌱

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain 9-10

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 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 set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

    C.   Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

    D.   Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. 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.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Pacing Guide	Unit	Timeframe
	1. Narrative Writing	4-5 weeks
	2. Informative Writing	3-4 weeks
	3. Comparative Writing	3-4 weeks
	4. Argumentative Writing	3-4 weeks
	5. Research-based Writing	3-4 weeks
Resource	Students in Resource English are exposed to texts that are the same or similar in content, but are scaled to students' Lexile and comprehension levels. Texts may include, but aren't limited to the adapted version of core texts and graphic novels of core texts. Additionally, students in Resource English may have a modified pacing guide to meet the needs of individual students.	
Assessments	All students take midterms and finals. Other assessments are indicated throughout the units of study.	

Unit 1: Narrative Writing

NJSLS 21st Century Life and Career Practices: CRP1; CRP2; CRP4; CRP9; CRP11; CRP12

NJSLS Technology: 8.1.12.A.3

Interdisciplinary Connections: (Visual and Performing Arts - 1.2.8.A.3, 1.3.12.C.1) (Life Literacies and Career Skills - 9.4.8.CI.1, 9.4.12.CI.1, 9.4.12.CTP.1)

Approximate Time Frame: 4-5 weeks

Big Ideas:
- Plot and Sequencing
- Character Building and Analysis
- Point of View / Perspective
- Dialogue

Essential Questions:
- Why do we tell stories? What purpose do they serve us as individuals, families, communities, and cultures?
- What is Narrative Writing and what components enhance it? What elements make a story compelling and rich?
- How can elements of Narrative Writing carry over into other forms of communication?
- How do Plot Maps help us track and create complex stories?
- How do perspective and experience color the way we perceive someone or something? How can the same events be shared in different ways?
- How can linguistic choices - like the words we use - affect the way we think or feel about characters, events, or settings?

Enduring Understandings:
- Students will understand that story-telling occurs in a multitude of ways and forms in every culture around the globe.
- Students will understand that the skills necessary to excel in Narrative Writing can be used to enrich other forms of writing
- Students will understand that the order of events in a story and the perspective of the narrator or main characters can affect the way we understand its significance
- Students will understand that small details and word choices can help us interpret characters, moods, events, and perspective.

Plot and Sequencing	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	**Tier 1 CPIs: RL.CR.9-10.1, RL.CI.9-10.2, RL.PP.9-10.5, SL.PE.9-10.1, L.VI.9-10.4 A-D**
- Students will discuss the structure of Plot Maps and define the terms that frequently appear in dystopian literature - Students will discuss the help Plot Maps can provide when reading texts as well as the limitations inherent in them - students will be encouraged to consider stories where the plot or sequencing of events is jumbled. They'll be encouraged to consider why a writer may do this and how those decisions affect the story. - As a class or individually, students will read a set of dystopian short stories.	Tier 1 Resources/Materials: "The Most Dangerous Game," Richard Connell (http://www.dukeofdefinition.com/dangerous_game.pdf) "The Pedestrian" Ray Bradbury "Harrison Bergeron" Kurt Vonnegut "We Ate the Children Last" Yann Martel "Hated in the Nation" *Black Mirror* - Plot Map (https://i.pinimg.com/originals/79/21/e5/7921e5d7afd170c8ddec6b4dc1ae4c1f.jpg)
Tier 2 Activities/Strategies (Application/Analysis)	**Tier 2 CPIs: RL.CI.9-10.2,, RL.IT.9-10.3, RL.PP.9-10.5, W.NW.9-10.3 A-E**
- Students will create maps for the texts and will compare the events/elements they mapped with their peers. - Students will practice retelling events from the story in different orders or by focusing on specific moments and expanding them into fully sequenced plots of their own. - Students will use dialectical journals to document events in the text that are relevant to the dystopian elements they've learned.	Tier 2 Resources/Materials: Dialectical Journal Guide and Tips (https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/16378/Pre-AP%2010%20Dialectical-Journal-Handout.pdf)

○ These dialectical journals will also serve as tools to help hone students analytic skills and abilities to focus on details within a text.	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	**Tier 3 CPIs:** **W.NW.9-10.3, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, L.KL.9-10.2, L.VL9-10.3, SL.PE.9-10.1 A-C**
● Students will retrieve randomized details from a plot-generating website and weave them into a short story focused on the plot elements discussed in this unit. Plot structure and event sequencing will be the most important elements of this writing sample. ● Students will create posters focused on individual elements of dystopian literature or societies.	Tier 3 Resources/Materials: ● Plot Generating Site (https://writingexercises.co.uk/children/story-plots-for-children.php)
STUDENT WORK PRODUCTS/ ASSESSMENTS: Discussion engagement, Plot Map samples and definitions, Entries in Dialectical Journals, Plot Maps, Original Short Story, Dystopia Posters	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Google Suite (Classroom, Slides, Documents), E-reading, Plot-Generating Site, Nearpod, ReadWriteThink Interactive Maps

Character Building and Analysis	**RELEVANT RESOURCES/MATERIALS/CPIs**
Tier 1 Activities/Strategies (Knowledge/Comprehension)	**Tier 1 CPIs: RLCR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, SL.PE.9-10.1 A-D, L.VI.9-10.4 A| 8.1.12.A.3**
● Students will define and discuss important literary terms related to characterization and character analysis (antagonist, archetype, protagonist, supporting character, etc). ● Students will discuss the difference between direct characterization and indirect	Tier 1 Resources/Materials: ● STEAL Tips and Guide (http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf) ● "Everyday Use," Alice Walker (https://www.acpsd.net/site/handlers/filedownload.ashx?moduleinstanceid=6626&dataid=60620&FileName=everyday_use_full-text.pdf)

● Students will learn the mnemonic STEAL (Speech, Thoughts, Effects, Actions, and Looks) as a means of analyzing or documenting different characters ● Students will read Alice Walker's "Everyday Use."	
Tier 2 Activities/Strategies **(Application/Analysis)**	**Tier 2 CPIs:** **RL.TS.9-10.4, RL.MF.9-10.6, SL.PE.9-10.1 A-D, SL.UM.9-10.5,** **L.SS.9-10.1, L.VL.9-10.3 A, L.VI.9-10.4**

● Students will play games like Talk, Tip, Act (a form of Charades) to practice acting out and describing different forms of direct and indirect characterization. This will allow students to focus on physical cues in their descriptions.
● Students will use STEAL graphic organizers to chart out characters from "Everyday Use."
   ○ The class will discuss the methods of indirect description used in this story and its focus on objects as a means of characterization
● Students will use their Dialectical Journal to take note of powerful moments of characterization in the text and what they relay to readers
● Students will choose one of the characters from "Everyday Use" and will create either Pinterest Charts, Amazon Carts, or Instagram Stories that reflect the interests and perspectives of that individual. Students will need to draw on class discussions and their own analysis of the characters to complete the assignment.
   ○ Peers in the class will look at one another's chart/cart/story and try to guess the character as a means of assessing success.
	Tier 2 Resources/Materials:
	   ● Dialectical Journal Guide and Tips (https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/16378/Pre-AP%2010%20Dialectical-Journal-Handout.pdf)

Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **RL.IT.9-10.3, W.NW.9-10.3, W.WP.9-10.4, W.SE.9-10.6,** **SL.PE.9-10.1, L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3**

● Students will either generate or use an online randomization tool to create a character of their own. To add detail to the character, students will either draw a sketch of their person, fill out a character questionnaire, or complete a form of our STEAL graphic organizer.
   ○ The class will be presented with the same scenario (ex. Seeing someone bully someone else). They will be tasked with writing either a journal entry from the perspective of their character or a short story describing what their character did in that situation.
   ○ Students will share their work with a peer, who will read the sample and use the STEAL organizer to map out the character's personality. The students who swapped will compare their analyses and discuss details that were successful or misleading.
	Tier 3 Resources/Materials:
	  ● Character Generator (https://writingexercises.co.uk/character.php)
	  ● Character Questionnaire/Detail Activities (https://writingexercises.co.uk/charex.php)
	  ● Gotham Character Questionnaire (https://www.writingclasses.com/toolbox/character-questionnaire/gotham)

STUDENT WORK PRODUCTS/ ASSESSMENTS: Discussion participation; STEAL graphic organizer completions; Entries in dialectical journal; "Everyday Use" carts, charts, or stories; Original character map; Original character scenario writing sample; Peer character analysis and discussion	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Google Suite (Classroom, Slides, Documents), E-reading, Amazon, Instagram, Pinterest, Character-Generating Site, Nearpod, ReadWriteThink Interactive Maps

Perspective/Word Choice/Point of View	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies **(Knowledge/Comprehension)**	**Tier 1 CPIs: RL.CR9-10.1, RL.CI.9-10.2,, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, RL.AA.9-10.7, SL.PE.9-10.1 A-D|** **8.1.12.A.3**
● Students will learn, define, and discuss literary terms related to perspective, point of view, dialogue, and word choice (connotation, denotation, etc.) ● Students will discuss the effects of word choice on the meaning and feeling of descriptors/events. To practice this, students will look at sentences where one word has been changed and discuss the	Tier 1 Resources/Materials: ● Denotation/Connotation Resources (https://www.troup.org/userfiles/929/My%20Files/ELA/MS%20ELA/6th%20ELA/6th%20Unit%203/ConnotationActivitiesassignmentspractice.pdf?id=21743)

significance of that difference (ex: "the man walked in" vs. "the man stomped in.") ● Students will read or listen to "The True Story of the Three Little Pigs" by Jon Scieszka and discuss how perspective can change stories that share the same plot. ● Students will read "Hills like White Elephants" by Ernest Hemingway and discuss how events and characterization can be expressed through dialogue and word choice.	● Baamboozle Connotation Game (https://www.baamboozle.com/quiz/2120) ● "The True Story of the Three Little Pigs," by Jon Scieszka (https://www.youtube.com/watch?v=m75aEhm-BYw) ● "Hills Like White Elephants," Ernest Hemingway (https://www.gvsd.org/cms/lib/PA01001045/Centricity/Domain/765/HillsPDFText.pdf)
Tier 2 Activities/Strategies **(Application/Analysis)**	**Tier 2 CPIs:** **RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, SL.PE.9-10.1 A-D, SL.PI.9-10.4, L.VI.9-10.4**
● Students will write entries in their Dialectical Journals focused on word choice and connotation for both texts in this Unit. ● Students will use the connotation of words within "Hills Like White Elephants" to map the characters and the operation they talk around. ● As a class, students will Plot Map the events in HLWE	<u>Tier 2 Resources/Materials:</u> ● Dialectical Journal Guide and Tips (https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/16378/Pre-AP%2010%20Dialectical-Journal-Handout.pdf)
Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **W.NW.9-10.3, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, SL.PE.9-10.1 A-D, SL.AS.9-10.6, L.SS.9-10.1, L.KL.9-10.2, L.VL9-10.3**
● After reading "The True Story of the Three Little Pigs," students will choose from one of three abridged versions of familiar fairy tales. They'll be tasked with either rewriting the story or responding to it from the perspective of another character. 　○ Students will trade their stories with a peer, who will look for opportunities to add stronger, connotative language. ● After reading "Hills Like White Elephants," students will choose one of three scenarios presented to them (ex. Extending	<u>Tier 3 Resources/Materials:</u> ● "The True Story of the Three Little Pigs" ● "Hills Like White Elephants"

curfew, skipping practice, requesting extra phone time) and will write a conversation between parent and adult using dialogue only. Students will need to focus on connotative words and emphatic sentences to express each individual's feelings.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: Literary terms definitions; Discussion participation; HLWE plot map; Student-produced retelling of fairy tales; Peer edits/suggestions related to connotative words; Original dialogued scenario	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Google Suite (Classroom, Slides, Documents), E-reading, Baamboozle, Youtube, Nearpod, ReadWriteThink Interactive Maps

Unit 2: Informative Writing

NJSLS 21ˢᵗ Century Life and Career Practices: CRP 1; CRP 2; CRP 4, CRP 6; CRP 7; CRP 11

NJSLS Technology: 8.1.12.A.3, 8.1.12.F.1, 8.2.ITH.8.2

Interdisciplinary Connections: (Social Studies - 6.1.12.CivicsHR.8.b; 6.1.12.CivicsDP.12.c; 6.1.12.CivicsPD.12.b; 6.2.6.HistoryHSE.12.a) (Visual and Performing Arts - 1.1.12.D.2) (Life Literacies and Career Skills - 9.4.8.CI.1, 9.4.12.CI.1, 9.4.12.IML.1, 9.4.8.DC.4)

Approximate Time Frame: 3-4 weeks

Big Ideas:
- Empathetic Writing
- Methods of informing (vignettes, graphics, memoirs, etc.)
- Author's purpose
- Podcasting and digital production

Essential Questions:
- How can elements of Narrative Writing be used to share information?
- How does reading about a topic in two different types of text increase understanding?
- In what ways do visual cues or emotive writing transport or connect to a reader?
- How can context and word choice help a reader understand the author's purpose?
- How can making connections to an informational text deepen your understanding of it?
- What are some modern methods of sharing information that can occur outside the bounds of written texts?
- How can you organize your ideas to explain a topic?

Enduring Understandings:
- Students will understand that the inclusion of narrative detail and description can help a reader connect with information or arguments shared through various forms of writing or communication

- Students will understand the value of incorporating elements from different kinds of texts into their writing to communicate dynamically.
- Students will understand that word choice and historical context can help understand an author's purpose and perspective.
- Students will understand how to craft thoughtful and open questions to facilitate story-telling or the sharing of information.
- Students will understand the purpose and efficacy of an informative text as well as the best methods for writing one.

Methods of Communicating	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies **(Knowledge/Comprehension)**	**Tier 1 CPIs:** **RL 9-10.2, RL9-10.4, RL9-10.5, RL9-10.7, RI9-10.1, RI9-10.2, RI9-10.3, RI.9-10.4, RI.9-10.5, RI9-10.6, RI.9-10-7, SL9-10.1 A-D, L9-10.4, L9-10.6 | 8.1.12.A.3, 8.1.12.F.1, 8.2.ITH.8.2**
● Students will take notes on and define terms related to conflict and elements of narrative/informative writing. ● Students will discuss the benefits and drawbacks to different methods of communication - music, graphic novels, photography, videos, and written texts. Students will use graphic organizers to note the differences and benefits of each. ● Students will discuss methods for learning information from one another, specifically through interviews. We'll discuss how the texts in this Unit relate to interviews and interviewing methods. Students may also listen to excerpts from podcasts to analyze the way narrative writing and interviews can work together. ● Students will read excerpts relating to Iqbal Masih - texts will include parts of a memoir and graphic novel. ● Students will look at various pages from George Takei's "They Called Us Enemies." They'll also watch excerpts of interviews with him about the book and his experiences as a child. ● Students can/will look at posts by Humans of New York on Instagram and discuss how individuals share information through personal story-telling and photos.	Tier 1 Resources/Materials: ● "They Called Us Enemies," George Takei ● George Takei Interview (https://www.youtube.com/watch?v=FXEHk-6NGio) ● Edgenuity - "Making a Difference" lessons ● "Humans of New York," Instagram
Tier 2 Activities/Strategies **(Application/Analysis)**	**Tier 2 CPIs:** **RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6, RI.9-10.7, W.9-10.10, SL.PE.9-10.1 A-D**

● Students will apply what they learned about informative texts to analyze short excerpts. ● Students will analyze visual cues through graphic novels and memoirs to answer questions that compare the benefits of each. ● Students will write entries in their Dialectical Journals about specific visuals or scenes from Takei's graphic novel. ● Students will practice crafting useful interview questions as well as rethinking questions into more open queries for the sake of open-ended answers.	Tier 2 Resources/Materials: ● Edgenuity.com
Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **W.IW.9-10.2, W.NW.9-10.3, W.WP.9-10.4, W.WR.9-10.5,** **W.SE.9-10.6, W.RW.9-10.7, SL.PE.9-10.1 A-D, SL.II.9-10.2,** **SL.9.10-4, SL.UM.9-10.5, L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3**

● Students will select one of the pages we read of Takei's graphic novel and will write a short, informative explanation of the event from the perspective of someone in the frames. Students will need to draw on what they learned of narrative writing and informative writing to complete the assignment.
    ○ Students will share their work with a peer, whose task will be to determine which page/set of images the vignette relates to.
● Students will be tasked with interviewing a friend, family member, or someone from their community on the topic of heroism or overcoming conflict. Students will draft their questions ahead of time and have these checked by the instructor. They will then have the option of writing the interview up in memoir format (similar to those we read about Takei and Iqbal) or of creating a visual representation of an experience discussed by the interviewee. Students will record their interviews and upload these to their computers for later use.
	Tier 3 Resources/Materials:
	● Crafting Interview Question Resources (https://ecdn.teacherspayteachers.com/thumbitem/This-is-News-Graphic-Organizer-2182161-1553267369/original-2182161-2.jpg)
	    ○ https://www.searchingforthecalled.org/crafting-good-questions

STUDENT WORK PRODUCTS/ ASSESSMENTS:	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:
Edgenuity lesson completions; Discussion participation; Entries in Dialectical Journal; Takei writing assignment; Interview questions and analysis; Interview writing assignment	Google Suite (Classroom, Slides, Documents), E-reading, Youtube, Nearpod, Edgenuity, Instagram, Voice Notes

Informative Essay	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	**Tier 1 CPIs: RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.9, SL9-10.1 A-D, L.VI.9-10.4**
- Students will define and discuss writing terms and elements like analysis, text evidence, central idea, mood, context, and word choice. - Students will read excerpts from *Warriors Don't Cry* and *The Boy Who Harnessed the Wind*. - Students will complete lessons on Edgenuity related to informational texts and informative writing. - Students will read articles related to preparing and creating podcasts; students will listen to excerpts from informative/narrative podcasts like *This American Life* and others. - Students will download and learn to use Audacity, a sound editing app for their computers.	Tier 1 Resources/Materials: - Edgenuity.com *This American Life,* NPR "Starting Your Podcast: A Guide for Students" (https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students) - Audacity (https://www.audacityteam.org/)
Tier 2 Activities/Strategies (Application/Analysis)	**Tier 2 CPIs: RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.9, W.9-10.10, SL9-10.1 A-D, SL9-10.2, L.VI.9-10.4**
- Students will write entries in their Dialectical Journals about the texts from Edgenuity as well as the podcast episodes they listen to. Entries will focus on the ways writers can share stories and information on the topic of heroism. - Students will fill in comparison charts focused on graphic representations and audio. Students will analyze the incorporation of sounds into story-telling as a means of sharing information.	Tier 2 Resources/Materials: - Edgenuity.com - Podcast Planner/Graphic Organizer (https://i1.wp.com/rumbledesignstore.com/wp-content/uploads/2020/03/podcast-planner-printable.jpg?fit=1100%2C859&ssl=1)

● Students will use graphic organizers to map the narrative/informative structure of the podcast and/or Edgenuity texts	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	**Tier 3 CPIs:** **W.IW.9-10.2, W.NW.9-10.3, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW9-10.7, SL9-10.1 A-D, SL9-10.2, SL9-10.4, SL9-10.5, SL9-10.6, L.SS.9-10.1, L.KL9-10.2, L.VL.9-10.3 |** **8.1.12.A.3, 8.1.12.F.1, 8.2.ITH.8.2**
● Students will return to the interview they conducted earlier in the Unit and use it as material for their own short podcast episode. Students will be required to incorporate some direct quotes from their interview as well as use the audio/interview to craft an informative piece about heroism or overcoming obstacles. ○ Students will be required to map, draft, and script their episode prior to submitting their finished product. ○ Students will share the steps of their process with their peers who will use rubrics to provide feedback and constructive suggestions. ○ Students will use the Audacity app (or other sound-editing tool) to piece their audio into one podcast file. ○ Students will submit all written components and their audio file.	Tier 3 Resources/Materials: ● Podcast Planner (https://i1.wp.com/rumbledesignstore.com/wp-content/uploads/2020/03/podcast-planner-printable.jpg?fit=1100%2C859&ssl=1) ● Audacity Tutorials (audacitytutorials)
STUDENT WORK PRODUCTS/ ASSESSMENTS: Edgenuity lesson completions; Discussion participation; Entries in Dialectical Journal; Comparison charts; Graphic organizers; Podcast map, draft, script; Podcast audio file	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Google Suite (Classroom, Slides, Documents), E-reading, Youtube, Nearpod, Edgenuity, Audacity, Voice Notes

Unit 3: Comparative Writing

21ˢᵗ Century Themes and Skills:
Themes: Global Awareness, Civic Literacy
Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21ˢᵗ Century Life and Career Practices: CRP 1; CRP2; CRP 4; CRP 5; CRP 6; CRP 7; CRP 9; CRP 11; CRP 12

NJSLS Technology: 8.1.12.A.3, 8.1.DA.8.3, 8.1.DA.12.1

Interdisciplinary Connections: (Social Studies - 6.2.6.HistoryHSE.12.a; 6.2.6.HistoryHSE.12.a; 6.2.6.CivicsPD.8.b; 6.2.6.CivicsPD.12.b) (Visual and Performing Arts - 1.3.8.D.5; 1.4.8.A.5) (Mathematics - S-ID.A.1-4; S-ID.B.6a-c; S-ID.C.9; S-IC.B.3; S-IC.B.6) (Life Literacies and Career Skills - 9.4.8.CI.1, 9.4.12.CI.1, 9.4.12.TL.2, 9.4.8.IML.1-5)

Approximate Time Frame: 3-5 weeks

Big Ideas:
- Media Literacy
- Infographics and charts
- Multimedia use in communication
- Persuasive techniques in media
- Comparative analysis

Essential Questions:
- How can information be relayed through infographics, charts, and data?
- How do we synthesize facts shared through graphs into verbal communication?
- What tactics or structures make factual and data-driven arguments work?
- How do different forms of media work to persuade, entice, or inspire us?
- Why does authorship in mass media matter?
- How can messages shared through the media cause social trends or affect public opinion?

●	When should a writer rely on data-driven arguments over sensational tactics? Or vice versa?

Enduring Understandings:
- Students will understand how to read and interpret data shared through graphs, charts, infographics.
- Students will understand how to synthesize, analyze, and verbalize the information shared through charts and graphs.
- Students will understand how to evaluate the efficacy of arguments that focus on or incorporate data and charts.
- Students will understand the ways information is shared through various visual media
- Students will understand the persuasive techniques used in visual media and their influence over viewers
- Students will understand how multimedia messages can affect viewers, begin or perpetuate trends in thinking, and sway public opinion.
- Students will understand the value of both data-driven and sensational arguments as well as situations when one or both are appropriate to use.

Data-Driven Arguments	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies **(Knowledge/Comprehension)**	**Tier 1 CPIs:** **RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, SL9-10.1 A-D, SL.II.9-10.2, L.VI.9.10-4**
● Students will complete Edgenuity lessons related to data-driven arguments ● Students will define and discuss relevant terms such as *graphs*, *infographics*, *chronology*, etc. ● Students will read excerpts from *When Birds Get Flu and Cows Go Mad! How Safe Are We?* ● Students will look at and label the parts of various graphs to better understand how they work to relay information. ● Students will learn how to create surveys on Google Forms and how to create graphs through Google Sheets	Tier 1 Resources/Materials: ● Edgenuity.com ● Google Forms ● Google Sheets ● *When Birds Get Flu and Cows Go Mad! How Safe Are We?*
Tier 2 Activities/Strategies **(Application/Analysis)**	**Tier 2 CPIs:** **RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, W.9-10.9, W.9-10.10, SL.PE.9-10.1 A-D, SL.II.9-10.2**

● Students will analyze different types of graphs to determine what kind of information is being shared in each. They'll be tasked with hypothesizing situations when each chart might prove useful in an argument (ex. A chart showing the relationship between smoking and lung cancer might be used by someone protesting Vape producers).
● Students will choose one chart from class and work backwards to determine what kinds of questions had to be asked to gather the data presented.
● Students will write entries in their Dialectical Journals about the types of charts they encounter, the benefits of including them in an argument, and how some charts are better suited for different situations.
	Tier 2 Resources/Materials:
	   ● Graph examples
	   ● Journals

Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **W.AW.9-10.1, W.IW.9-10.2, W.WP.9-10.4, W.WR.9-10.5,** **W.SE.9-10.6, W.RW9-10.7, SL9-10.1 A-D, SL.PI.9-10.4,** **SL.UM.9-10.5, L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3	8.1.12.A.3,** **8.1.DA.8.3, 8.1.DA.12.1**

● Students will be tasked with choosing a survey topic - a list of possible topics will be provided to help students get started (ex. Dress code in schools, favorite school lunches, favorite Netflix shows, etc.). Students will create a survey with questions relevant to the topic they've selected and share this with their classmates or, if they so choose, the school at large.
● Students will gather the information they collect through the survey and use it to create a chart or graph of their data through Google Sheets.
● Students will then write a one paragraph proposal related to their survey question/data (ex. The abolition of school uniforms, doubling a certain school lunch on the calendar, renewing a show for another season). Students must make use of their chart/the data they collected in their paragraph.
	Tier 3 Resources/Materials:
	   ● Topic list
	   ● Survey

STUDENT WORK PRODUCTS/ ASSESSMENTS:	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:
Completion of Edgenuity lessons, Entries in Dialectical Journal, Participation in class discussion, Analysis of graphs, Google Forms survey, Google Sheets graph, Data-driven proposal	Google Suite (Classroom, Slides, Documents, Forms), E-reading, Nearpod, Edgenuity

Multimedia Literacy	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	**Tier 1 CPIs:** **RI.9-10.4, RI.9-10.5, RI.9-10.6, SL9-10.1 A-D, L.VI.9-10.4|** **8.1.12.A.3**
● Students will complete Edgenuity lessons related to Multimedia techniques and literacy ● Students will define and discuss terms such as *trend, public opinion, sensationalism*, etc. ● Students will discuss various persuasive or suggestive techniques used in visual media, including colors, famous figures, emotional appeals, etc. ● Students will learn the parts and structure of comparative essays.	Tier 1 Resources/Materials: ● Edgenuity.com ● Compare/Contrast Essay Guide (https://edusson.com/blog/how-to-compose-exceptionally-good-compare-and-contrast-essay-outline)
Tier 2 Activities/Strategies (Application/Analysis)	**Tier 2 CPIs:** **RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10., RI.9-10.9, W.IW.9-10.2, W.WP.9-10.4, W.SE.9-10.6, SL9-10.1 A-D, L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3, L.VI.9-10.4 | 8.1.12.A.3, 8.1.DA.8.3, 8.1.DA.12.1**
● Students will examine print advertisements and watch commercials and analyze them for authorship, purpose, persuasive techniques, and effect. ● Students will write entries in their Dialectical Journals on the efficacy of these advertisements and the tactics used to achieve their respective aims. ● Students will also look at political videos or ads to analyze the methods used to inspire or sway voters. Students will focus their attention specifically on word choice for this exercise.	Tier 2 Resources/Materials: ● "Healthy" McDonald's advertisement (https://danfrank.ca/wp-content/uploads/2015/05/maccas.jpg) ● P. Diddy Ciroc advertisement (https://i.pinimg.com/originals/c6/96/f8/c696f828ca8f7aec0f2861938cc5db0c.png) ● "Toughest Vehicle" Jeep advertisement (https://i.pinimg.com/originals/8a/af/ae/8aafaedb99e95c45361b1ba78ad4fd7e.jpg)

Students will choose one of these advertisements, analyze its persuasive techniques, and work backwards to hypothesize what type of individual the media is intended to reach. Students will write and submit a writing sample with their analysis and determination.	● Trump campaign commercial (https://www.youtube.com/watch?v=enJwnRjkE9g) ● Joe Biden campaign commercial (https://www.youtube.com/watch?v=VyJk3H2MtzI)
Tier 3 Activities/Strategies (Synthesis/Evaluation)	**Tier 3 CPIs:** **RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.8, W.IW.9-10.2, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, L.SS.9-10.1, L.KL.9-10.2, L9-10.3**
● Students will write an essay comparing two proposals - one of which will be fact-based and rely on graphs or charts, while the other will rely on the visuals and emotional techniques of multimedia messages. Students will need to weigh the efficacy of each, compare their methodologies, evaluate the success of each, and then choose one proposal to support. Students will need to provide specific details from each proposal and highlight their ability to analyze each type of messaging.	Tier 3 Resources/Materials: ● Essay material
STUDENT WORK PRODUCTS/ ASSESSMENTS: Completion of Edgenuity lessons, Entries in Dialectical Journal, Participation in class discussion, Analysis of advertisements and commercials, Written analysis of political videos; Comparative essay	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Google Suite (Classroom, Slides, Documents, Forms), E-reading, Nearpod, Edgenuity, Youtube

Unit 4: Argumentative Writing

NJSLS 21ˢᵗ Century Life and Career Practices: CRP 1; CRP 2; CRP 4; CRP 5; CRP 6; CRP 7; CRP 8; CRP 9; CRP 11; CRP 12

NJSLS Technology: 8.1.12.A.3, 8.1.12.E.1, 8.1.12.F.1, 8.2.ITH.8.2

Interdisciplinary Connections: (Social Studies - 6.1.4.HistoryUP.12.a; 6.1.4.HistoryHSE.12.a; 6.1.9.HistoryCA.8.b; 6.2.6.CivicsHCR.12.a-c; 6.2.6.CivicsPR.12.b; 6.2.6.CivicsDP.12.b-c; 6.2.6.CivicsPD.12.b) (Life Literacies and Career Skills - 9.4.8.CI.1, 9.4.12.CI.1, 9.4.12.GCA.1, 9.4.12.CTP.1)

Approximate Time Frame: 3-4 weeks

Big Ideas:
- Rhetorical devices and appeals
- Literary devices
- Argumentative essay structure
- Civic responsibilities and duties

Essential Questions:
- How do structure, language, and literary devices help communicate a text's message?
- How can extended metaphors be used in persuasive and argumentative writing?
- How can words and images work together to reach wider audiences?
- How can the same information be used to create opposing arguments?
- What structures or organizations help produce compelling argumentative essays?
- What limitations do young people face when it comes to initiating change? What opportunities are available to them?
- To what extent is it the duty or responsibility of citizens to advocate for change in their communities?

Enduring Understandings:
- Students will understand how literary devices can help convey meaning across different types of communication (poetry, speeches, essays, etc).
- Students will understand how to recognize and analyze literary devices in texts as well as how to incorporate them into their own writing.
- Students will understand the value of grounding texts in their historical and cultural contexts
- Students will understand the various components of a successful argument and how to craft their own
- Students will understand the ongoing importance of civic engagement, despite the obstacles that accompany it

Rhetorical and Literary Devices	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	**Tier 1 CPIs: RL.CT.9-10.8, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.9, SL.PE.9-10.1, L.VI.9-10.4**
• Students will complete lessons on Edgenuity • Students will define and discuss terms such as *extended metaphors, allusion, impact, rhetoric*, etc. • Students will learn about and take notes on the Harlem Renaissance, the Civil War, the Dust Bowl, and the Great Depression, to help ground their readings of related texts • Students will read excerpts from "I Hear America Singing," "I, Too, Sing America," *The Gettysburg Address*, "O Captain! My Captain!," and *Years of Dust*. • Students will learn how to create video montages with apps like iMovie	Tier 1 Resources/Materials: • Edgenuity.com • "I Hear America Singing," Walt Whitman • "I, Too, Sing America," Langston Hughes • *The Gettysburg Address*, Abraham Lincoln • "O Captain! My Captain!" Walt Whitman • *Years of Dust: The Story of the Dust Bowl*, Albert Marrin • iMovie montages (https://smallbusiness.chron.com/make-montage-imovie-30849.html)
Tier 2 Activities/Strategies (Application/Analysis)	**Tier 2 CPIs: RL.TS.9-10.4, RL.AA.9-10.7, RI.9-10.9, W.WP.9-10.4, W.SE.9-10.6, SL.UM.9-10.5, L.VI.9-10.4 | 8.1.12.A.3, 8.1.12.F.1**
• Students will complete entries in their Dialectical Journals related to the poems they read in class. They'll focus primarily on the literary devices they see within the poem as well as how the texts relate to/draw from their respective social situations.	Tier 2 Resources/Materials: • "An Elegy for George Floyd," Oludamini Ogunnaike (https://sapelosquare.com/2020/06/10/an-elegy-for-george-floyd/)

● Students will be assigned contemporary poems that reflect various perspectives on American culture today. Students will search for the literary devices they've learned and annotate/map the texts accordingly. ● Using Google, social media, or their own cameras, students will find/take photographs that they think correspond or accentuate the message communicated through the poem they read.	● "Accents," Denice Frohman (https://folukeafrica.com/accents-by-denice-frohman/) ● "a song for many movements," Audre Lorde (https://punchinthefacepoetry.com/post/12943746432/a-song-for-many-movements-audre-lorde)
Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **W.IW.9-10.2, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6,** **SL.PE.9-10.1 A-D, SL.II.9-10.2, SL.UM.9-10.5, SL.AS.9-10.6,** **L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3	8.1.12.F.1, 8.2.ITH.8.2**
● Students will be tasked with writing a short poem of their own in the style of any of the texts/excerpts they read. They will need to include a number of the literary devices we discussed in class. ● Students will practice reading either the poem they wrote or one of the poems we read in class. They will use some of the images they found and seek out others to accompany their chosen text. They will record themselves reading the poem and use iMovie or another video editing app to create a digital montage to accompany their reading. Students will share/upload their final products.	Tier 3 Resources/Materials: ● Past texts/excerpts ● Recording Program
STUDENT WORK PRODUCTS/ ASSESSMENTS: Completion of Edgenuity lessons, Entries in Dialectical Journal, Participation in class discussion, Analysis of poems and speech excerpts, Literary device mapping, Poetry sidebar images, Original poem, Reading/montage video	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Google Suite (Classroom, Slides, Documents, Forms), E-reading, Nearpod, Edgenuity, Instagram, iMovie, Voice notes

Argumentative Essay	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies	**Tier 1 CPIs:**

(Knowledge/Comprehension)	RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.9, SL.PE.9-10.1 A-D, SL.ES.9-10.3, L.VI.9-10.4| 8.1.12.A.3
● Students will define and discuss terms related to the structure of an argumentative essay (ex. *claim, thesis, counterclaim, rebuttal, transitions, etc)*. ● Students will learn how to map arguments according to the terms mentioned above ● Students will read excerpts from speeches by MLK Jr. and George Wallace ● Students will discuss the history of segregation in the United States and the civil rights efforts of Americans during that time to initiate change ● Students will discuss what it means to impact one's community and brainstorm ways, big and small, that someone could enact change.	Tier 1 Resources/Materials: ● Essay map/organizer
Tier 2 Activities/Strategies **(Application/Analysis)**	**Tier 2 CPIs:** **RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.9, W.WP.9-10.4, W.WR.9-10.5, SL.PE.9-10.1 A-D, SL.ES.9-10.3, L.VI.9-10.4**

● Students will use graphic organizers to map out the claims made in short argumentative essays. Students will apply what they've learned about the structure of these essays to label the sample components.
  ○ These essays or speeches will reflect some of the contemporary movements in the US led by young people (related to climate change, gun control, BLM, etc)
  ○ Students will write in their Dialectical Journals about excerpts from these speeches and what rhetorical devices/moments made impacts on them as they read or watched.
	Tier 2 Resources/Materials:
	● Greta Thunberg's speech at the UN Climate Action Summit (https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit)
	● "March for Our Lives Speech," Emma Gonzalez (https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit)
	● Anya Dillard's speech re: Black Lives Matter (https://www.youtube.com/watch?v=_3O_Lu2qRJQ)
	● "Why Black Lives Matter NOW," Ellis Fearon (https://www.youtube.com/watch?v=A7EZWBIPUUQ)

● Students will receive excerpts of essays and work together to suggest improvements or edits according to what they know about the essay structure. ● Students will analyze the speeches by MLK Jr. and George Wallace, focusing primarily on rhetorical techniques, argument structure, and the use of similar sources for opposing points. ● Students will discuss and analyze the efficacy of social movements in the US. They'll map out together the successes and setbacks of individuals who attempted to initiate change in their communities/country.	
Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **W.AW.9-10.1, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7, SL.PE.9-10.1 A-D, SL.II.9-10.2, SL.PI.9-10.4, SL.AS.9-10.6, L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3 | 8.1.12.A.3, 8.1.12.E.1**
● Students will choose one of the contemporary civic-related movements they read about through excerpted speeches or focus on something more grounded in their own communities and write an argumentative essay on young people's ability to initiate change. ● Students will draft their essays according to the graphic organizers they'll have worked with during the unit. Students will pair up with a peer in the class, who will look over his/her outline and rough draft to provide constructive feedback related to format. Students will use a shared rubric to guide their suggestions. ● Students will submit their final draft to the instructor.	Tier 3 Resources/Materials: ● Excerpted speeches
STUDENT WORK PRODUCTS/ ASSESSMENTS: Completion of Edgenuity lessons, Entries in Dialectical Journal, Participation in class discussion, Analysis of speech excerpts and argumentative claims, Editing of argumentative essay	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Google Suite (Classroom, Slides, Documents, Forms), E-reading, Nearpod, Edgenuity, Youtube, TedTalks

excerpts, Original argumentative essay outline, rough draft, and final draft; Response and feedback to peer drafts	

Unit 5: Research-Based Writing

21st Century Themes and Skills:
Themes: Global Awareness, Civic Literacy
Skills: Learning and Innovation Skills (Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration), Information, Media & Technology Skills (Information Literacy, ICT [Information, Communications & Technology] Literacy), Life & Career Skills (Flexibility & Adaptability, Initiative & Self-Direction, Social & Cross-Cultural Skills, Productivity & Accountability)

NJSLS 21st Century Life and Career Practices: CRP 1; CRP 2; CRP 4; CRP 5; CRP 6; CRP 7; CRP 11

NJSLS Technology: 8.1.12.A.3, 8.1.12.C.1; 8.1.12.F.1

Interdisciplinary Connections: (Social Studies - 6.2.6.CivicsCPI.12.c; 6.2.6.GeoHEI.b-d; 6.2.5.HistoryUP.12.a) (Life Literacies and Career Skills - 9.4.8.CI.1, 9.4.12.CI.1, 9.4.8.CI.1, 9.4.12.GCA.1)

Approximate Time Frame: 3-5 weeks

Big Ideas:
- Research and evidence
- Social critiques
- Irony and satire
- Facts vs. opinions
- Cause and effect
- Utopia vs. dystopia

Essential Questions:
- How can evidence be used to develop a writer's claims?
- How does data help a reader make sense of a situation?
- How can fictional elements be used to promote a philosophical idea?
- How can irony and satire be used to criticize society's shortcomings?
- Why has the genre of Science Fiction lent itself so well to the area of social critique?
- What are blogs and how can they help us communicate big ideas to one another?

●	What elements are necessary for virtual platforms, like blogs, to be appealing or successful?

Enduring Understandings:
- Students will understand how evidence and data can be used in research-based communications to develop or support an argument.
- Students will understand how data can be used prior to formulating a claim in order to ground one's thinking
- Students will understand how to distinguish fact from opinion in a text and their own writing.
- Students will understand the role fiction has played in promoting philosophical ideas and social critiques.
- Students will understand the differences between satire and irony as well as when each of these techniques works best
- Students will understand how to recognize irony and satire in texts and analyze their topic of criticism
- Students will understand how to weave these techniques and elements together in their own research-based writing
- Students will understand the steps and digital elements necessary for creating a blog

Research-based Rhetoric	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	**Tier 1 CPIs:** RL.CR.9-10.1, RL.CI.9-10.2,, RL.IT.9-10.3, RL.PP.9-10.5, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.9, SL.PE.9-10.1 A-D, L.VI.9-10.4
- Students will define and discuss terms related to research-based writing, such as *reasoning, rhetoric, facts, satire, irony,* etc. - Students will review the value and effect of evidence, data, literary elements, and rhetorical devices in an argumentative text - Students will discuss the role Science Fiction has played in the arena of social critique and define terms such as *utopia* and *dystopia*. - Students will learn to recognize satire and irony in a text and tell the difference between the two - Students will read excerpts from *Fast Food Nation, Freakonomics, Anthem,* "The Girl Who Silenced the World for Five Minutes," and "Harrison Bergeron."	Tier 1 Resources/Materials: - Edgenuity.com *Fast Food Nation*, Eric Schlosser *Freakonomics*, Stephen J. Dubner and Steven Levitt *Anthem*, Ayn Rand "The Girl Who Silenced the World for Five Minutes," Severn Cullis-Suzuki "Harrison Bergeron," Kurt Vonnegut
Tier 2 Activities/Strategies (Application/Analysis)	**Tier 2 CPIs:** RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.6, RI.9-10.8, SL.PE.9-10.1 A-D, SL.ES.9-10.3, SL.PI.9-10.4

● Students will write entries in their Dialectical Journal about the texts they read in class, paying particular attention to the tactics used by each writer to promote their idea or claim. ● Students will practice distinguishing fact from opinions in sample texts and will work to edit opinions into demonstrable facts ● Students will use graphic organizers to demonstrate cause and effect relationships in the abstract and then trace them within sample texts	Tier 2 Resources/Materials: ● Dialectical Journals
Tier 3 Activities/Strategies **(Synthesis/Evaluation)**	**Tier 3 CPIs:** **RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4,** **RL.PP.9-10.5, RL.MF.9-10.6, W.AW.9-10.1, W.IW.9-10.2,** **W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, L.SS.9-10.1,** **L.KL.9-10.2, L.VL.9-10.3 | 8.1.12.A.3**
● Students will choose a short Science Fiction to read or show to watch. Options will be provided by the instructor beforehand. Students will then read or watch the example they selected and analyze what element of society it's critiquing and how. ● Students will be provided graphic organizers to assist them in their analysis - organizers will direct students to consider topics from the unit like satire, irony, cause and effect, etc. ● Students will complete the graphic organizer and use it as a pre-writing document while they draft a review of their text. Students will need to evaluate what they read/watched in terms of the efficacy of its critique and rhetorical strategies. ● Students will post their reviews on a sample blog set up by the instructor for this purpose.	Tier 3 Resources/Materials: ● "The Pedestrian," Ray Bradbury (http://www.riversidelocalschools.com/Downloads/pedestrian%20short%20story.pdf) ● "There Will Come Soft Rains," Ray Bradbury (https://www.btboces.org/Downloads/7_There%20Will%20Come%20Soft%20Rains%20by%20Ray%20Bradbury.pdf) ● "Speech Sounds," Octavia Butler (https://www.unl.edu/english/docs/englishweek17/engl200-speechsounds.pdf) ● *Minority Report* ● *District 9* ● *Elysium* ● Episodes from *The Twilight Zone, Altered Carbon* ● Blogger.com ● Wordpress.com

STUDENT WORK PRODUCTS/ ASSESSMENTS:	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:
Participation in class discussion, Entries in Dialectical Journals, Opinions vs. facts exercises, Cause and effect graphic organizers, Science Fiction graphic organizer, Science Fiction review and blog post	Google Suite (Classroom, Slides, Documents, Forms), E-reading, Nearpod, Edgenuity, Youtube, Blogger/Wordpress

Blog-Creation	RELEVANT RESOURCES/MATERIALS/CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	**Tier 1 CPIs:** **RI.9-10.6, RI.9-10.8, SL.PE.9-10.1 A-D, SL.PI.9-10.4, L.VI.9-10.4 | 8.1.12.F.1**
- Students will define and discuss terms like *viewpoint, blog, multimedia, content, feedback, interactivity, etc.* - Students will review tactics for research as well as how to differentiate credible sources from less-factual ones. - Students will become familiar with graphic organizers related to blog production and organization. - Students will visit Blogger.com and learn how to start, design, and submit posts on their own blog.	Tier 1 Resources/Materials: - Edgenuity.com - Blogger.com - Blog Post Tips (https://optinmonster.com/7-tips-to-write-a-blog-post-that-converts/)
Tier 2 Activities/Strategies (Application/Analysis)	**Tier 2 CPIs:** **RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.5, RI.9-10.8, L.VI.9-10.4| 8.1.12.F.1**
- Students will visit a series of famous/successful blogs and discuss what elements of a successful blog each site features - Students will analyze how the inclusion of different elements (graphs, images, polls, videos, etc.) enhances the blog and facilitates its sharing of information - Students will use their graphic organizers to map out some of the blogs they visit to see how other bloggers set up their information and relay their ideas.	Tier 2 Resources/Materials: - True Crime https://www.talkmurderwithme.com/ - Travel https://www.lilistravelplans.com/ - Hip Hop https://grungecake.com/
Tier 3 Activities/Strategies (Synthesis/Evaluation)	**Tier 3 CPIs:** **W.AW.9-10.1, W.IW.9-10.2, W.NW.9-10.3, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7, SL.PE.9-10.1 A-D,**

	SL.PI.9-10.4, SL.UM.9-10.5, SL.AS.9-10.6, L.SS9-10.1, L.KL.9-10.2, L.VL.9-10.3 | 8.1.12.A.3, 8.1.12.C.1

● Students will select one of the social justice topics we've discussed throughout the semester (police reform, racial equality, environmental protections, immigration policies, etc).
● Students will choose to either: write a research-based argument on the topic of their choice OR write their own Science Fiction/satirical short story critiquing that topic.
   ○ Graphic organizers and guides will be provided to each student to support their writing efforts.
   ○ Students will need to draw on the skills they learned throughout the previous units.
   ○ Students will complete outlines, drafts, and final drafts
   ○ Students will partner with a peer who will check their outline/drafts and provide constructive feedback
● Students will create a blog using Blogger.com and design it to match the topic of their essay/short story. Students will need to incorporate multimedia and interactive components into their design
● Students will post their essay/short story onto their blog and share the link to their site over Google Classroom. Students will be required to visit and comment on a peer's post.
	Tier 3 Resources/Materials:
	  ● Topics list
	  ● Blogger.com

STUDENT WORK PRODUCTS/ ASSESSMENTS: Participation in class discussion; Entries in Dialectical Journals; Blog analysis and graphic organizers; Original essay/story outline, draft, and final draft; Blog creation; Blog post; Peer blog comment	**INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:** Google Suite (Classroom, Slides, Documents, Forms), E-reading, Nearpod, Edgenuity, Youtube, Blogger/Wordpress

Differentiation/Accommodations/Modifications			
Gifted and Talented	**English Language Learners**	**Students with Disabilities**	**Students at Risk of School Failure**
(content, process, product and learning environment) **Extension Activities** Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Use of Higher Level Questioning Techniques Provide assessments that require higher level thinking Varied Lexile levels of reading Increased production in writing assignments Substituting written texts with project based learning	**Modifications for Classroom** Literature-Centered Language Development. **Instructional Supports:** Hands-on materials -bilingual dictionaries -visual aids -teacher made adaptations, outlines, study guides -varied leveled texts of the same content **Modifications for Homework/ Assignments** **Preparing students for the lesson:** • Building Background Information through brainstorming, semantic	*(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)* **Modifications for Classroom** Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Student may request books on tape / CD / digital media, as available and Varied Lexile levels of reading	**Modifications for Classroom** Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments.

Varying time requirements to complete assignments

Student-directed learning/ independent studies

Extension Activities

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of art and/or artists to understand society and history.

Use of Higher Level Questioning Techniques

Provide assessments that require higher level thinking

Flexible Grouping:

http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy

Jigsaw Activities:

http://www.adlit.org/strategies/22371/

webbing, use of visual aids and other comprehension strategies.

• Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.

• Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in English.

• Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses.

• Giving Directions-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be

- Increased production in writing assignments
- Substituting written texts with project based learning
- Varying time requirements to complete assignments

Student-directed learning/ independent studies appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Modifications for Homework and Assignments
Extended time to complete assignments

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

	provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc	Provide the student with clearly stated (written) expectations and grading criteria for assignments.	Extended time to complete assignments.
	Presenting the Lesson		Provide the student with clearly stated (written) expectations and grading criteria for assignments.
	• Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.	**Modifications for Assessments** Extended time on classroom tests and quizzes.	**Modifications for Assessments** Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed.
	• Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.	Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions	Restate, reread, and clarify directions/questions Distribute study guide for classroom tests.
	• Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.		Establish procedures for accommodations / modifications for assessments.
	• Utilize a "reverse chronology" approach to teaching history/social		

| | studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Additional Resources

CanDo Descriptors - https://www.wida.us/standards/CAN_DOs/

Colorin Colorado - http://www.colorincolorado.org/educators/

WIDA - https://www.wida.us/ | | |
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