

# Unit 1: Introduction To Self-Expression (Weeks 1-6)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## **Unit 1: Introduction To Self-Expression**

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Whether a student is heading to college or straight into the workforce, strong vocal and written self-expression are vital, necessary skills. Being able to clearly and persuasively speak about oneself will increase the chances of success in a job interview, which all students will eventually face. And students will need to write a clear, persuasive personal essay as part of the college-application process or as part of the cover letter when applying for a job.

## **Essential Questions**

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Why is a job interview considered a form of self-selling?

Why is strong self-expression (both spoken AND written) the key that opens the door to college and a job?

How can personal writing be a tool that can foster and further develop self-awareness?

## **Pre-Assessments**

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Students will write a one-page memoir, reflecting on someone or something in their life that has “jumped the shark” (i.e.- going from good/fun/cool to bad/boring/corny).

## **Instructional Plan**

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## **Student performance skits**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT Learn how to successfully answer job-interview questions so that students will be better prepared for the work force

### **Student Success Criteria ... “I can statements”**

I can answer job interview questions

### **Instructional Strategies and Activities**

Class-wide discussions

Group work

### **Formative Assessments**

Class participation

### **Instructional Materials and Resources**

Commonlit

### **Reflections and Suggested Modifications**

## **Writing Strategies**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT compose a strong college essay so that students can further develop writing skills that will be needed not only in college but beyond (i.e.- writing a cover letter for a job)

### **Student Success Criteria ... “I can statements”**

I can compose a strong introduction

I can organize my thoughts into a five paragraph essay

### **Instructional Strategies and Activities**

Using a graphic organizer, teacher will instruct students on how to write a successful 4-paragraph essay for a college application.

Class-wide discussions

## **Formative Assessments**

In-class writing assignment

## **Instructional Materials and Resources**

Graphic Organizer

## **Reflections and Suggested Modifications**

## **Picture-based oral presentation**

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### **Student Learning Intentions or We are learning to ... (WALT)**

Walt Sharpen Public Speaking skills (in preparation for the Capstone project in the spring) so that students can become more effective communicators

### **Student Success Criteria ... “I can statements”**

I can practice my speech skills

I can effectively communicate in a small group

I can effectively communicate to a large group

## **Instructional Strategies and Activities**

Individual presentations

## **Formative Assessments**

Oral Presentation

## **Instructional Materials and Resources**

Capstone Resources

## **Reflections and Suggested Modifications**

### **Song-based oral presentation**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT Sharpen Public Speaking skills (in preparation for the Capstone project) so that students can become more effective communicators

#### **Student Success Criteria ... “I can statements”**

I can present my ideas logically

I can use supporting details to expand on my central idea

#### **Instructional Strategies and Activities**

Song-based oral presentation

#### **Formative Assessments**

Oral Presentation

#### **Instructional Materials and Resources**

Capstone Resources

## **Reflections and Suggested Modifications**

### **Modifications and/or Accommodations**

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#### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

**English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next

day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **New Jersey Student Learning Standards: Content Area**

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ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA.W.RW.11–12.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
ELA.SL.PE.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.
ELA.SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
ELA.SL.II.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.
ELA.SL.ES.11–12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
ELA.SL.PI.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.
ELA.SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
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TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
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.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.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).

## **Integration of Computer Science and Design Thinking**

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CS.K-12.1.c	Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.
CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math**

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VA.9-12.1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MU.9-12.1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## **21st Century Life and Career**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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See Crosswalks

## **SEL Competencies**

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SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills