

Sayreville Public Schools
Foundations of English 11/12

Foundations of English 11/12
Required
Full Year

Date Curriculum Approved/ Revised: June 2025

Sayreville Public Schools
Foundations of English 11/12

Table of Contents

Statement of Purpose..... 3
Unit 1: Personal Information..... 4
Unit 2: Informational Text 8
Unit 3: Family 13
Unit 4: Career Readiness..... 17
Unit 5: Overcoming Personal Challenges 21

Statement of Purpose

Foundations of English 11 is a course designed to guide the planning of instruction and assessment for students with Multiple Disabilities at Sayreville War Memorial High School. The premise of the class is to prepare the students for the real-world literacy demands they will encounter throughout their communities. The purpose is to make connections of literacy to their own lives. The goal is to align the curriculum with the mission of SWMHS and to offer a comprehensive educational experience which enables students to maximize their unique intellectual potential (SWMHS Mission Statement).

Summary of the Course: This course will provide a comprehensive plan intended to develop and maximize the skills of students with disabilities to meet their literacy needs. It will delve into the topics and skills of reading, writing, and critical experiences that permit them to grow intellectually, socially, and emotionally. The Units will be aligned with the New Jersey Student Learning Standards and the New Jersey Core Content Curriculum Standards. The goals will ensure that the Enduring Understanding is presented using varied techniques to provide the students with the opportunity to succeed in the classroom and community. There will be a variety of formative, diagnostic, and summative assessments that will allow the educational professionals to determine the mastery of skills throughout the school year.

Unit 1: Personal Information

Summary of the Unit: This unit will take a comprehensive approach to understanding one's personal information. Personal Information is a vital part of everyday life. The knowledge of one's personal information will lead to a more independent lifestyle. At the conclusion of this unit, students will be able to know their personal information (name, address, city, state, zip code, etc...), know their parent's name and personal information, list any personal allergies, medications, medical history/disability, weight, height, and clothing/shoe size

Enduring Understanding: By the end of this unit students will know:

- Students will be able to obtain a variety of information to foster independence throughout their environment.

Essential Questions:

- What is personal information?
- Why is it important to know my own personal information?
- How will knowing my personal information aid me in independent living?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students will create a portfolio including different completed forms pertaining to school, work, and their adult lives. Through the completion of a portfolio, students will demonstrate knowledge of pertinent personal information and how to apply it in practical real-world situations.

Formative Assessment: To be administered at the close of each topic.

The teacher will modify the topic to each student in their class to align it with the student's IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.

Sayreville Public Schools
Foundations of English 11/12

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJ Student Learning Standards (NJSL)
Identifying personal information	1 week	<p>Know, access, and use personal information</p> <p>Identify information needed for appropriate forms</p>	<p>List examples of important personal information (name, address, city, state, zip code, etc...)</p> <p>Know their parent's name and personal information</p> <p>List any personal allergies, medications, medical history/disability, weight, height, and clothing/shoe size</p> <p>Show examples of personal documentation such as social security card, home address and phone number, birth certificate, and Individualized Education Plans</p> <p>Define related vocabulary</p>	<p>Class discussion, Completion of graphic organizer, Notebook checks</p>	<p>ELA.IW.11-12.2</p> <p>ELA.WP.11-12.4</p> <p>ELA.W.SE.11-12.6</p> <p>ELA.L.SS.11-12.1</p> <p>ELA.L.VL.11-12.3</p>

Sayreville Public Schools
Foundations of English 11/12

Evaluate the importance of knowing essential personal information	1 week	Discuss the importance of knowing personal information and provide examples	<p>Practical application role play</p> <p>Discuss scenarios where it is essential to know your personal information</p> <p>Students will be able to complete a personal information card</p>	<p>Class discussion, Completion of graphic organizer, Notebook checks, Complete forms</p>	<p>ELA.SL.PE.11-12.1</p> <p>ELA.W.IW.11-12.2</p> <p>ELA.W.WP.11-12.4</p>
Application in everyday tasks	2-3 weeks	<p>Fill out forms correctly</p> <p>Identify the importance of knowing personal information in order to foster independence</p>	<p>Practical application role play</p> <p>Fill out a variety of forms related to school, work, college</p> <p>Create a personal portfolio</p>	<p>Class discussion, Completion of graphic organizer, Notebook checks, Complete forms, Personal portfolio of essential information</p>	<p>ELA.W.SE.11-12.6</p>

Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.

- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understanding.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ML students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/ Use: Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 21st Century Life and Career Skills: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 21st Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 2: Informational Text

Summary of the Unit: This unit allows students to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate informational text. Students will read an array of informational text to build an understanding of texts, themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society; and for personal fulfillment. Students will be able to participate in conversations on common texts. Students will also continue to build on the vocabulary they need to access and understand real word material.

Enduring Understanding: By the end of this unit students will know:

- Informational texts are written to inform, persuade, or entertain the topic covered and author's purpose determines the text structure.
- We read to gain knowledge that helps us understand our world and ourselves. Success in school and in life depends on our ability to comprehend informational text.
- How to apply literacy skills in real-world situations.

Essential Questions:

- What is different about informational text?
- How can reading informational text help us to explore and understand our world?
- Why do we need to read labels, instructions, and other forms of print?
- Why are there warning labels and hazard symbols?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

The students will be presented with a prompt to write and answer using several different nonfiction texts targeted to individual student reading level. Students will be required to articulate main ideas of the text and identify the author's purpose and point of view. The culminating project may also include warning labels on chemicals, instruction manuals, or any other label/print source that students may need to read.

Formative Assessment: To be administered at the close of each topic.

Sayreville Public Schools
Foundations of English 11/12

<p>The teacher will modify the topic to each student in their class to align it with the student’s IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.</p>					
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJ Student Learning Standards (NJSL)
Preparing to read nonfiction	1 week	Students will understand how to develop strategies to read nonfiction texts.	<p>Define vocabulary terms associated with the reading of informational texts.</p> <p>Read newspapers, magazines, flyers, and other print sources.</p>	<p>Quizzes, Writing prompts using vocabulary terms defined, Presentations, Projects, Portfolios, Quizlet</p>	<p>ELA.RL.CR.11-12.1</p> <p>ELA.L.VI.11-12.4</p>
Identifying key details while reading nonfiction	2 weeks	<p>Identify the main idea while reading.</p> <p>Cite textual evidence to identify a writer’s point of view and purpose</p>	<p>Utilize graphic organizers to outline key details in nonfiction texts</p> <p>Read various newspapers, magazines, flyers, and other print sources to practice identifying key details and main ideas.</p> <p>View movie clips, listen to oral reading, or listen to</p>	<p>Quizzes and tests, writing prompts, presentations, projects, portfolios, Quizlet, graphic organizers</p>	<p>ELA.RL.CR.11-12.1</p> <p>ELA.RI.IT.11-12.3</p> <p>ELA.SL.PE.11-12.1</p>

Sayreville Public Schools
Foundations of English 11/12

			audio clips related to a selected text.		
Responding to nonfiction	1 week	Students will understand how to respond in writing or speech to nonfiction and be able to produce a response that is accurate and thorough.	<p>Identify and explain the features of informational texts.</p> <p>Identify and discuss or write about differences in perspectives.</p> <p>Analyze informational texts to gather necessary facts.</p>	Quizzes and tests, writing prompts, presentations, projects, portfolios, Quizlet, graphic organizers	<p>ELA.RI.MF.11-12.6</p> <p>ELA.SL.PE.11-12.1</p> <p>ELA.RI.CT.11-12.8</p> <p>ELA.W.WR.11-12.5</p> <p>ELA.SL.UM.11-12.5</p>
Hazards and warning labels	2 weeks	Distinguish hazardous materials and labels from other objects and diagnose its purpose	<p>Define vocabulary terms associated with the reading of warning labels.</p> <p>Show students examples of warning labels on hazardous materials that they may see in everyday life/workplace settings.</p> <p>Role play situations where students may come across hazardous</p>	Vocabulary words defined, quizzes and tests, writing prompts, presentations, projects, portfolios, quizlet, graphic organizers,	ELA.RL.CR.9-10.1

			<p>materials and demonstrate what they should do in each situation.</p> <p>View a variety of product labels and differentiate between hazardous and nonhazardous materials.</p>		
<p>Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:</p> <ul style="list-style-type: none"> • Consistent with individual plans, when appropriate. • Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed. • Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA); Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tools such as SKYPE, experts from the community helping with a project, journal articles, and biographies). • Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). • Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understanding. • Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue. • Provide ML students with multiple literacy strategies including websites with various language options. • Collaborate with after-school programs or clubs to extend learning opportunities. 					

Suggested Technological Innovations/ Use: Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera

Cross Curricular/ 21st Century Connections:

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9.2 21st Century Life and Career Skills: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 21st Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 3: Family

Summary of the Unit: In this unit, students will discover the meaning of family by analyzing cultural and psychological dynamics of varied families. Anecdotes, short stories, folk tales, and poetry will be analyzed to convey, compare and contrast familial structure, customs, and upbringings. This unit is centered around themed short stories based on the reading level of the students.

Enduring Understanding: By the end of this unit students will know:

- Students will recognize their family dynamics and compare them to other characters from the text/s.
- Students will identify how cultures and society play a role in one's values and lifestyle.
- Students will discover adversities and challenges and articulate problem-solving skills to overcome them.

Essential Questions:

- How does one's upbringing affect who they are as a person?
- What is one's identity and how does family/ adversities shape them as individuals?
- What role does society play in one's values and lifestyles?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

The students will be presented with quizzes throughout the unit after reading each short story, in order to demonstrate their comprehension of text.

Formative Assessment: To be administered at the close of each topic.

The teacher will modify the topic to each student in their class to align it with the student's IEP. The teacher needs to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.

Sayreville Public Schools
Foundations of English 11/12

Resources:

Teacher may choose short fictional, or non-fiction texts based on individual students' reading levels from district approved resources. Some suggested texts include: "Three Hundred Pesos" by Manuela Williams Crosno and "Sachiko Means Happiness" by Kimiko Sakai

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJ Student Learning Standards (NJSLS)
Shorter fictional text	1 week	<p>Analyze a general statement based on the details to draw conclusions</p> <p>Identify the climax of the story by stating the turning point of the story</p> <p>Define key terms in context</p>	<p>Using a plot map, identify parts of a short story and the events that correlate with each part.</p> <p>Practice underlining key vocabulary to analyze the sentences around the word to define in context.</p>	<p>Graphic Organizer</p> <p>Worksheets</p>	<p>LA.RL.CR.11-12.1</p> <p>ELA.RL.IT.11-12.3</p> <p>ELA.L.VI.11-12.4</p> <p>ELA.RL.TS.11-12.4</p> <p>ELA.RL.MF.11-12.6</p> <p>ELA.L.VI.11-12.4</p>
Shorter fictional text	1 week	Identify characters and compare and	Identify the characters within the text. Identify	Worksheets	ELA.RL.CR.11-12.1

Sayreville Public Schools
 Foundations of English 11/12

		<p>contrast them based on personality, feelings about family, and money.</p> <p>List important characteristics of a folk talk and identify the responses from the text.</p>	<p>their role within the family and how their actions affect the story's overall theme.</p> <p>Analyze a variety of folk talk through different childhood stories. Create a chart that will identify commonalities between them all.</p>	Graphic organizer	<p>ELA.RL.CI.11-12.2</p> <p>ELA.RL.IT.11-12.3</p> <p>ELA.L.VI.11-12.4</p> <p>ELA.RL.MF.11-12.6</p>
Individual poems/shorter fictional texts	1-2 weeks	<p>Define point of view and the various forms it may have to identify the speaker of the text.</p> <p>Encourage and model for students how to make connections that resonate with their lives and draw them closer to the text.</p>	<p>Choose a variety of short stories and poems for each student that can relate to his or her family/culture.</p> <p>Identify the point of view and speaker through clues provided by classmates and teachers.</p> <p>Complete a graphic organizer comparing and contrasting individual</p>	Graphic Organizer	<p>ELA.RL.CR.11-12.1</p> <p>ELA.RL.CI.11-12.2</p> <p>ELA.RL.IT.11-12.3</p> <p>ELA.L.VI.11-12.4</p> <p>ELA.RL.MF.11-12.6</p>

			reading selections to students' lives.		
<p>Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:</p> <ul style="list-style-type: none"> • Consistent with individual plans, when appropriate. • Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed. • Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tools such as SKYPE, experts from the community helping with a project, journal articles, and biographies). • Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). • Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understanding. • Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue. • Provide ML students with multiple literacy strategies including websites with various language options. • Collaborate with after-school programs or clubs to extend learning opportunities. 					
<p>Suggested Technological Innovations/ Use: Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera</p>					
<p>Cross Curricular/ 21st Century Connections:</p> <p>9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>9.2 21st Century Life and Career Skills: Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable</p>					

giving in the global economy.

9.3 21st Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Unit 4: Career Readiness

Summary of the Unit: This unit will focus on each student's future. This unit will help students identify their personal goals and identify their wants and needs for their futures. Each student will develop a resume and cover letter, to be used at their earliest convenience. Students will also develop job interview skills.

Enduring Understanding: By the end of this unit students will know:

- Students will exhibit tangible job skills to enter the workforce.
- Students will develop career-oriented skills and professionalism in the workplace

Essential Questions:

- What do you want to be when you grow up?
- What do you need to obtain these skills?
- What are resources to help you obtain these skills?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Students will develop a resume and will be evaluated during a mock job interview.

Formative Assessment: To be administered at the close of each topic.

The teacher will modify the topic to each student in their class to align it with the student's IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs

Sayreville Public Schools
Foundations of English 11/12

to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.					
Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJ Student Learning Standards (NJSL)
Choosing a career	1-2 weeks	Explore various careers and the qualifications for each Define requirements for a chosen career	Complete a career survey to identify a career path Research career requirements and training programs for various careers Completing job applications	Class discussion, completion of job applications	ELA.SL.PE.11-12.1 ELA.L.SS.11-12.1 ELA.L.KL.11-12.2.A
Resumes and Cover Letters	1-2 weeks	Develop a resume and compose a cover letter	View examples of resumes Create a resume with student work or job training experience using a template	Resume, cover letter	W.11-12.2 ELA.W.IW.11-12.2 ELA.W.WP.11-12.4 ELA.W.SE.11-12.6

Sayreville Public Schools
 Foundations of English 11/12

			<p>Identify how to find appropriate references for a resume and discuss asking people to be a reference</p> <p>Peer editing of resumes</p> <p>Compose a cover letter for a job using a template. Include an introduction, an explanation of work experience, and contact information.</p>		<p>ELA.SL.PE.11-12.1</p> <p>ELA.L.SS.11-12.1</p> <p>ELA.L.KL.11-12.2.A</p>
Job Interviews	1-2 weeks	Develop job interview skills	<p>Identify the most common questions asked during job interviews.</p> <p>Answer commonly asked questions on paper to prepare for interviews.</p> <p>Practice job interviews conducted by teachers and staff members.</p> <p>Provide feedback for improvement, discuss</p>	Individual interview with teacher	<p>ELA.SL.PE.11-12.1</p> <p>ELA.L.SS.11-12.1</p> <p>ELA.L.KL.11-12.2.A</p>

			ways to improve interview skills.		
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Cross Curricular/ 21st Century Connections:

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Unit 5: Overcoming Personal Challenges

Summary of the Unit: This unit will focus on overcoming personal challenges in one's life. This unit will examine the lessons learned by the main character in a novel and allow students to make personal connections. This unit is centered around a themed novel based on the reading level of the students.

Enduring Understanding: By the end of this unit students will know:

- Students will examine how conflicts affect a person
- Students will develop strategies for overcoming personal strategies
- Students will demonstrate understanding while reading a themed novel

Essential Questions:

- What is a personal challenge?
- How do personal challenges affect and change a person?
- How can you overcome a personal challenge?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

The summative assessment should be based on a themed novel based on the reading level of the students. At the conclusion of the book, the students will highlight the major aspects of the book covered in this unit. The students will need to highlight the personal challenges faced by the main character of the novel and how he or she overcame these struggles. These major goals should be the focus throughout the novel while reading with the students.

Formative Assessment: To be administered at the close of each topic.

The teacher will modify the topic to each student in their class to align it with the student’s IEP. The students will partake in role playing scenarios that will promote the skills they have learned at a mastery level. The teacher needs to accommodate the students and properly assess them in a manner that enables success. The teacher will use frequent check-in strategies (teacher questioning, teacher observations, worksheets, and quizzes) to ensure students are achieving the standards set forth by the teacher.

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJ Student Learning Standards (NJSL)
Personal challenges	1 week	Examine personal challenges in life and discuss strategies to overcome them	Identify personal challenges in students’ lives as an introduction to the themed novel. Discuss strategies for overcoming personal challenges and coping mechanisms.	Quizzes and test, writing prompts, Presentations, projects, portfolios, Quizlet	ELA.SL.PE.11-12.1 ELA.RL.CI.11-12.2

Sayreville Public Schools
Foundations of English 11/12

			Begin reading a themed novel focusing on the main character and his or her life struggles.		
Novel study	4-5 weeks	<p>Understand new vocabulary</p> <p>Identify and describe characters</p> <p>Identify setting and plot events</p> <p>Demonstrate comprehension while reading</p>	<p>Define vocabulary terms from the novel.</p> <p>Demonstrate understanding of vocabulary terms by correctly using them in sentences.</p> <p>Maintain a character chart while reading: list characters' names and add information about each character throughout the novel.</p> <p>Identify conflicts leading to the main character's personal challenge.</p> <p>Identify themes while reading.</p> <p>Answer comprehension questions while reading pertaining to characters,</p>	<p>Character chart, comprehension questions, quizzes and test, writing prompts, presentations, projects, portfolios, Quizlet</p>	<p>ELA.RL.CR.11-12.1</p> <p>ELA.RL.CI.11-12.2</p> <p>ELA.RL.IT.11-12.3</p> <p>ELA.L.VI.11-12.4</p> <p>ELA.L.VL.11-12.3</p> <p>ELA.RL.TS.11-12.4</p> <p>ELA.RL.MF.11-12.6</p> <p>ELA.W.NW.11-12.3</p>

Sayreville Public Schools
Foundations of English 11/12

			settings, and main plot events. Respond to journal prompts related to the novel.		ELA.W.RW.11-12.7
Novel reflection	1 week	Reflect on the conclusion of the novel Make text-to-self connections	Reflect on the problems that caused the main character's challenges in the novel and what he or she did to resolve them. Project reflecting on the themes of the novel. Suggested activity: create a comic strip depicting the conflict and resolution from the novel.	Presentations, projects, portfolios.	ELA.SL.PE.11-12.1 ELA.W.NW.11-12.3

Suggested Modifications for Students with Disabilities, Multilingual Learners, and Gifted Students:

- Consistent with individual plans, when appropriate.
- Create Real-Life situations for the students to resolve through problem solving skills. i.e. prompt a scenario and the students need to use the skills obtained to resolve the conflict.
- The use of manipulatives and hands on activities that incorporate multi-sensory learning.
- Graphic Organizers to promote UDL learning for all students in the classroom.
- Visuals that model exceptional behavior in situations similar to the ones the students will face on a daily basis.
- Modifications and accommodations that align with each individual IEP.
- The use of Visual aids for students who are visually impaired.

- Technology devices that better enhance lessons and increase engagement.

Suggested Technological Innovations/ Use: Personal tablets for students who need assistive technology, smartboard, video, computers, and document camera

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 21st Century Life and Career Skills CAREER AWARENESS, EXPLORATION, AND PREPARATION:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.