The Individual Voice as Societal Commentary

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **8-10 Weeks**
Status: **Published**

Brief Summary of Unit

This unit focuses on the use of both author and character voice to comment on societal ills. This unit will promote active reading and annotation as students focus their study on both dystopian and satirical texts that depict an individual's struggle within and against a larger society. The fiction and non-fiction works will address questions of how to elicit change and inspire growth in a troubled or corrupt environment. There will be a continued emphasis placed on the understanding of diction, syntax, details, and figurative language used to cultivate tone and thematic meaning. Ultimately, students will read closely to critically analyze and synthesize concepts as they consider their role and place in a complex society.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2024

Standards

LA.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.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.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).
LA.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.)
LA.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.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.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.
LA.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.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.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).
LA.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.
LA.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.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.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]”).
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.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.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4.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.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.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.

LA.L.11-12.4.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).
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Essential Questions

- How are logos, pathos, and ethos utilized in satirical works of non-fiction to develop a claim?
- How are rhetorical devices such as paradox, irony, hyperbole, antithesis, and euphemism utilized to highlight an author's thematic messages within a text?
- How do authors cultivate their tone to develop a satirical work?
- How do characters challenge the ethics and rules of a corrupt society to bring about change?
- How do Horatian and Juvenalian satire differ?
- How does a writer develop his/her voice in persuasive writing?
- How does an author's background help him/her shape the purpose and meaning of a text?
- How does the organizational structure of a work emphasize its thematic meaning?
- What qualities best define a work of dystopian fiction?

Enduring Understandings

- A character's development often reflects an author's thematic message
- An individual's voice can stimulate reform
- Analysis of complex texts is strengthened through close reading
- Authors structure a work purposefully to encourage a reader's acceptance of a claim
- Purposeful use of rhetorical strategies pervade both prose and poetry
- Satire is a genre that reveals cultural beliefs and concerns
- Use of the writing process allows for refinement of diction

Students Will Know

- A variety of satirical devices including hyperbole, understantement, parody, irony, sarcasm, euphemism, and invective
- How a work of dystopian literature differs from realistic fiction

- How to determine an author's tone through the close analysis of an author's diction and syntax
- How to develop a valid and substantive argument using emotional appeals and logical reasoning strategies
- Societal issues that authors choose to question via their written texts
- The purpose of satire including the differences between Horatian and Juvenalian satire
- The purpose of symbolism an motifs within a text
- Why characters develop and change in accordance with conflicts in a text

Students Will Be Skilled At

- Analyzing and evaluating samples of strong, purposeful writing
- Crafting synthesis, analysis, and persuasive arguments using literary and AP prompts
- Distinguishing types of satire as they relate to an author's purpose
- Evaluating an author's purpose and audience in writing
- Evaluating and incorporating sources into researched arguments
- Interpreting an allegorical work and its symbolic concepts
- Tracing the development of an author's argument through a close analysis of diction, syntax, figurative language, imagery, and tone

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism

- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark, three times per year
- Advanced Placement Test
- NJGPA
- SAT
- PSAT/NMSQT

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 11; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the eleventh grade targets not only comprehension, but also analysis, and synthesis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets as well as text sets gleaned from APCentral.collegeboard.org will be used as materials. High- and low-stakes, timed and untimed pieces are all important.
Students will be taught how to speak and listen in addition to being assessed on these skills.

This unit of study will focus on "The Individual Voice as Societal Commentary."

For this particular unit, teachers may . . .

- Critically read and analyze both fiction and nonfiction mentor texts.
- Trace a character's development and argue its relevance to support the character's status as a protagonist/secondary character.
- Read, interpret, and make connections between sources in a text set.
- Participate in jigsaw or Socratic discussions with peers to articulate and reflect on the purpose of setting, conflict development, character interaction, and thematic strands.
- Develop a collaborative argument using individual claims and evidence that takes into account the need for counterclaims and concessions
- Use visual thinking strategies to view and evaluate source material that conveys social commentary; create visual, symbolic representations of textual concepts
- Revise a work or a piece of a work for a new audience; for instance, rewrite a piece of a speech using different rhetorical devices to convey the original idea
- Mirror an author's writing strategies to develop a new satirical argument on a controversial subject with similarities in style and voice to the original (for publication in theonion.com)
- Craft a variety of AP-style essays using prompts that call to light cultural concerns
- Compare and contrast two works to determine nuanced differences in purpose, meaning, and tone

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web

content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Common Reading:

Selections from The Language of Composition (Bedford, Freeman, and Worth), 4th edition by R. Shea, L.A. Scanlon, and R. Aufses

NonFiction Text (Short, Long)

The Almost Perfect State, Don Marquis

"A Modest Proposal" by J. Swift

"It Takes Two: A Modest Proposal for Holding Fathers Equally Accountable" by K. Pollitt

Letter to the Editor December 14, 1969, *Aspen News* and *Aspen Times* by H. S. Thompson

Selections from *Amusing Ourselves to Death* by N. Postman

"Restoring Black History", New York Times by Henry Louis Gates Jr.

Is Social Media Disconnecting Us from the Big Picture? New York Time, 2016 Magazine by Jenna Wortham

"Don't You Think It's Time to Start Thinking?" by N. Frye

What Adolescents Miss When We Let Them Grow Up In Cyberspace, Brent Staples

Is "Screen Time" Dangerous for Children?, New Yorker Magazing, 2016 by Alison Gopnik

"Is Google Making Us Stupid?", Atlantic Magazine, 2008 by Nicolas Carr

"Mother Tongue" by A. Tan

"Famine, Affluence, and Morality" by P. Singer

"Whiskey Speech" by Judge Sweat (1952)

"1984 and Our Modern Surveillance" by A. Funnell

Selected articles from theonion.com

Selected articles from *The New York Times*

Selected articles from The New Yorker

Selected articles from The Atlantic

Selected articles from Time

Fictional Text (Novel, Short Story, Poetry)

1984 by G. Orwell

The Canterbury Tales by G. Chaucer

"Ah, Are You Digging on My Grave" by T. Hardy

"The Man He Killed" by T. Hardy

"The Chimney Sweeper" by W. Blake

"The World is Too Much With Us" by W. Wordsworth

"Ozymandias" by P. Shelley

"Much Madness is Divinest Sense" by E. Dickinson

Excerpts from *Gulliver's Travels* by J. Swift

"The Rape of the Lock" by A. Pope

Visual Text (Art, Photography, Infographic, Film)

Clips from the 1984 film version of *1984*

"Amusing Ourselves to Death: How We've Self-Inflicted Tyranny" at http://www.youtube.com/watch?v=UgEEDkLy35E.

Andy Warhol, Myths (silkscreen)

Hutchinson's Story of the British Nation, 1923 (Image)

Nate Beeler, Government is Watching, (Political Cartoon), Cagel Cartoons, Inc

Cyril Edwards Power, The Exam Room (linocut)

Selected videos from theonion.com

Selected videos from Youtube.com

- https://www.guggenheim.org/collection-online/ The online Guggenheim Museum, NYC
- https://nmaahc.si.edu/ The National Museum of African American History and Culture, Washinton DC
- http://hispanicsociety.org/museum/ The Hispanic Society Museum, NYC
- https://asiasociety.org/new-york/ Asian Society Museum, New York
- https://www.metmuseum.org/ Metropolitan Museum of Art, NYC
- https://www.moma.org/ Museum of Modern Art, NYC
- https://www.amnh.org/ American Museum of Natural History, NYC
- https://www.nyhistory.org NY Historical Society,NYC
- https://whitney.org/ Whitney Museum of American Art, NYC
- https://thejewishmuseum.org/ The Jewish Museum, NYC
- https://www.themorgan.org/ The Morgan Museum, NYC
- https://nmai.si.edu/visit/newyork/ National Museum of the American Indian, NYC

Independent/Small Group Reading:

The Handmaid's Tale by M. Atwood

A Clockwork Orange by A. Burgess

Brave New World by A. Huxley

Fahrenheit 451 by R. Bradbury

Frankenstein by M. Shelley

Pride and Prejudice by J. Austen

Jane Eyre by C. Bronte

Rebecca by D. duMaurier

Lord of the Flies by W. Golding

Speaking and Listening

President Clinton’s Remarks in Kigali on the Rwandan Genocide, 1998

The Gospel of Doubt, Casey Gerald 2016

Bob Dylan's "The Times They Are A-Changin,'" Musical selections from Youtube that offer political commentary

U2's "Sunday Bloody Sunday," Musical selections from Youtube that offer political commentary

John Lennon's "Imagine," Musical selections from Youtube that offer political commentary

Marvin Gaye's "What's Going Musical selections from Youtube that offer political commentary

Barack Obama, from Commencement Address at Wesleyab University

Selected arguments from npr.org (closing arguments, arguments on current social issues)

Writing (Narrative, Informational, Argument):

apcentral.collegeboard.org essay AP Language prompts (synthesis, rhetorical strategies, and persuasive essay topics)

apcentral.collegeboard.org AP Literature prompts (argumentative topics)

College Board Website (AP Classroom):

* Unit Guides

* Daily Videos

* Topic Questions

* Progress Checks

* Question Banks

* Instructional Reports

* Practice Exams/Released Questions

Research:

Use of Purdue Online Writing Lab at owl.english.purdue.edu

Modern Language Association at mls.org

Cranford High School Media Center Database Collection:

- JStor
- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- Readingrants
- Historychannel

Cranford Public Library Online Resources: http://cranford.com/library/

Additional Student Resources:

- Chromebooks/laptops
- Google Classroom Suite
- Turnitin.com
- AP Classroom independent practice
- Albert IO
- Common Lit
- Google Tools including Docs Voice Typing
- Audible
- Writing Portfolios
- Writer's Notebook/Journal
- Padlet
- Socrative.com
- Poll everywhere
- Soundcloud
- Podcasting equipment
- Film production equipment
- Netflix
- YouTube

Teacher Resources

- Prompts and practice materials listed on APCentral.collegeboard. org
- *The British Tradition/Teacher's Edition*, Prentice Hall Literature
- *Multiple Choice & Free Response Questions in Preparation for the AP English Language & Composition Examination*, D& S Marketing Systems
- *5 Steps to a 5: 500 AP English Language Questions to Know by Test Day*, Allyson Ambrose
- *Everything's An Argument*, Lunsford et. al.
- *They Say/I Say*, G. Graff and C. Birkenstein
- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell

- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *Understanding Comics, Scott McCloud*
- *Making Comics*, Scott McCloud
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups

- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Possible modifications to content during writing workshop include, but are not limited to:

- Adhere to all modifications and accommodations as prescribed in IEP and 504 plan