**Linden High School**

**International Baccalaureate 11 HL**

**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

Steven Viana (908) 486-7085; sviana@lindenps.org

Director of Special Education

Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

**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.

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**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**

* *Ed* digital platform and digital resource
* Writing in Response to Reading Rubric
* Edmentum Benchmark
* Capstone summative project
* Grade level novels
* IB test material released items

**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** | **Examining Global Issues: Identity**  **(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** | **Examining Global Issues: Time and Space**  **(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** | **Examining Global Issues: Culture****(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** | **Examining Global Issues: Communication**  **(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 International Baccalaureate curriculum falls in the eleventh grade of the high school experience.  In the Language Arts Curriculum, what is learned in one lesson prepares students for the next lesson. It establishes skills and knowledge which are used and further developed across the whole program of study. In this way, basic skills and knowledge are both developed and reinforced as other elements are introduced. This method of teaching is both structured and progressive, focusing on building to advanced levels of knowledge. At the end of the course, students are prepared for IB English 12 HL.

**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 * 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 |

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| **Unit #1**  **Examining Global Issues: Readers, Writers, and Texts** |
| **Overview** |

The purpose of this unit is to introduce students to the aims and objectives of the course, the IB Learner Profile, and the Learner Portfolio. This unit is focused mostly on examining how authorial choices impact the way Global Issues are presented in various texts. Students will be encouraged to make connections between the text and the world around them in virtually every task they complete.

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

**Essential Questions…**

How do we form our beliefs in life? Are they set in stone, or constantly changing?  
What is the individual's place in society?

How does a changing society provoke conflict?

How does a person survive in and make sense of conflicted world?

In what ways must you change, and in what ways can you stay the same?

**POWER STANDARDS** (Commonly Assessed)

**Reading Literature**

**Key Ideas and Details**

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

**RL.11-12.3.** 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.)

**Informational Text**

**Key Ideas and Details**

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

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

**Craft and Structure**

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

**RI.11-12.6.** 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.

**Speaking and Listening**

**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.

**Language**

**Conventions of Standard English**

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

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

**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.

**SUPPORTING STANDARDS: STANDARDS/CUMLATIVE PROGRESS INDICATORS:**

**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.**

**Grade 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

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.

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).

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.

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

* Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
* Analyze the text for inferred and literal meanings
* Make personal connections, make connections to other texts, and/or make global  
  connections when relevant
* Identify explicit and implicit textual evidence
* Determine the difference between strong and insufficient (unreliable) details
* Use direct quotes, paraphrase, summarize objectively
* Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience
* Support inference using several examples from the text
* Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text
* Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
* Identify the details that develop characters as dynamic or complex versus static  
  or flat
* Identify multiple/conflicting character motivations
* Analyze character interactions as they develop plot
* Evaluate simple and complex relationships and/or events  
  on plot development
* 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 aiding comprehension.
* Use relevant and sufficient facts, definitions, details, and quotes
* Use sources that are appropriate to task, audience, and purpose

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

Topics that address the Amistad Commission Mandate…

“If We Must Die” by Claude McKay (Social Studies Standard SOC6.1.12.History.CC.13.a)

Speech: Education First from Malala’s Speech to the United Nations by Malala Yousafzai

Topics that address the Holocaust Commission Mandate…

“Dark History of Rwanda’s Genocide” (Social Studies Standard SOC 6.1.12.HistoryCC.16.b)

Topics that address the LBGT and Special Needs Mandate…

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:**

* Make personal connections, make connections to other texts, and or/make global connections where relevant
* Distinguish the difference between strong and insufficient (unreliable) details
* Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experiences
* Support inference using several examples from the text
* Use direct quotes, paraphrase, and summarize objectively to inform the audience
* Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama
* Develop a topic
* Introduce a topic by arranging ideas, concepts, and information to show interrelationships
* Analyze and evaluate extracts in a relevant and insightful way

**Sample Student Strategies and Activities:**

* Three Before Me
* 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 -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- Practice close reading by using signposts to guide your thinking.
* Check Your Understanding questions found at the end of each selection
* Think- Pair- Share
* 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:**

* *Fences:* August Wilson
* *Persepolis*: Marjane Satrapi
* *Their Eyes Were Watching God*: Zora Neale Hurston
* Selected Short Stories from *Interpreter of Maladies and Unaccustomed Earth:* Jhumpa Lahiri

**Sample Formative Assessments:**

* Response Log
* Selection Tests
* Rough Draft with Rubric
* Peer Edit Rubric Read Write Think
* Respond to the Essential Question
* Writing Frames
* Mapping
* Kagen Learning Chips: Review Chips
* Unit 1 Quizzes
* Edmentum Exact Path/Diagnostic
* Looking at Texts Through Lenses
* RACE Paragraphs
* Student-led Discussions
* Reading Quizzes
* Timed Writing

**Sample Summative/Alternative Assessments:**

* Unit I Test
* Write a Literary Analysis Essay
* Create an iMovie or a recording on a Global Issue Topic
* Learner Portfolio

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**Unit Specific Interdisciplinary Connections / Materials:**

* Persepolis: Marjane Satrapi (Social Studies Standard SOC.6.2.12.History.CC.3.c)
* “Depression, Anxiety, and Loneliness Are Peaking in College Students”: Nationwide Study, co-led: Sarah Ketchen Lipson (Social Studies Standard PSY.9-12.2D2.Psy.9.9-12 )

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

* Storyboards
* Present an additional Global Issue
* Create a graphic novel page that relates to an adolescent issue or global issue

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

* Extended texts: Persepolis 2 by Marjane Satrapi
* Conduct research and collaborate to synthesize

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

* 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:**

* CommonLit
* Edmentum Exact Path
* Edmentum Diagnostic
* Newsela
* Nearpod
* Kahoot
* Canvas

**Other Resources:**

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

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| **Unit #2**  **Examining Global Issues: Time and Space** |
| **Overview:** |

The purpose of this unit is to introduce students to the aims and objectives of the course, the IB Learner Profile, and the Learner Portfolio. This unit is focused mostly on examining how authorial choices impact the way Global Issues are presented in various texts. Students will be encouraged to make connections between the text and the world around them in virtually every task they complete.

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

**Essential Questions…**

How does a nation's ideology affect identity?

What defines an individual's place in society?

How does a changing society provoke conflict?

Are children destined to repeat the mistakes of their parents?

**POWER STANDARDS**(Commonly Assessed):

**Reading Literature**

**Key Ideas and Details**

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

**RL.11-12.3.** 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.)

**Informational Text**

**Key Ideas and Details**

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

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

**Craft and Structure**

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

**RI.11-12.6.** 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.

**Speaking and Listening**

**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.

**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.

#### **SUPPORTING STANDARDS: STANDARDS/CUMULATIVE PROGRESS INDICATORS:**

**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.**

**SL.11-12.1.D**

**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 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).

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.

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

* Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
* Analyze the text for inferred and literal meanings
* Make personal connections, make connections to other texts, and/or make global  
  connections when relevant
* Identify explicit and implicit textual evidence
* Determine the difference between strong and insufficient (unreliable) details
* Use direct quotes, paraphrase, summarize objectively
* Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience
* Support inference using several examples from the text
* Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text
* Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
* Identify the details that develop characters as dynamic or complex versus static  
  or flat
* Identify multiple/conflicting character motivations
* Analyze character interactions as they develop plot
* Evaluate simple and complex relationships and/or events  
  on plot development
* 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 aiding comprehension.
* Use relevant and sufficient facts, definitions, details, and quotes
* Use sources that are appropriate to task, audience, and purpose

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

Topics that address the Amistad Commission Mandate…

“I Have a Dream”: Martin Luther King Jr. (Social Studies Standard SOC6.1.12.History.CC.13.a)

Topics that address the Holocaust Commission Mandate…

“ALD Stands in Black Solidarity with the Black Community”

(Social Studies Standard: SOC6.1.12.History.CC.15b)

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:**

* Make personal connections, make connections to other texts, and or/make global connections where relevant
* Distinguish the difference between strong and insufficient (unreliable) details
* Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experiences
* Support inference using several examples from the text
* Use direct quotes, paraphrase, and summarize objectively to inform the audience
* Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama
* Develop a topic
* Introduce a topic by arranging ideas, concepts, and information to show interrelationships
* Analyze and evaluate extracts in a relevant and insightful way
* Practice oral commentaries

**Sample Student Strategies and Activities**

* Use graphic organizers (teacher made)
* Use reflective journal to respond to texts
* Color code a model text to indicate the parts of an essay.
* 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
* 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
* Create and Use Notecards to develop ideas and maintain focus during presentations
* Pair and Practice
* Adapt your Argument
* Present Labeled Drawings
* Gallery Walk
* Syntax Surgery

**Sample Resources:**

* *Fences:* August Wilson
* *Persepolis*: Marjane Satrapi
* *Their Eyes Were Watching God*: Zora Neale Hurston
* Selected Short Stories from *Interpreter of Maladies and Unaccustomed Earth:* Jhumpa Lahiri

**Sample Formative Assessments:**

* Quotation Analysis
* Literature Circle
* Memory Box
* Unit 2 Quizzes
* Response Log
* Essay outline/rough draft
* Comprehension Menus
* Kagan Learning Chips: Processing Chips
* Paired Presentation with Rubric (teacher created)
* Edmentum Exact Path
* Looking at texts through lenses
* RACE paragraphs
* Student-led discussions
* Reading quizzes
* Timed writing

**Sample Summative/Alternative Assessments:**

* Unit 2 Test
* Write a Literary Analysis Essay
* Create a Multimodal Project

**Unit Specific Interdisciplinary Connections/Materials:**

* “How it Feels to be Colored Me”: Zora Neal Hurston (Social Studies Standard SOC.6.1.12.History.UP.2.a)
* “Why Do We Hate Love?”: Robert Firestone PhD. (Social Studies Standard (PSY.9-12.2)
* “Maslow’s Hierarchy of Needs” (Social Studies Standard PSY.9-12.1.D2.Psy.2.9-12)

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

* Give Oral Presentations
* Blog
* Record an Individual Oral Presentation on a Global Issue

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

* Extended Writing: Rewrite a scene in *Fences* to depict a social issue, as it would take place today

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

* Confirm Understanding
* Identify Sensory Details
* Adapt the essay
* Draft
* Revise
* Edit
* Publish
* Conduct student/teacher conferences
* Peer Edit using a checklist
* Notice and Note Strategies
* Learner Portfolio
* Graphic Organizers
* Reader’s response journal
* Annotations
* Research project on context
* Vocabulary-Rating-Knowledge Chart
* Reading for Meaning Chart
* Close-reading activities
* Think/pair/share
* PowerPoint lecture/notes
* Small group presentations establishing context
* Interdisciplinary learning
* Practice oral commentaries
* Conferences

**Digital Tools/Resources:**

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

**Other Resources:**

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

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| **Unit #3**  **Examining Global Issues: Culture** |
| **Overview:** |

This unit works to prepare students to deliver their Individual Oral, the single internally assessed task in the course. In this assessment, students are required to deliver an oral response to a prompt using two student-selected and teacher-approved extracts from two texts (one must be translated). Their analysis should focus on how a Global Issue is presented and explored. Students must also evaluate how their own interpretation is shaped by authorial choices. This assessment takes the form of a one on one conversation between teacher and student. The student will present their ideas in ten minutes, followed by five minutes of follow-up questions from the teacher and is recorded.

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

**Essential Questions:**

Is imposing a set of values on another culture always right or always wrong?

How does a changing society provoke conflict?

How do people cope when their lives are changed by forces they cannot control?

**POWER STANDARDS** (Commonly Assessed):

**Reading Literature**

**Key Ideas and Details**

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

**RL.11-12.3.** 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.)

**Informational Text**

**Key Ideas and Details**

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

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

**Craft and Structure**

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

**RI.11-12.6.** 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.

**Speaking and Listening**

**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.

**Language**

**Conventions of Standard English**

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

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

**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.

#### **SUPPORTING STANDARDS: 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**

**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).

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.

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

* Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).
* Identify key words and determine figurative meaning
* Identify key words and determine connotative meaning
* Understand how word choice impacts meaning (For example, how language evokes  
  a sense of time and place)
* Determine formal vs. informal tone
* Identify cumulative impact of word choice on meaning and tone
* Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
* Determine a theme and central idea
* Analyze how details develop the theme/central idea
* Make inferences using explicit and implicit text evidence
* Use the text to draw conclusions about the theme/central idea
* Determine how the theme/central idea emerges and is refined or strengthened by  
  key details

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

Topics that address the Amistad Commission Mandate…

“Stories of Modern Slavery” by Annie Kelly and Kate Hodal (Social Studies Standards SOC.6.1.12.HistoryUP.4.b )

Topics that address the Holocaust Commission Mandate…

“How the Definition of a Holocaust Surivior Has Changed Since the End of WWII” by Emanuella Grinberg (Social Studies Standards SOC.6.1.12.HistoryUP.11.b)

Topics that address the LGBT and Special Needs Mandate…

* <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:**

* Make personal connections, make connections to other texts, and or/make global connections where relevant
* Distinguish the difference between strong and insufficient (unreliable) details
* Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experiences
* Support inference using several examples from the text
* Use direct quotes, paraphrase and summarize objectively to inform the audience
* Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama
* Develop a topic
* Introduce a topic by arranging ideas, concepts, and information to show interrelationships
* Analyze and evaluate extracts in a relevant and insightful way
* Demonstrate thorough and nuanced understanding of how authorial choices are used to present a global issue
* Use language that is clear, accurate and varied. Vocabulary and syntax are varied and create effect
* Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
* Determine what details and/or information is most appropriate for a specific purpose

**Sample Student Strategies and Activities:**

* Reading for Meaning strategy to find text evidence to support theme.
* Rhetoric Prompts
* Notice and Note
* Close Reading
* Read closely and annotate the text using annotation symbols and note-taking.
* Think-Pair-Share
* Vocab’s CODE (*Core Six)*
* RACE strategy

**Sample Resources:**

*Broken April*: Ismail Kadare

*The Crucible*: Arthur Miller

*Things Fall Apart:* Chinua Acheba

**Sample Formative Assessments:**

* Response Log
* Peer Editing with Writing Task rubric
* Paired Presentation with Rubric (teacher created)
* Critical Vocabulary Practice
* Annotation Logs
* Kagan Learning Chips: Discussion and Inference
* Looking at texts through lenses
* RACE paragraphs
* Student-led discussions
* Reading quizzes
* Timed writings
* Develop a draft of personal narrative

**Sample Summative/Alternative Assessments:**

* The Individual Oral
* Personal Narrative (College Essay)
* Unit 3 Test

**Unit Specific Interdisciplinary Connections/Materials:**

“Salem and Other Witch Hunts”: Mike Kubik (Social Studies Standard SOC6.1.12.HistoryCC.12.c )

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

* Create a multimedia presentation

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

Read and connect “High Court Reviews Insanity Defense Case” by Nina Totenburg to Act 3 in *The Crucible* and discuss how the idea of justice has evolved since.

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

* Oral assessment
* Learner Portfolio
* Graphic Organizers
* Reader’s response journal
* Annotations
* Think/pair/share
* PowerPoint lecture/notes
* Small group presentations establishing context
* Interdisciplinary learning
* Practice oral commentaries
* Writing Conferences
* Research project on context
* Vocabulary-Rating-Knowledge Chart
* Reading for Meaning Chart
* Close-reading activities
* 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
* Demonstrate Comprehension

**Digital Tools/Resources:**

* NearPod
* Newsela
* Turnitin
* Edmentum Exact Path
* Kahoot
* Canvas

**Other Resources**:

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

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| **Unit #4**  **Examining Global Issues: Communication** |
| **Overview:** |

This unit works to prepare students to deliver their Individual Oral, the single internally assessed task in the course. In this assessment, students are required to deliver an oral response to a prompt using two student-selected and teacher-approved extracts from two texts (one must be translated). Their analysis should focus on how a Global Issue is presented and explored. Students must also evaluate how their own interpretation is shaped by authorial choices. This assessment takes the form of a one on one conversation between teacher and student. The student will present their ideas in ten minutes, followed by five minutes of follow-up questions from the teacher and is recorded.

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

**Essential Question:**

What are the dangers of seeking vengeance?

Where does the responsibility of justice fall? Whose responsibility is it to seek justice?

What are the facets of masculinity?

How hard is it to create and revise laws? Do laws always help a society thrive?

**POWER STANDARDS** (Commonly Assessed):

**Reading Literature**

**Key Ideas and Details**

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

**RL.11-12.3.** 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.)

**Informational Text**

**Key Ideas and Details**

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

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

**Craft and Structure**

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

**RI.11-12.6.** 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.

**Speaking and Listening**

**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.

**Language**

**Conventions of Standard English**

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

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

**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.

#### **SUPPORTING STANDARDS: 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 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).

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.

**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
* 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
* 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…

“Racism Declared Public Health Issue in 145 Cities and Countries Across 27 States” (Social Studies Standard SOC.6.12.History.CC.13c)

Topics that address the Holocaust Commission Mandate…

“Auschwitz to Rwanda: Link Between Science, Colonialism, and Genocide”:Heike Becker (Social Studies Standard SOC.6.12.History.CC.12.c)

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:**

* Introduce a topic by arranging ideas, concepts, and information to show interrelationships
* Analyze and evaluate extracts in a relevant and insightful way
* Demonstrate thorough and nuanced understanding of how authorial choices are used to present a global issue
* Use language that is clear, accurate and varied. Vocabulary and syntax are varied and create effect
* Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
* Determine what details and/or information is most appropriate for a specific purpose
* Convey experiences, real or imagined
* Use time as the deep structure of the narrative
* Form or structure based on a progression of events that build upon each other
* Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures
* Provide a conclusion to the events they set out at the beginning of their narrative
* Include techniques for rhetorical effectiveness like the creation of tone, the plot of the narrative, and the overall coherence of the text

**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
* Reading for Meaning
* Response to writing prompts
* Write Constructed Responses
* Write an argument
* Cite evidence from the text to support original ideas. Use the RACE strategy
* Notice and Note
* Pair and Practice
* Create and Discuss Word Networks for Critical Vocabulary
* VKR Chart
* Ice breaker activities
* Response to writing prompt
* Small group discussions
* Journaling
* Learner Portfolio
* Graphic Organizers
* Reader’s response journal
* Annotations
* Research project on context
* Vocabulary-Rating-Knowledge Chart
* Reading for Meaning Chart
* Close-reading activities
* PowerPoint lecture/notes
* Small group presentations establishing context
* Interdisciplinary learning
* Practice oral commentaries
* Writing Conferences

**Sample Resources:**

*Broken April*: Ismail Kadare

*The Crucible*: Arthur Miller

*Things Fall Apart:* Chinua Acheba

**Sample Formative Assessments:**

* Looking at texts through lenses
* RACE paragraphs
* Student-led discussions
* Reading quizzes
* Timed writing
* Develop a draft of personal narrative
* Quizzes
* Rough Draft with Rubric
* Kagan Learning Chips: Discussion and Review
* Exit Ticket
* Edmentum Exact Path

**Sample Summative Alternative Assessments:**

* CAPSTONE
* Unit 4 Test
* The Individual Oral Assessment
* Personal Narrative (College Essay)
* Edmentum End of Year Diagnostic

**Unit Specific Interdisciplinary Connections/Materials:**

“The Danger of a Single Story”: Chimamanda Ngozi Adichie (Social Studies Standard SOC.9-12.D4.6.9-12)

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

* Stage a dramatic reading
* Use pictorial support
* Pantomime actions

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

* Analyze how minor characters enhance the story

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

* Comprehension check
* Describe a character
* Ask questions
* Practice plurals
* 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