Wall Township Public Schools	Board Approval Date: November 18, 2025
Course Title: The American Nightmare: The Works of Stephen King	
Course Description: Through careful study of the life and works of Stephen King, one can simultaneously face fear and strengthen close reading skills. This class will introduce students to the mystery and horror of King's finest writing and the tragedy and victory that he experienced in his own life. With allusions to literary classics and current social issues, students will engage in sincere discussions that revolve around life's challenges and how one can overcome them through the study of fictional struggles. Works of study will include King's classic The Shining, his collection of short stories from 1978 titled Night Shift, current mystery Joyland, and the autobiographical On Writing: A Memoir of the Craft.	

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful writing authentic tasks, exploring valued topics, writing for impact and

expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a

variety of text resources and media.

- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: A History of Horror	19
Unit 2: Day Shift: King of Short Stories	19
Unit 3: Joyland and the Struggle With Others	19
Unit 4: The Shining and the Struggle With Self	19

Unit 1

Desired Results
Unit 1 Title: A History of Horror

Unit Summary: In this unit, students will explore how the horror genre has evolved in response to shifting social, cultural, and historical contexts. By examining the five key subgenres of horror, Gothic Romance (and its four subcategories), Residual Gothic Impulse, Cosmic Horror, Antiquarian Horror, and Modern Horror, students will develop a deep understanding of how each period reflects the anxieties and concerns of its time. The unit emphasizes the literary and cinematic traits that define each subgenre, while also tracing how these elements are woven into the work of Stephen King. Through close reading, film analysis, and critical research, students will classify horror texts and films based on genre conventions, examine how King's personal life intersects with his fiction, and identify how horror has shifted from physical fear to psychological and existential dread. A variety of sources, including *The Art of Darkness*, *On Writing*, and select film and literary excerpts, will support students' analysis. They will engage in writing journals, guided film responses, group research presentations, and a culminating subgenre assessment that challenges them to synthesize and apply their understanding. Ultimately, students will recognize how horror reflects the fears of its era and how the genre continues to adapt and deepen, with Stephen King serving as a key figure whose work spans and blends multiple horror traditions.

Learning Standards

NJSLS:

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

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.

A. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

important to comprehension or expression.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author’s purpose in a text, distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

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.

W.SE.11–12.6. 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).

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.

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.

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.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 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). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Computer Science & Design Thinking (*CS & DT***):** 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture
Interdisciplinary Connections: 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social, and economic rights for people, and explain the reasons for their growth or decline around the world. 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

Learning Targets	
Unit Essential Questions: ● How does each period of horror resonate with the time in which it was produced? ● What patterns are evident in the evolution of horror? ● What classic works of literature are present in the	**Unit Enduring Understandings:** ● The Gothic Romance can be divided into four subgenres: historical Gothic, natural or explained Gothic, supernatural or inscrutable Gothic, and equivocal or ambiguous Gothic.

subgenres of horror, and how do they meet the criteria of the period? • In what ways does Stephen King's personal life intersect with his literature? • Is it possible for a work to convey multiple genres of horror, and if so, what elements provide the bridge of classification?	• The Residual Gothic Impulse shifted the focus from physical fright to psychological fear and the haunted psyche. • Cosmic Horror presents otherworldly visions and connections to apocalyptic forces with a very serious (often wordy) tone. • Antiquarian Horror presents characters who are intelligent yet still set themselves up for disaster. • Modern Horror presents themes of psychological alienation; the human is alone in an absurd universe.
Vocabulary: • *Academic terminology:* Physical Horror, Psychological/Antiquarian/Cosmic Horror, Supernatural, Gothic Romance, Residual Gothic Impulse, Romanticism	
Students will be able to: • Differentiate between the five subgenres of horror and physical/psychological horror. • Identify qualities of the subgenres of horror in literature and film. • Examine the historical context of each period of horror and identify social, cultural, and political influences. • Cite details from the text to justify a given inference or conclusion about ideas discussed in the text. • Summarize the text by identifying central ideas/topics or key events in chronological order, and by citing relevant supporting details without extraneous information. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Learning Activities: • reading, both in-class and as homework • reading check quizzes, both casual and graded	

- A & E Guided Viewing Questions
- Film Classification/Analysis
- Horror History Gallery Walk

Assessment Evidence

Formative Assessments:

- Journal Writing
- Stephen King Biography Log

Summative Assessments:

- Horror Subgenre Research Presentation
- Horror Subgenre Comparison Essay

Core Instructional & Supplemental Materials

Works of Study:

- *Horror Literature: a historical survey and critical guide to the best of horror*
- *Stephen King: The Art of Darkness*
- *The Stephen King Companion: Four Decades of Fear from the Master of Horror*
- *On Writing: A Memoir of the Craft*

A variety of film/literary excerpts to accompany/help differentiate the periods of horror:

- The Gothic Romance - *Suspiria* by Dario Argento, or *Crimson Peak* by Guillermo del Toro
- The Residual Gothic Impulse - *It Follows* by David Robert Mitchell
- Cosmic Horror - *Interstellar* by Christopher Nolan
- Antiquarian Horror - *Blue Ruin* by Jeremy Saulnier
- Modern Horror - *28 Days Later* by Danny Boyle

Accommodations and Modifications:

Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Day Shift: King of Short Stories

Unit Summary: In this unit, students will explore how Stephen King transforms everyday objects, places, and experiences into sources of horror that reflect deep psychological and societal fears. Drawing from *Night Shift* and supporting texts, students will analyze how King blends elements of physical and psychological horror, often flipping traditional expectations by using emotional dread as the foundation for physical terror. Through a close study of selected stories and their film adaptations, students will examine how King elevates the ordinary into the terrifying while also confronting themes such as addiction, isolation, vice, and moral decay. Students will revisit and apply their understanding of horror subgenres from the previous unit to classify stories and analyze how setting, character, and narrative structure contribute to mood and tension. Comparisons to classic writers like Poe, Faulkner, and Dickinson will deepen their understanding of literary tradition, while journaling, discussion, and multimedia projects will give them multiple entry points for personal reflection and creative expression. The unit culminates in a student choice assessment: either the creation of an original short horror story using classic structural and thematic elements, or a collaborative group presentation that analyzes an untaught story from *Night Shift* through a multimedia lens.

Ultimately, students will gain a deeper appreciation for horror not only as a genre but as a mirror for human fears, and a means of confronting and understanding them.

Learning Standards

NJSLS:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and

accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.SE.11–12.6. 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).

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.

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.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

Interdisciplinary Connections:

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social, and economic rights for people, and explain the reasons for their growth or decline around the world.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What aspects of Stephen King's life shaped the short stories he created?	• Although physical horror is more readily the precursor to psychological horror, the inverse can often be found in the works of King.

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- What periods of horror are present in works from *Night Shift*, and how can the works be compared to classic voices like Poe, Faulkner, and Dickinson?
- What classic elements of the short story are present in these works, and how do they vary in accordance with the genre of horror?
- What types of fear and/or concerns does King present in *Night Shift*, and how do the characters respond to them?
- How is King able to make everyday objects, interactions, and subject matter more horrifying in his works of short fiction?
- How can a reader overcome the horrors/fears mentioned in the previous bullet through a close study of these tales?

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- Modern Horror presents themes of psychological alienation; the human is alone in an absurd universe.
- Fear is a complex emotion that can take on many forms, and the reaction/processing of each is unique depending on the individual.
- King explores a variety of human vices (i.e., alcoholism, addiction) and presents them in a way that is unique to the genres of horror and science fiction.
- The setting of a work of horror can add tremendous depth to the tension and mood of the story.

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Vocabulary:

- *Academic terminology:* Exposition, climax, resolution, direct/indirect characterization, conflict, foreshadowing, fear, suspense, mystery, imagination

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Students will be able to:

- Classify the short works of Stephen King via the subgenres of horror studied in the previous unit.
- Identify the different types of fear/concerns that Stephen King presents in each short story.
- Analyze/Critique the surface level (as it pertains to the story) and grand scale of each fear/concern that Stephen King presents.
- Justify arguments and support opinions with specific references to text that include proper parenthetical citations
- Cite details from the text to justify a given inference or conclusion about ideas discussed in the text.

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- Summarize the text by identifying central ideas/topics or key events in chronological order, and by citing relevant supporting details without extraneous information.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Activities:

- reading, both in-class and as homework
- reading check quizzes, both casual and graded
- Film Classification/Analysis
- Horror Read-Aloud and Peer Feedback
- Stephen King Life-Story Connection Log

Assessment Evidence

Formative Assessments:

- Daily Fear Journals
- Short Story
    - Students will craft an original horror short story that contains classic elements of a short story and is tailored to a specific subgenre of horror.

Summative Assessments:

- Group Presentations
    - Students will be assigned a different story from *Night Shift* in small groups and will complete the following:
        - Read the story
        - summarize content in a notebook
        - create a "movie trailer" for the story
        - Create a presentation that summarizes the plot and analyzes elements of horror and other themes (identified and further explored by students).

Core Instructional & Supplemental Materials

Works of Study:

- *Night Shift* by Stephen King

Potential Stories:

- "Graveyard Shift"
- "The Mangler"
- ”The Boogeyman"
- "Gray Matter"
- "Battleground"
- "Trucks"
- "The Ledge"
- "The Lawnmower Man"
- "Quitters Inc."
- "Children of the Corn"
- "One for the Road"

Supplemental:

- Film versions of the tales-
  - "Graveyard Shift"
  - "Children of the Corn"
  - "Trucks"
  - "The Ledge"
  - "The Lawnmower Man"
  - "Quitters Inc."
- Excerpts from *Creepshow* I and II where applicable.
- *On Writing: A Memoir of the Craft*
- *Stephen King: The Art of Darkness*
- *The Stephen King Companion: Four Decades of Fear from the Master of Horror*

Accommodations and Modifications:

Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Joyland and the Struggle With Others

Unit Summary: In this unit, students will explore Stephen King's *Joyland*, a coming-of-age mystery set in a North Carolina amusement park that blends the bildungsroman tradition with suspense and psychological tension. Through reading, discussion, and film excerpts, students will analyze how setting, character interactions, and "carny" culture shape the story's mood and mystery. They will study genre techniques such as foreshadowing, red herrings, and layered clues, connect King's personal experiences to his work, and apply these skills in both analytical writing and original group-created mysteries.

Learning Standards

NJSLS:

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. 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.
E. 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).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.
C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and 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.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and

build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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.

opportunity to integrate climate change education.

W.SE.11–12.6. 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).

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.

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.

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.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

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).

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment, and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints.

Interdisciplinary Connections:

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals, and societies.

Learning Targets

Unit Essential Questions:

- What aspects of Joyland lend themselves to the genre of bildungsroman, and how is Devin a prime example of the protagonist of such a work?
- What elements of the mystery genre are present in Joyland?
- In what ways does "carny" speak both helpful (to the employees) and derogatory (to the patrons)?
- In what ways does Stephen King's personal life intersect with his literature?
- Though Joyland is not a classic work of horror, what subgenres appear throughout the work?

Unit Enduring Understandings:

- The Bildungsroman presents a coming-of-age story that is rich with character development and mental/physical struggle.
- Modern Horror presents themes of psychological alienation; the human is alone in an absurd universe.
- The setting of a work of horror can add tremendous depth to the tension and mood of the story.
    - This is incredibly true in the North Carolina coastal setting of Joyland.
- Oftentimes, character interaction can provide misleading clues, as evidenced by some of the red herrings present in this novel.

Vocabulary:

- *Academic terminology:* Suspense, detective/investigator, clues, alibi, inference gaps, foreshadowing, red herring, overt clues vs hidden evidence, breakthrough, hunch, suspect, witness, various "Carny" terms including, but not limited to: wearing the fur, rubes, the Talk, bang-shy, bang-shy agent, dogtop, hollywood girl, etc.

Students will be able to:

- Determine the meaning of words and phrases (some noted above in the vocabulary section) 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.

- Determine two or more themes or central ideas of a text (after modeling one by the teacher) 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.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story (in this case, mystery/horror).
- Analyze how an author's choices concerning how to structure specific parts of a text (in the case of Joyland, the presentation of characters, clues, and other details regarding the murder mystery).
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events (in this case, it will be the original mystery writing).

Learning Activities:

- reading, both in-class and as homework
- reading check quizzes, both casual and graded
- Journal Writing
- Film Classification/Analysis

Assessment Evidence

Formative Assessments:

- Joyland Essay
- Novel Quizzes

Summative Assessments:

- Group Writing
    - After mastering the elements of mystery / short stories, SW work collectively in small groups to create an original mystery.
    - The product should be worked on in Google Docs; however, students may eventually present the mystery to the class in Google Slides form OR via live performance with a script.

Core Instructional & Supplemental Materials

Works of Study:

- *Joyland*

A variety of film/literary excerpts to accompany/help differentiate:

- *The Stephen King Companion: Four Decades of Fear From the Master of Horror*
- Excerpts from *American Horror Story: Season Four - Freak Show*
- Excerpts from *Creepshow 1 and 2* (collaborative film efforts by Stephen King and George Romero)
- Excerpts from *The Dead Zone and Silver Bullet*, when applicable to the text (in this order, it works because we meet the fortune teller in the beginning and the handicapped child Mike a little over halfway through).

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4 Title: The Shining and the Struggle With Self

Unit Summary: In this unit, students will study Stephen King's *The Shining*, exploring themes of family conflict, isolation, and personal vice within a psychological horror framework. They will analyze character archetypes, including Jack Torrance as an anti-hero and Dick Hallorann as a tragic hero, while examining how King's life and cultural influences shaped the novel. The unit includes comparative analysis of the 1980 and 1997 film adaptations, a study of horror archetypes, and a psychoanalytic interpretation, culminating in both analytical and creative assessments.

Learning Standards

NJSLS:

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

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.

A. 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.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and 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.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims, avoiding common logical fallacies and using sound reasoning and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.SE.11–12.6. 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).

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.

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.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

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).

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Interdisciplinary Connections:

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.

<table>
<tr><th colspan="2">Learning Targets</th></tr>
<tr><td>Unit Essential Questions:
How did King's life provide inspiration for The Shining?
In what ways does Jack Torrence demonstrate the qualities of an anti-hero?
In what ways does Dick Hallorann demonstrate the qualities of an Aristotelian tragic hero?
What period of horror is best represented in The Shining, or is it more readily classified as a hybrid?
What classical (and modern) horror archetypes are present in The Shining, and how do they work
together to create a more sinister story?
How does Stanley Kubrick's film version present aspects of Freud's psychoanalytic theory?</td><td>Unit Enduring Understandings:
No family is a perfect family, as evidenced by the countless stressors and uncontrollable events that lie
in the way of the human race.
Stephen King's personal life was poured into every chapter of The Shining and formed the basis
for its conflict and resolution.
Personal vices can be extremely hard to avoid given the social, cultural, and environmental factors that
are faced alongside them.
The elements of the tragic hero and anti-hero are readily present in King's The Shining.
Modern Horror presents themes of psychological alienation; the human is alone in an absurd universe.</td></tr>
<tr><td colspan="2">Vocabulary:
Academic terminology: Physical and psychological horror, Shining, Redrum, Gothic, Bluebeard, architectural terminology (as it appears in the novel, i.e., buttress, molding).</td></tr>
<tr><td colspan="2">Students will be able to:
Analyze how and why individuals, events, and ideas develop and interact over the course of a text (in this case, the development of the "shining" power and the relationship between the immediate Torrance family members).
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation (with The Shining, students will be researching a variety of</td></tr>
</table>

social/cultural issues that arise in the novel, creating informative documents, and presenting findings to the class).

- 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.
- 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 (as in previous units, the teacher will model one theme, and students will select an original one and focus on it for the duration of the work).
- 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).
- Analyze multiple interpretations of The Shining, evaluating how each version interprets the source text (both the Kubrick film and the "made-for-TV" version).
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Learning Activities:

- reading, both in-class and as homework
- reading check quizzes, both casual and graded
- Chapter Organizer
- Film Classification/Analysis

Assessment Evidence

Formative Assessments:

- Psychoanalytic Film Analysis
- Novel Quizzes

Summative Assessments:

- Archetype Study
- *The Shining* Test

Core Instructional & Supplemental Materials

Works of Study:

- *The Shining*
- *Doctor Sleep*

A variety of film/literary excerpts to accompany/help differentiate:

- *Reading Stephen King: Issues of Censorship, Student Choice, and Popular Literature*
- *The Shining Explored: A psychoanalytic interpretation of Stanley Kubrick's 1980 film*
- *On Writing: A Memoir of the Craft*
- *The Stephen King Companion: Four Decades of Fear From the Master of Horror*
- *Stephen King: The Art of Darkness*
- *Film versions of the novel from 1980 (Stanley Kubrick) and 1997 (Mick Garris)*
- *Room 237 (A documentary on the Kubrick film)*

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning