**High School**

**Language Arts Grade 12 Multicultural Literature**

**Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS**

**LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton**

**Superintendent**

**Denise Cleary**

**Assistant Superintendent**

**Dr. Patricia Tartivita**

**Supervisor of Secondary Language Arts**

**The Linden Board of Education adopted the Curriculum Guide on:**

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| **August 26, 2021** |  | **Education – Item # 9** |
| **Date** |  | **Agenda Item** |
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| **Rationale****Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.**  |

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

504 Officer & District Anti-Bullying Coordinator

Annabell Louis – (908) 486-2800 ext. 8025; alouis@lindenps.org

Title IX Coordinator

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**Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

**Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden’s diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

**Language Arts Department Vision**

Think Critically. Read Widely. Write Effectively. Speak Thoughtfully.

**Language Arts Department Mission Statement**

The mission of the Linden Public Schools Language Arts Department is to develop lifelong learners who are inquisitive, engaged, and reflective. Our goal is to foster literacy skills for reading, writing, speaking, and listening. Through a collaborative approach and rigorous curriculum, we promote every student’s creativity, empathy, and self-worth. The students we educate will be effective communicators, equipped to succeed in a global community.

.

**Course Description**

Language Arts are the abilities that enable one to think and express ideas logically and creatively; understand and participate meaningfully in spoken, written, and non-verbal communication; formulate and answer questions; and search for, organize, evaluate and apply information. The program is aligned with the New Jersey Student Learning Standards for Language Arts Literacy. The Language Arts program provides inclusion teachers in some classes to help students academically. Honors classes are offered in ninth, tenth, eleventh, and twelfth grades at the high school level. Students will be required to complete a research paper and outside reading. There is also a required Capstone project.

**Course Instructional Materials**

* *The Bedford Reader*, 13th Edition
* Writing in Response to Reading Rubric
* Edmentum Benchmark
* Capstone summative project
* Grade level novels and drama

**Standards and NJDOE Mandates Guiding Instruction**

* 1. New Jersey Student Learning Standards
	2. Amistad Commission Mandates…

(specific topics are identified where appropriate within each unit)

* the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African‐Americans to our society
* evidence is found in all grade‐bands in the district’s K to 12 Language Arts, [e.g., units about slavery, civil rights)
* Resources available at: <http://www.njamistadcurriculum.net>
	1. Holocaust Commission Mandates…

(specific topics are identified where appropriate within each unit)

* + - the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
		- the implementation of this mandate will be found in the district’s K to 12 Language Arts curricula
		- Resources available at: <https://www.nj.gov/education/holocaust/index.shtml>
	1. History of disabled and LGBT persons included in middle and high school curriculum
* A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of **middle school and high school** students as part of the district's implementation of the New Jersey Student Learning Standards.
* Resources at: <https://www.lgbtqhistory.org/lesson-plans/>
	1. Diversity, Equity, and Inclusion Mandate…
		+ Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards.
		+ Resources available at: <https://www.welcomingschools.org>
	2. Asian American and Pacific Islanders Mandate
* A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards.
* Resources available: <https://asianamericanedu.org>

**Other General Interdisciplinary Connections / Materials**

(specific materials are referenced within each unit, where applicable)

* History: Historical implications of the works being studied
* Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
* Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
* Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

**Pacing Guide**

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| **First****Marking Period****September 1 to November 15** | **Identity & The Family (Unit 1)****Time Frame: 10 Weeks****7 Weeks Instruction****Unit Test Week 7** **Reflection/Common Assessment Meeting Week 8****ReTeach/ReAssess Weeks 9-10** |
| **Second****Marking Period****November 16-January 31** | **Customs, Traditions, Religion, and Gender Roles (Unit 2)****Time Frame: 10 Weeks****7 Weeks Instruction****Unit Test Week 7** **Reflection/Common Assessment Meeting Week 8****ReTeach/ReAssess Weeks 9-10** |
| **Third****Marking Period****February 1-April 5** | **Stereotyping & Prejudice/ Rebellion & Non-Conformity (Unit 3)****Time Frame: 10 Weeks****7 Weeks Instruction****Unit Test Week 7** **Reflection/Common Assessment Meeting Week 8****ReTeach/ReAssess Weeks 9-10** |
| **Fourth****Marking Period****April 6-June 22** | **Education & Social Class (Unit 4)****Time Frame: 10 Weeks****7 Weeks Instruction****Unit Test Week 7** **Reflection/Common Assessment Meeting Week 8****ReTeach/ReAssess Weeks 9-10****CAPSTONE PROJECT** |

**Vertical Integration – Discipline Mapping**

The twelfth-grade curriculum falls at the end of the high school experience.  In the Language Arts Curriculum, what is learned throughout high school prepares students for college and career readiness. It refines skills and knowledge to be used and further developed beyond high school. In this way, basic skills and knowledge are reinforced and extended. At the end of the course, students are prepared for the reading, writing, speaking, and listening demands of the workplace or college classroom.

**Accommodations, Modifications, and Teacher Strategies**

(specific recommendations are made in each unit, where applicable)

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| **Instructional Strategies*** Teacher Presentation
* Student Presentation
* Class Discussion
* Socratic Discussion
* Reading for Meaning
* Inquiry Design Model
* Interactive Lecture
* Interactive Notetaking
* Compare and Contrast
* Research Based
* Problem Based
* Project Based

**504 Plans**Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:* walk, breathe, eat, or sleep
* communicate, see, hear, or speak
* read, concentrate, think, or learn
* stand, bend, lift, or work

Examples of accommodations in 504 plans include:* preferential seating
* extended time on tests and assignments
* reduced homework or classwork
* verbal, visual, or technology aids
* modified textbooks or audio-video materials
* behavior management support
* adjusted class schedules or grading
* verbal testing
* excused lateness, absence, or missed classwork
* pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy
 | **Gifted and Talent Accommodations and Modifications*** Allow for further independent research on topics of interest related to the unit of study
* Advanced leveled readers and sources
* Increase the level of complexity
* Decrease scaffolding
* Variety of finished products
* Allow for greater independence
* Learning stations, interest groups
* Varied texts and supplementary materials
* Use of technology
* Flexibility in assignments
* Varied questioning strategies
* Encourage research
* Strategy and flexible groups based on formative assessment or student choice
* Acceleration within a unit of study
* Exposure to more advanced or complex concepts, abstractions, and materials
* Encourage students to move through content areas at their own pace
* After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
* Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas
 | **Special Education and At-Risk Accommodations and Modifications*** Focus on concept not details
* More visual prompts
* Leveled readers and teacher annotated sources
* Timelines and graphic organizers
* Remove unnecessary material, words, etc., that can distract from the content
* Use of off-grade level materials
* Provide appropriate scaffolding
* Limit the number of steps required for completion
* Time allowed
* Level of independence required
* Tiered centers, assignments, lessons, or products
* Provide appropriate leveled reading materials
* Deliver the content in “chunks”
* Varied texts and supplementary materials
* Use technology, if available and appropriate
* Varied homework and products
* Varied questioning strategies
* Provide background knowledge
* Define key vocabulary, multiple-meaning words, and figurative language.
* Use audio and visual supports, if available and appropriate
* Provide multiple learning opportunities to reinforce key concepts and vocabulary
* Meet with small groups to reteach idea/skill
* Provide cross-content application of concepts
* Ability to work at their own pace
* Present ideas using auditory, visual, kinesthetic, & tactile means
* Provide graphic organizers and/or highlighted materials
* Strategy and flexible groups based on formative assessment
* Differentiated checklists and rubrics, if available and appropriate
 | **English Language Learners Accommodations and Modifications****HMH Into Literature has specific English Learner Support for every unit. Examples include:****Practice Academic Vocabulary (Unit 1)****Provide Definitions (Unit 1)*** Focus on concept not details
* More visual prompts
* Leveled readers and teacher annotated sources
* Guided notes with highlighted words and concepts
* Use of Merriam-Webster’s ELL dictionary
* Timelines and graphic organizers
* Remove unnecessary material, words, etc., that can distract from the content
* Use of off-grade level materials
* Provide appropriate scaffolding
* Limit the number of steps required for completion
* Time allowed
* Level of independence required
* Tiered centers, assignments, lessons, or products
* Provide appropriate leveled reading materials
* Deliver the content in “chunks”
* Varied texts and supplementary materials
* Use technology, if available and appropriate
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* Differentiated checklists and rubrics, if available and appropriate
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| **Unit #1****Identity & The Family** |
| **Overview** |

In this Unit, students will explore the concepts of identity and the family as they relate to the most basic elements of one’s culture. Students will read literature, novels, and poetry that expose a variety of cultural experiences and viewpoints. Students will become familiar with narrative techniques, such as plot and character development and pacing, and write narratives, both real and imagined, that express their own multicultural views and experiences. Students will record their own personal reactions and discoveries in a journal, which will span the entire scope of this course.

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| **STAGE 1** **Desired Results** |

**Essential Questions…**

How is “identity” shaped by one’s culture?

What is the role of the family in shaping one’s identity?

What does it mean to be “a family”? (i.e., birth, people related to you, chosen, extended, etc.)

What are the facets of a person’s identity? How are these facets developed, gained, or lost?

How much of identity is innate? How much is taught? (Nature vs. Nurture)

What are some cultural expectations of the individual and of the family?

**POWER STANDARDS (Commonly Assessed):**

**Reading Literature Key Ideas and Details**

**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.

**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.

**Writing Production and Distribution of Writing**

**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.

**Research to Build and Present Knowledge**

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply grades 11–12 Reading standardsto literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**Presentation of Knowledge and Ideas**

**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.

**Knowledge of Language**

**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).

**Supporting Standards/Cumulative Progress Indicators:**

**RL.11-12.1.**

**RL.11-12.2.**

**RL.11-12.6.**

**RL.11-12.9.**

**RI.11-12.1.**

**RI.11-12.2.**

**RI.11-12.3.**

**RI.11-12.7.**

**W.11-12.1.A-E**

**W.11-12.4.**

**W.11-12.7.**

**SL.11-12.1.D**

**SL.11-12.2.**

**SL.11-12.2.**

**SL.11-12.3.**

**SL.11-12.5.**

**L.11-12.6.**

**Grades 9-12 Sample Career Readiness, Life Literacies, and Key Skills for Unit 1:**

TECH.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 (e.g., NJSLSA.W8, Social

Studies Practice: Gathering and Evaluating Sources.

TECH.9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

TECH.9.4.12.DC.8 Explain how increased network connectivity and computing capabilities of everyday

objects allow for innovative technological approaches to climate protection.

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

solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

TECH.9.4.12.IML.6 Use various types of media to produce and store information on climate change for

different purposes and audiences with sensitivity to cultural, gender, and age diversity

(e.g., NJSLSA.SL5).

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or

other project and determine the strategies that contribute to effective outcomes.

TECH.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 (e.g., 7.1.AL.IPERS.6).

TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within

information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

TECH.9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information.

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

TECH.9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,

7.1.AL.IPRET.6).

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

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or

ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

WRK.9.2.12.CAP.11 Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA)

requirements to apply for postsecondary education.

WRK.9.2.12.CAP.4 Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

WRK.9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in

areas of career interest.

**Students will know how to and be able to...**

* Analyze character and plot
* Make inferences
* Share and discuss plot details
* Analyze punctuation and tone
* Write a poem
* Critique a poem orally
* Determine author’s purpose
* Cite evidence and draw conclusions
* Make connections
* Analyze rhetorical devices
* Identify audience

**New Jersey Department of Education - State Instructional Mandates Samples from Unit 1:**

Topics that address the Amistad Commission Mandate…

“When Tribal National Expel Their Black Members” by Philip Deloria (Social Studies Standard 6.1.12.HistoryUP.2.b)

Topics that address the Holocaust Commission Mandate…

"I Was 11 on 9/11": An Eyewitness Account of September 11, 2001: Laura Modigliani (Social Studies Standard 6.2.HistoryUP.1)

Topics that address the LBGT and Special Needs Mandate…

“Remembering My Childhood on the Continent of Africa” by David Sedaris

SEL: [Students Cope with Stress](https://newsela.com/read/schools-help-students-stress/id/38353/?search_id=06ab44e5-af36-422b-a41b-79b8f5a54a4b)

SEL: [How to Communicate Effectively](https://newsela.com/read/lib-how-to-communicate-effectively/id/40603/?collection_id=2000000398&search_id=658af531-96ec-45f1-9b81-7269abbf5510)

SEL: [Keeping Up with the Joneses](https://www.commonlit.org/en/themes/social-pressure/essential_questions/why-do-people-follow-the-crowd)

Social Justice:[How to Plan a Protest](https://newsela.com/read/elem-how-to-plan-a-protest/id/43541/)

Social Justice: [First Hijab-Wearing Law Maker](https://newsela.com/read/first-hijab-wearing-muslim-knesset/id/2001011515/)

Social Justice: [Grassroots Activism in the US](https://newsela.com/read/lib-grassroots-activism/id/37403/)

Social Justice: [Quilting and Politics](https://www.readworks.org/article/Quilting-and-Social-Issues/53a1f3f8-9707-474f-b653-67253ac372e0#!articleTab:content/contentSection:51bfb143-6ce9-44fb-8f14-ed3e9f0dfc53/)

Social Justice: [First Woman Senator](https://www.readworks.org/article/Overcoming-Barriers/8b834eeb-bcd9-43e4-bb94-1e8daf5260d5#!articleTab:content/contentSection:53a04838-3db2-499c-b431-2f648b77c227/)

LGBTQ: [Laws Protect Transgender Students’](https://newsela.com/read/VA-law-transgender-students/id/2001006531/?search_id=0877e55c-5361-4109-99eb-cf072bd502f0) Rights

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| **STAGE 2****Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Closely read the text (questioning, determining importance, looking for
patterns) to extract quality evidence to support a claim
* Use evidence from the text to make and check predictions as you read
* Make personal connections, connections to other texts, and/or global
connections, when relevant
* Gather evidence from the text to support inferences or explicit meaning
* Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
* Combine text information and prior knowledge (personal experience and/or
previous reading) to create new information in the form of inferences
* Evaluate the author’s effectiveness in determining the interactions between
character, setting, and plot
* Analyze the impact specific story elements have on the text
* Evaluate the structure of the text (ex. en media res, flashbacks, tragic elements).
* Analyze how an author has chosen to structure a text and order events within it.
* Conclude why the author chose that structure and how it enhances the work as a whole.

**Sample Student Strategies and Activities:**

* Three Before Me (*The Core Six*)
* Notice and Note
* Graphic Organizers (teacher made)
* Reading Log
* RACE Strategy – Restate the question in your response; answer the question; cite textual evidence to support your answer; explain how the selected evidence supports your answer
* Reading for Meaning (*The Core Six*) Create a graphic organizer with claim statements to agree or disagree with. Select text evidence to support your thinking
* Modeled Discussions
* Participate in Collaborative Discussions
* Utilize Graphic Organizers to analyze texts (summarizing, central idea, NF text structure)
* *Link:* Teaching Channel: Thinking Notes Strategy For Close Reading
* *Link :*[Socratic Seminar: ReadWriteThink](http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html)
* *Link:* [Levels of Thinking in Bloom’s and Webb’s Depth of Knowledge](http://www.ccresa.net/wp-content/uploads/2012/06/dok_blooms_comparison.pdf)
* Notice and Note Signposts (*Into Literature*) - Practice close reading by using signposts to guide your thinking.
* Check Your Understanding questions found at the end of each selection
* Think- Pair- Share (*The Core Six*)
* Gather supporting evidence using a graphic organizer
* Write an introduction paragraph, including hook, background, title, author, genre, summary (TAG,) and thesis statement (claim).
* Cite evidence correctly following the MLA format.

**Sample Resources:**

*The Bedford Reader*, 13th Ed., Kennedy, Kennedy, Aaron, Repetto

“Arm Wrestling with My Father” Manning

“Shooting Dad” Vowell

“Remembering My Childhood on the Continent of Africa” Sedaris

“The Way to Rainy Mountain” Momaday

“We’re Not…” Roman

“Supporting Family Values” Chavez

“Bassackwards: Construction Spanish and Other Signs of the Times” Nordlinger

“Only Daughter” Cisnersos

“Once More to the Lake” White

**Sample Formative Assessments:**

* Somebody Wanted But So
* Response Log at the end of Unit 1 for each selection reading
* Selection Tests for Unit 1
* Rough Draft with Rubric
* Peer Edit Rubric Read Write Think
* Respond to the Essential Question
* Writing Frames (*Tools for Thoughtful Assessment*)
* Mapping (*Tools for Thoughtful Assessment*)
* ABC Summary
* Kagen Learning Chips: Review Chips
* Unit 1 Quizzes
* Edmentum Exact Path/Diagnostic

**Sample Summative/Alternative Assessments:**

* Unit I Test
* Write a Narrative Essay
* Write a College Essay (personal narrative)

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**Unit Specific Interdisciplinary Connections / Materials:**

“Legal clinic helps Native Americans navigate urban life” by Paige Cornwell, *The Seattle Times*

 (Social Studies Standard 6.2.12.HistoryCC.3.c)

**Unit Specific Multiple Intelligence Activities and Engagement**:

* Produce a podcast
* “I Am From” poems
* Identity Masks
* Storyboards

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Extended texts: *Running with Scissors*, Burroughs
* Extended texts: *Me Talk Pretty One Day*, Sedaris
* Conduct research and collaborate to synthesize

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Utilize translation functions in Newsela and Commonlit
* Oral Assessment
* Review Vocabulary
* Adapt the essay
* Draft the Essay
* Scaffolding by using modeling and graphic organizers with sentence stems
* Review and follow rules for grammar, punctuation, capitalization, spelling
* Review and utilize the Writing process:
* Brainstorm/prewrite
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies

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| **Additional Materials** |

**Digital Tools/Resources:**

* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Commonlit
* Nearpod
* Kahoot
* Canvas
* Turnitin

**Other Resources:**

* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies
* *Scope* Magazine

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| **Unit #2****Customs, Tradition, Religion and Gender Roles** |
| **Overview:** |

In this Unit, students will explore the concepts of customs, traditions, religion, and gender roles, and their impact one one’s cultural experience. Students will read literary non-fiction, and a novel/memoir, and become familiar with informative and explanatory writing techniques. Students will research a topic of exploration related to multiculturalism, and write their own informative and explanatory essays on a variety of multicultural topics related to customs, traditions, religion, and gender roles, drawing on their research for support. Students will participate in collaborative discussions, and continue to record reactions and findings in their journals.

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| **STAGE 1** **Desired Results** |

**Essential Questions…**

How do a person’s cultural traditions, expectations, and religion impact their lives and worldview?

Why is important to keep certain cultural traditions? When is it permissible to break them/ start new ones?

To what extent does a person’s gender limit/facilitate his or her life?

Is “gender” a binary or fluid thing? Is it innate, or learned?

What does it mean to conform to, or rebel against, gender norms?

How are gender norms and expectations shaped by one’s culture?

What is the best way to address gender inequality? (Reform vs Acceptance)

**POWER STANDARDS**(Commonly Assessed):

**Reading Literature Key Ideas and Details**

**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.

**Informational Text Key Ideas and Details**

**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.

**Writing Production and Distribution of Writing**

**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.

**Research to Build and Present Knowledge**

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply grades 11–12 Reading standardsto literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**Presentation of Knowledge and Ideas**

**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.

**Knowledge of Language**

**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).

**Supporting Standards/Cumulative Progress Indicators:**

**RL.11-12.2.**

**RL.11-12.6.**

**RL.11-12.7.**

**RI.11-12.2.**

**RI.11-12.10.B**

**W.11-12.1.A-E**

**W.11-12.8.**

**W.11-12.10.**

**SL.11-12.2.**

**SL.11-12.3**

**L.11-12.2.A-B**

**L.11-12.5.A-B**

**Grades 9-12 Sample Career Readiness, Life Literacies, and Key Skills for Unit 2**

TECH.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 (e.g., NJSLSA.W8, Social

Studies Practice: Gathering and Evaluating Sources.

TECH.9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g.,

environmental justice).

TECH.9.4.12.DC.8 Explain how increased network connectivity and computing capabilities of everyday

objects allow for innovative technological approaches to climate protection.

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

solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

TECH.9.4.12.IML.6 Use various types of media to produce and store information on climate change for

different purposes and audiences with sensitivity to cultural, gender, and age diversity

(e.g., NJSLSA.SL5).

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or

other project and determine the strategies that contribute to effective outcomes.

TECH.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 (e.g., 7.1.AL.IPERS.6).

TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within

information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

TECH.9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information.

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

TECH.9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,

7.1.AL.IPRET.6).

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

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or

ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

WRK.9.2.12.CAP.11 Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA)

requirements to apply for postsecondary education.

WRK.9.2.12.CAP.4 Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements,

costs, loans, and debt repayment.

WRK.9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in

areas of career interest.

**Students will know how and be able to...**

* Write text for an infographic
* Create a multimodal argument
* Analyze point of view, voice, and theme, and structure of poetry
* Infer, make connections, and understand purpose
* Analyze figurative language
* Identify audience and rhetorical devices
* Analyze sound devices and mood
* Create a multimodal presentation
* Write and present a poem

**New Jersey Department of Education - State Instructional Mandate Samples from Unit 2:**

Topics that address the Amistad Commission Mandate…

“Anatomy of a Black Woman: My Body is Beautiful” by Treava Hopkins-Laboy (Social Studies Standard 6.2.12.HistoryUP.3.a)

Topics that address the Holocaust Commission Mandate…

Nobel Peace Prize speech, by Malala Yousafzai (Social Studies Standard 6.2.12.CivicsPI.6.a)

Topics that address the LBGT and Special Needs Mandate…

SEL [Productive Disagreements](https://newsela.com/read/lib-pop-culture-productive-disagreement/id/39676/?search_id=465a9e0a-150b-4d46-8bb5-6598be0f9c04)

SEL [How to be Patient](https://newsela.com/read/lib-how-to-be-patient/id/40348/?search_id=8125a119-4db5-473d-a605-024f3b62ae22)

SEL TedTalk: [Ten Ways to have Better Conversation](https://www.youtube.com/watch?v=R1vskiVDwl4&feature=emb_title)

Social Justice: [Schools Monitor Students’ Internet Activity](https://www.readworks.org/article/New-Debate-Password-Protected/fcc99a08-fa43-4bc3-800d-066781fb0339#!articleTab:content/)

Social Justice: [A Monument for Peace](https://www.readworks.org/article/A-Monument-for-Peace/ff9c6106-807a-4ab3-a62a-b2d548e224a0#!articleTab:content/)

Social Justice TedTalk: [Weird, or Just Different?](https://www.youtube.com/watch?time_continue=2&v=1K5SycZjGhI&feature=emb_title)

LGBTQ: [Kindness is More Effective](https://newsela.com/read/ela-more-kindness/id/2000001681/?collection_id=2000000398&search_id=06eaa4d9-bfcb-4ec0-b4ca-6fe41b74399f)

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| **STAGE 2****Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
* Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
* Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
* Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)
* Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
* Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
* Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
* Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
* Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
* Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)
* Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
* Engage the reader with a story hook
* Introduce a narrator and/or characters
* Establish a point of view and background story
* Organize an event sequence that unfolds naturally and logically
* Use narrative techniques effectively to develop experiences, events, and/or
characters
* Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason
* Maintain an appropriate style and tone for the task, omitting personal bias
* Consider and anticipate the audience’s education, beliefs, and feelings about the subject
* Choose precise words and domain-specific vocabulary
* Introduce a topic arranging ideas, concepts, and information to show interrelationships
* Format effectively

**Sample Student Strategies and Activities**

* Use a summarizing graphic organizer
* Use reflective journal to respond to texts
* Evaluate Author’s Claims
* Color code a model text to indicate the parts of a short story or narrative.
* Post the essential question on an anchor chart; Refer to and respond to it throughout the unit
* Notice and Note
* Evaluate Details Organizer
* Summarize and Paraphrase Texts Chart
* Think Pair Share
* 4-2-1 Summarize Organizer (*Tools for Thoughtful Assessment*)
* Use graphic organizers to develop claim statement and gather evidence
* Model determining evidence to support a claim.
* Use graphic organizers to develop introduction and body paragraphs
* Identification of claims and evidence
* Notice and Note
* Mapping (*Tools for Thoughtful Assessment*)
* Create and Use Notecards to develop ideas and maintain focus during presentations
* Pair and Practice
* Adapt your Argument
* Spiral Journals
* Present Labeled Drawings
* Gallery Walk (*Tools for Thoughtful Assessment*)
* Association Triangle(*Tools for Thoughtful Assessment)*

**Sample Resources:**

“Neat People vs. Sloppy People” Britt

“Batting Clean-Up and Striking Out” Barry

“Size 6: The Western Woman’s Harem” Mernissi

“Sweet, Sour, and Resentful” Dumas

“I Want a Wife” Brady

“Men—It’s in Their Nature” Hoff Sommers

“But What Do You Mean?” Tannen

“No Name Woman” Hong Kingston

“Shooting an Elephant” Orwell

excerpt from *The Things They Carried,* O’Brien

“Aria: A Memoir of a Bilingual Childhood” Rodriguez

“Clashing Civilizations” Said

“Shakespeare’s Sister” Woolf

“The Cairo Rooftop” Mahfouz

**Sample Formative Assessments:**

* Quotation Analysis
* Literature Circle
* Memory Box (*Tools for Thoughtful Assessment*))
* Unit 2 Quizzes
* Response Log
* Because… (*Tools for Thoughtful Assessment*)**,** pg. 62)
* Argumentative letter outline/rough draft
* Comprehension Menus (*Tools for Thoughtful Assessment*)
* Explaining Solutions (*Tools for Thoughtful Assessment*)
* Kagan Learning Chips: Processing Chips
* Paired Presentation with Rubric (teacher created)
* Edmentum Exact Path

**Sample Summative/Alternative Assessments:**

* Unit 2 Test
* Write an Informative/Explanatory Essay
* Write a Compare/Contrast Essay
* Create a Multimodal Project
* Edmentum Benchmark

**Unit Specific Interdisciplinary Connections/Materials:**

* “Resistance to the Vietnam War” by Jessica McBirney (Social Studies Standard 6.1.2.HistoryCC.5.g)

**Unit Specific Multiple Intelligence Activities and Engagement:**

* Research project on numbers: Interpreting numbers/Drawing Conclusions
* Pinwheel Discussion
* Graphic Design Infographic, Flyer, or Pamphlet

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Extended Text: *The Things They Carried*, Tim O-Brien
* Research & Report: historical context

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Create a Storyboard
* Notice and Note
* Stop & Jot
* Confirm Understanding
* Identify Sensory Details
* Adapt the essay
* Draft
* Revise
* Edit
* Publish
* Spiral Journal
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies

**Digital Tools/Resources:**

* Commonlit
* Edmentum Exact Path
* Edmentum Diagnostic
* Canva
* Newsela
* Slido
* Nearpod
* Kahoot
* Canvas

**Other Resources:**

* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies
* *Scope* Magazine

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| **Unit #3****Stereotyping & Prejudice/ Rebellion & Non-Conformity** |
| **Overview:** |

In this Unit, students will explore the issues of stereotyping and prejudice, and rebellion and non-conformity to cultural norms by reading literature, drama, and poetry that address these topics. Students will write argumentative essays that introduce claims and use evidence and reasoning to back up their assertions. Students will employ rhetorical devices, provide counter-arguments, and strong conclusions in their writing, and may also participate in in-class debates. Students will continue to record their reactions and discoveries in their journals.

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| **STAGE 1** **Desired Results** |

**Essential Questions:**

Why do people stereotype? How is it harmful?

How can we work to break stereotypes about race, gender, sexuality, etc.?

How are the mentally ill/ differently abled particularly affected by stereotypes and prejudice?

Is racism/ prejudice/ stereotyping a “one-way street,” or can all groups experience it?

What causes people to rebel from their culture? How can it affect them positively or negatively?

Must one conform to all of a culture’s norms to be considered a part of it?

**POWER STANDARDS** (Commonly Assessed):

**Key Ideas and Details**

**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.

**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.

**Writing Production and Distribution of Writing**

**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.

**Research to Build and Present Knowledge**

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grades 11–12 Reading standardsto literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**Presentation of Knowledge and Ideas**

**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.

**Knowledge of Language**

**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).

**Supporting Standards/Cumulative Progress Indicators**

**RL.11-12.1.**

**RL.11-12.2.**

**RL.11-12.6.**

**RI.11-12.1.**

**RI.11-12.3.**

**RI.11-12.4.**

**W.11-12.2.A-F**

**W.11-12.4.**

**W.11-12.6.**

**SL.11-12.1.A-D**

**SL.11-12.2.**

**SL.11-12.6.**

**L.11-12.1.A**

**L.11-12.2.A-B**

**Grade 9-12 Sample Career Readiness, Life Literacies, and Key Skills for Unit 3**

TECH.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 (e.g., NJSLSA.W8, Social

Studies Practice: Gathering and Evaluating Sources.

TECH.9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g.,

environmental justice).

TECH.9.4.12.DC.8 Explain how increased network connectivity and computing capabilities of everyday

objects allow for innovative technological approaches to climate protection.

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

solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

TECH.9.4.12.IML.6 Use various types of media to produce and store information on climate change for

different purposes and audiences with sensitivity to cultural, gender, and age diversity

(e.g., NJSLSA.SL5).

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or

other project and determine the strategies that contribute to effective outcomes.

TECH.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 (e.g., 7.1.AL.IPERS.6).

TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within

information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

TECH.9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information.

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

TECH.9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,

7.1.AL.IPRET.6).

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

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or

ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

WRK.9.2.12.CAP.11 Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA)

requirements to apply for postsecondary education.

WRK.9.2.12.CAP.4 Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements,

costs, loans, and debt repayment.

WRK.9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in

areas of career interest.

**Students will know how and be able to...**

* Write a dramatic monologue
* Analyze a dramatic monologue
* Analyze the impact of Stage Direction on a play
* Listen for a poem’s rhythm and melody
* Analyze persuasive media
* Analyze digital texts
* Write a letter
* Present a critique
* Compare persuasive media
* Write a personal narrative
* Correctly spell commonly confused words
* Analyze structural elements
* Creat a timeline
* Write an informative report
* Make a graphic
* Analyze theme

**New Jersey Department of Education -State Instructional Mandates Samples from Unit 3:**

Topics that address the Amistad Commission Mandate…

“The Scramble for Africa” by Bakari Bosa (Social Studies Standards 6.2.12.GeoHE.1.a)

Topics that address the Holocaust Commission Mandate…

“Why It Took Decades for LGBTQ Stories to Be Included in Holocaust History” by Andrea Carlo, *Time Magazine* (Social Studies Standards 6.2.12.HisotryUP.4.c)

Topics that address the LGBT and Special Needs Mandate…

“Why It Took Decades for LGBTQ Stories to Be Included in Holocaust History” by Andrea Carlo, *Time Magazine* (Social Studies Standards 6.2.12.HisotryUP.4.c)

* <https://www.tolerance.org/learning-plan/lgbt-understanding>
* SEL:[How to be a Good Friend](https://newsela.com/read/be-a-good-friend/id/40044/?search_id=4eb5e46a-8b3d-4d76-b584-79254dfb649a)
* SEL: [Empathy VS Sympathy](https://newsela.com/read/lib-difference-between-empathy-sympathy/id/38651/?search_id=35c3b507-4cf4-48c0-9647-08fdd8d9e759)
* Social Justice: [Star Wars and Diversity](https://newsela.com/read/star-wars-diversity/id/2000003860/?search_id=712b45fb-15f3-4c02-a61a-e257fb9648b3)
* LGBTQ: [Pixar’s First Gay Protagonist](https://newsela.com/read/out-pixar-short/id/2001009900/?search_id=2da5dfb8-bb7b-4fd2-8ef5-2554e5d0c945)

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| **STAGE 2****Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Describe a process
* Write an argument
* Write a narrative Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
* Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope
* Prepare a podcast
* Recognize how form relates to function and how a part relates to a whole
* Distinguish between different text structures
* Observe how the individual components of the text add to the development of the theme, setting, and plot
* Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text
* Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader
* Evaluate the effectiveness of the author’s choice
* Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
* A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
* B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
* C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
* D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
* Provide a conclusion that follows from the narrated experiences or events
* Engage and orient the reader by establishing a context
* Engage the reader with a story hook
* Introduce a narrator and/or characters
* Organize an event sequence that unfolds naturally and logically
* Use narrative techniques effectively to develop experiences, events, and/or characters
* Transition from one idea to the next by using appropriate words and phrases
* Determine the author’s overall purpose
* Analyze how an author uses various rhetorical strategies to advance that purpose
* Focus on both how the text is written and what the text is about.
* Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text.

**Sample Student Strategies and Activities:**

* Elements of Plot: Use a plot diagram chart (Freytag’s Pyramid) to teach the key parts of plot.
* Create a storyboard of a significant part of the text to show plot development.
* “We Got the Text’s Message” – Identify theme and provide evidence by creating a mock text chain to explain the theme of a story.
* Reading for Meaning strategy to find text evidence to support theme.
* Rhetoric Prompts
* Notice and Note
* Spiral Journal
* Stop & Jot
* Association Triangles (*Tools for Thoughtful Assessment***,**82)
* Close Reading
* Read closely and annotate the text using annotation symbols and note-taking.
* Write & Discuss
* Writing Studio
* Think-Pair-Share
* Create and Present
* Vocab’s CODE (*Core Six)*
* Association Triangle (*Tools for Thoughtful Assessment***,** pg. 82)
* Extreme or Absolute Language
* RACE strategy

**Sample Resources:**

*The Bedford Reader*, 13th Ed., Kennedy, Kennedy, Aaron, Repetto

“Disability” Mairs

“Mental Illness on Television” Anaya

“The Best Kept Secret on Campus” Anaya

“Fish Cheeks” Tan

“Checking My Privilege” Fortgang

“The Myth of Doomed Kids” DePaulo

“The Meanings of a Word” Naylor

“Being a Chink” Leong

“What’s Wrong with Gay Marriage?” Pollitt

“Gay ‘Marriage’: Societal Suicide” Colson

“Black Men and Public Space” Staples

“The Struggle” Rae

various poems (“Sonnet 130” Shakespeare, “Sonnet 18” Shakespeare, “The Girl Who Loved the Sky” Endrezze, “I, Too, Sing America” Hughes, “The White Man’s Burden” Kipling, “The Black Man’s Burden” Johnson)

**Sample Formative Assessments:**

* Analyze Text Meanings
* Response Log
* Because… (*Tools for Thoughtful Assessment***,** pg. 62)
* Quiz on compare/contrast signal words
* Show and Share (*Tools for Thoughtful Assessment*, pg. 203)
* Peer Editing with Writing Task rubric
* Paired Presentation with Rubric (teacher created)
* Critical Vocabulary Practice
* Response Logs
* Kagan Learning Chips: Discussion and Inference
* Rough draft of short story with rubric
* Rough draft of poem with rubric
* Rough draft of argument with rubric

**Sample Summative/Alternative Assessments:**

* Edmentum Benchmark Diagnostic
* Write a poem or short story
* Write an Argumentative Essay
* Write a Reaction Essay
* Write a Film Review
* Create a Multimodal Presentation
* Unit 3 Test
* Mock Trial

**Unit Specific Interdisciplinary Connections/Materials:**

“The Geography of Othello” Interactive Infographic, thebillshakespeareproject.org

(Social Studies Standard 6.2.12.GeoSV.1.a)

**Unit Specific Multiple Intelligence Activities and Engagement:**

* Create a multimedia presentation
* Speak lines of poetry
* Act out a scene from a play
* Design set/props for a scene
* Create a storyboard, interactive map, or diorama

**Unit Specific Gifted and Talented Accommodations & Modifications:**

* Analyze speaker
* Discuss the quotation
* Extended Writing: Write a Scene after the Denouement of the play/ Epilogue

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Audio/Video assistance
* Oral assessment
* Confirm understanding
* Discuss with a small group
* Review vocabulary
* Adapt the essay
* Draft the essay
* Scaffolding by using modeling and graphic organizers with sentence stems.
* Review and follow rules for grammar, punctuation, capitalization, spelling
* Review and utilize the Writing process:
* Brainstorm/prewrite
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies
* Learn Language Structures
* Oral Assessment
* Use Word Families
* Demonstrate Comprehension
* Genre Reformulation

**Digital Tools/Resources:**

* NearPod,
* Newsela
* Commonlit
* Turnitin
* Edmentum Exact Path
* Kahoot
* Slido
* Canvas

**Other Resources**:

* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment-Harvey Silver
* Kagen Learning Chips
* Core 6 Strategies
* *Scope* Magazine

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| **Unit #4****Education & Social Class** |
| **Overview:** |

In this Unit, students will explore the impact of education and social class across various cultures. Students will read literary non-fiction and graphic or text novels which provide a multicultural context to support analysis and synthesis of ideas in writing. Students will continue to record reactions and findings in their journals, and will create a Capstone presentation in which they thoroughly address one topic of focus and discussion from this course to demonstrate clearly their understanding of diversity and multiculturalism which was developed throughout their course of study.

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| **STAGE 1** **Desired Results** |

**Essential Question:**

How does culture differ with differing class/status?

Is class a changeable thing? What factors contribute to “class”? (i.e. birth, parents, socio-economics, housing, education, actions, etc.)

Is there a stigma on certain classes? How does this affect the way they are treated by others?

To what extent can education affect culture?

How does education open up opportunities for different peoples, depending on their culture?

Is there equity/ equality in education? If not, why?

How does culture influence people’s views on education?

**POWER STANDARDS** (Commonly Assessed):

**Reading Literature Key Ideas and Details**

**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.

**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.

**Writing Production and Distribution of Writing**

**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.

**Research to Build and Present Knowledge**

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply grades 11–12 Reading standardsto literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**Presentation of Knowledge and Ideas**

**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.

**Knowledge of Language**

**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).

**Supporting Standards/Cumulative Progress Indicators:**

**RL.11-12.1.**

**RL.11-12.2.**

**RL.11-12.10.B**

**RI.11-12.2.**

**W.11-12.3.A-E**

**W.11-12.6.**

**SL.11-12.1.A-D**

**L.11-12.1.A**

**Grades 9-12 Career Readiness, Life Literacies, and Key Skills for Unit 4:**

TECH.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 (e.g., NJSLSA.W8, Social

Studies Practice: Gathering and Evaluating Sources.

TECH.9.4.12.CT.3 Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g.,

environmental justice).

TECH.9.4.12.DC.8 Explain how increased network connectivity and computing capabilities of everyday

objects allow for innovative technological approaches to climate protection.

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

solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

TECH.9.4.12.IML.6 Use various types of media to produce and store information on climate change for

different purposes and audiences with sensitivity to cultural, gender, and age diversity

(e.g., NJSLSA.SL5).

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

1.1.12prof.CR3a).

TECH.9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or

other project and determine the strategies that contribute to effective outcomes.

TECH.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 (e.g., 7.1.AL.IPERS.6).

TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within

information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

TECH.9.4.12.IML.1 Compare search browsers and recognize features that allow for filtering of information.

TECH.9.4.12.DC.2 Compare and contrast international differences in copyright laws and ethics.

TECH.9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6,

7.1.AL.IPRET.6).

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

TECH.9.4.12.DC.3 Evaluate the social and economic implications of privacy in the context of safety, law, or

ethics (e.g., 6.3.12.HistoryCA.1).

WRK.9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

WRK.9.2.12.CAP.11 Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA)

requirements to apply for postsecondary education.

WRK.9.2.12.CAP.4 Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements,

costs, loans, and debt repayment.

WRK.9.2.12.CAP.7 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in

areas of career interest.

**Students will know how and be able to…**

* Analyze the impact of specific word choice on meaning and/or tone
* Explain poetic devices used in text
* Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
* Analyze why the author used a specific word choice or sound device
* Analyze the impact of a word choice or sound device on the reader
* Evaluate the effectiveness of the author’s word choice or sound device
* Engage in short research projects to answer a self-selected or teacher- assigned questions
* Develop research questions
* Determine keywords or topics for each question
* Search for informational sources in an effort to answer the question
* Compose follow-up research questions based on the initial search
* Explain quotations used as support to enhance meaning
* Research and synthesize information from several sources
* Conduct research and synthesize multiple sources of information
* Engage the reader with a story hook
* Introduce a narrator and/or character
* Establish a point of view and background story
* Organize an event sequence that unfolds naturally and logically
* Use narrative techniques effectively to develop experiences, events, and/or
characters
* Transition from one idea to the next by using appropriate words and phrases
* Use figurative language to aid in description
* Describe ideas by using sensory and specific language
* Complete a capstone project

**New Jersey Department of Education - State Instructional Mandates:**

Topics that address the Amistad Commission Mandate…

“Homelessness and Black History: Access to Housing” by NAEH (Social Studies Standard 6.1.12.HistoryCC.16.b)

Topics that address the Holocaust Commission Mandate…

“Japanese relocation during world War II” by National Archives (Social Studies Standard 6.1.12.CivicsDP.11.a)

Topics that address the LBGTQ and Special Needs Mandate…

* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>
* “Art student tries to help the homeless by redesigning their signs” by *Chicago Tribune*, adapted by Newsela staff
* Social Emotional Learning: [How to Write a Thank You Letter](https://newsela.com/read/ela-how-to-thank-you-note/id/2001008583/?search_id=de2b0220-c09e-4dbe-b9df-c05517a684f2)
* Social Emotional Learning: [I’d Rather Be...Poem](https://www.commonlit.org/en/texts/identity)
* Social Emotional Learning: [Practicing Empathy](https://www.education.com/lesson-plan/learning-how-to-practice-empathy/)
* Social Justice Topic: [Baking with Social Justice](https://newsela.com/read/teen-cookie-activist/id/2000000447/?search_id=31dfeb2a-41ed-482b-a065-82454f051cad)
* Social Justice Topic: [Protest Songs](https://newsela.com/read/protest-songs/id/6400/)
* Social justice Topic: [Hello, My Name Is - Identity](https://www.commonlit.org/en/texts/hello-my-name-is-______)
* LGBTQ: [Hallmark Same Sex Marriage](https://newsela.com/read/hallmark-commercial/id/2000003748/?search_id=424b16ae-7677-4996-8355-2c1af94685b3)

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| **STAGE 2****Evidence of Learning/Instructional Plan** |

**Sample SLO/WALTs:**

* Analyze the impact of specific word choice on meaning and/or tone
* Explain poetic devices used in text
* Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
* Analyze why the author used a specific word choice or sound device
* Analyze the impact of a word choice or sound device on the reader
* Evaluate the effectiveness of the author’s word choice or sound device
* Engage in short research projects to answer a self-selected or teacher- assigned questions
* Develop research questions
* Determine keywords or topics for each question
* Search for informational sources in an effort to answer the question
* Compose follow-up research questions based on the initial search
* Explain quotations used as support to enhance meaning
* Research and synthesize information from several sources
* Conduct research and synthesize multiple sources of information
* Present research findings
* Revise and edit a written piece for improvement
* Present a written piece
* Differentiate and critique opposing viewpoints
* Organize, develop, and produce a presentation in a style appropriate to my purpose and audience.
* Present information clearly, concisely, and logically.
* Use correct eye contact.
* Adapt volume and tone to audience and purpose.

**Sample Student Strategies and Activities:**

* Research Project Planning Table
* Character Analysis
* Character Traits
* Character Development
* Dynamic vs. Stagnant Character
* Discussion: how setting impacts character and plot
* Notice and Note
* Reading Log
* Sketch to Stretch
* Reading for Meaning (**Core Six** pg. 7)
* Response to writing prompts
* Constructed Response (**Tools for Thoughtful Assessment** - pg. 160)
* Interactive Note Making (**Tools for Thoughtful Assessment -** pg. 109)
* Inductive Writing
* (*The Core Six*)
* Write an argument
* Cite evidence from the text to support original ideas. Use the RACE strategy
* Notice and Note
* Pair and Practice
* Vocabulary’s Code (*The Core Six)*
* Create and Discuss Word Networks for Critical Vocabulary
* VKR Chart
* Ice breaker activities
* Response to writing prompt
* Small group discussions
* Journaling

**Sample Resources:**

“Museum” Sihab Nye

“On Compassion” Lazear Ascher

“Homeless” Quindlen

excerpt from *The Glass Castle,* Walls

excerpt from *The Color of Water*, McBride

“Live Free and Starve” Divakaruni

“*Plata o Plomo*: Silver or Lead” Javdani

“Peculiar Benefits” Gay

“A Modest Proposal” Swift

“Marriage is a Private Affair” Achebe

**Sample Formative Assessments:**

* Quizzes
* Rough Draft with Rubric
* Write a Speech
* Kagan Learning Chips: Discussion and Review
* Somebody Wanted But So
* ABC Summary
* Exit Ticket
* Edmentum Exact Path

**Sample Summative Alternative Assessments:**

* CAPSTONE
* Unit 4 Test
* Write an Analysis/Synthesis Essay
* Write a research paper and present findings
* Write a Social Justice Commentary/Use verse to evoke feeling
* Present a podcast on Social Justice
* Edmentum End of Year Diagnostic

**Unit Specific Interdisciplinary Connections/Materials:**

“Confirming the Termination of Japanese Internment”: Pres. Gerald Ford (Social Studies Standard 6.1.12.HistoryCC.15.b)

**Unit Specific Multiple Intelligences Activities and Engagement:**

* Sketch to Stretch
* Stage a dramatic reading
* Create a musical playlist for a character
* Use pictorial support
* Pantomime actions

**Unit Specific Gifted and Talented Accommodations and Modifications:**

* Write a character study
* Analyze how playwrights develop characters
* Write and set a poem to music
* Create a graphic novel panel
* Extended Texts: *Persepolis 2* by Marjane Satrapi, *The Color of Water* by James McBride
* Explore differing perspectives

**Unit Specific English Language Learners, Special Education, and At-Risk Accommodations & Modifications:**

* Comprehension check
* Describe a character
* Ask questions
* Practice plurals
* Reach charts
* Use cognates
* Oral assessment
* Time phrases and transitions
* Focus on figurative language
* Draft the short story/narrative
* Peer edit using a checklist
* One-to one conference
* Chunk aspects of the capstone
* Work in groups/pairs/alone
* Notice and Note strategies

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| **Additional Materials** |

**Digital Tools/Resources:**

* NearPod
* Newsela
* Turnitin
* Edmentum
* Kahoot
* Canvas
* Social Emotional Learning: <https://www.state.nj.us/education/cccs/frameworks/ela/6.pdf>

**Other Resources:**

* Grade Specific Novels (See Novel List)
* Tools for Thoughtful Assessment by Harvey Silver