Wall Township Public Schools	Board Approval Date: August 20, 2024

Course Title: English 11 Honors

Course Description: This course is designed for the student who has developed an exceptional proficiency in critical reading and thinking as well as advanced writing skills. The content of this course is derived from independent reading choices, book clubs and whole-class novels. Students will analyze literature from diverse authors. Reading and writing assignments are extensive and sophisticated and include literary analysis, narrative and persuasive writing techniques. The course emphasizes thematic analysis of the literature as well as the historical and social background of the time period and how it shapes an author's purpose

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.

Inclusion of Climate Change Opportunities

( **)** notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources

The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Reading Literature	16
Unit 2: Narrative Writing	20

Unit 3: Author's Purpose (Shakespeare)	16
Unit 4: Literary Analysis	20
Unit 5: Literary Nonfiction	16
Unit 6: Research-Based Expository Writing	20
Unit 7: Memoir Reading	16
Unit 8: Reflective Writing	12

Unit 1

Desired Results
Unit 1 Title: Reading Literature
Unit Summary: In this unit students will read literature to study plot, characters, conflict, and ultimately, the fictional story the author writes. In 11th grade Honors, the teacher will teach the same standards from 9th and 10th grade but will increase the rigor. The 11th grade honors teacher will teach the skills based on the explicit standards and 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding.
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.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.

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.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.

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.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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***):**

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

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: • What are the elements of effective storytelling and how does an author use these elements to draw the reader in and bring about a specific effect? • How do I interact with the story I am reading and relate that to the real world? • How do I define the author's story and connect to culture and society? • How am I a member of the human race, both unique and akin to others?	**Unit Enduring Understandings:** • Good readers identify and analyze plot, characters, conflict, etf. to gain an appreciation of the author's craft. • Readers use what they already know to help aid in the understanding of a text. • The power of great storytelling will encourage personal storytelling. • Language and culture influence the formation of personal identity.
Vocabulary: Sadlier Vocabulary Workshop, *Tools for Excellence*	
Students will be able to: • Analyze a writer's style and use of literary devices through close reading • Summarize and paraphrase literary selections. • Evaluate point of view. • Analyze perspectives • Discuss literary selections at length	
Learning Activities: *Potential Learning Activites can include:* • Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to	

students.

- Establish each student's prior understanding of literature and genres through a relatable hook (story, survey, posing question, etc.) or through individual conferences.
- Read *The Kite Runner* as a whole-class novel and then students will read their independent choice to complete the unit.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners.
- Experience activities where speaking and listening skills are used during Book Talks.
- Confer individually with teacher and peers.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Asian American & Pacific Islanders, LGBTQ and People with Disabilities and Diversity, Equity & Inclusion (DEI):
    - *The Kite Runner* by Khaled Hosseini
        - The novel is set in Afghanistan and the U.S. immigrant experience is central when Amir's family relocates to California. It highlights challenges of immigration, assimilation, bicultural identity, and prejudice against Asian and Middle Eastern communities. The AAPI mandate is met through Hosseini's authentic representation of Afghan and broader South Asian voices.
        - Hassan's cleft lip, and later his son Sohrab's trauma, reflect stigma and vulnerability tied to physical and psychological difference.
        - The novel examines ethnic hierarchies (Pashtun vs. Hazara), class divisions, gender roles, and immigration. It highlights the consequences of prejudice and the importance of empathy, justice, and inclusion. Amir's redemption arc underscores DEI's focus on moral responsibility, equity, and confronting privilege.

Assessment Evidence
Formative Assessments:

- Vocabulary Quizzes
- Reading Comprehension Quizzes
- Journal Questions

Summative Assessments:

- Text-based assessment with multiple choice and open-ended questions

Common Benchmark Assessments:

- All 11H Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Student-choice project

Core Instructional & Supplemental Materials
The Kite Runner by Khaled Hosseini
Student-choice fiction
All student selected choices available through classroom library, school or public library, or bought by student.

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 - Review of directions - 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

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 - 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 - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - 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 - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Narrative

Unit Summary: In this unit, students will explore the art of narrative writing, focusing on the development of narrative fiction. The goal is to help students express themselves creatively while honing their writing skills. They will learn to engage their audience through vivid storytelling, dynamic character development, and meaningful diction. The unit will culminate in a short, polished piece of narrative fiction that showcases their growth as writers.

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.

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.

Interdisciplinary Connections

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

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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

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

Interdisciplinary Connections:

1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.

1.4.12acc.Cr1c: Use personal experiences and knowledge to develop a character that is believable and authentic.

Learning Targets	
Unit Essential Questions: • What elements contribute to an effective and engaging narrative? • How can we use sensory details and figurative language to create vivid imagery in our writing? • In what ways do our personal experiences and reflections shape the stories we tell? • How do character development and setting enhance the overall impact of a narrative? • What strategies can we use to revise and refine our writing to improve clarity, coherence, and style?	**Unit Enduring Understandings:** • Effective narratives require a clear structure, engaging the reader through a well-defined beginning, middle, and end. • Descriptive language and literary devices are essential tools for creating vivid imagery and evoking emotions in the reader. • Personal experiences provide a rich foundation for storytelling, allowing writers to convey deeper meanings and universal themes. • Well-developed characters and settings are crucial for making a narrative relatable and immersive, enhancing the reader's connection to the story. • The writing process, including drafting, receiving feedback, and revising, is vital for refining ideas and improving the overall quality of the narrative.
Vocabulary/Grammar: Sadlier *Grammar for Writing*	
Students will be able to: • Craft a cohesive and engaging personal narrative with a clear structure, including a well-defined introduction, body, and	

conclusion.

- Utilize descriptive language and sensory details to create vivid imagery and evoke emotions in their writing.
- Develop complex characters and settings that enhance the narrative and make it more immersive for the reader.
- Reflect on and articulate the significance of personal experiences, integrating these reflections meaningfully into their fictional narratives.
- Effectively revise and edit their writing, incorporating feedback to improve clarity, coherence, and overall quality.

Learning Activities: *Potential Learning Activites can include:*

- List significant personal experiences that could serve as the basis for a narrative
- Group discussion
- Peer feedback
- Detailed character sketches, focusing on traits, motivations, and backgrounds.
- Role-playing exercises to explore their characters' personalities and behaviors.
- Sensory Detail Writing Exercise
- Peer Review Circles:
- Revision and Reflection Journals

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Students narrative essays may relate to any of the above. Students may be encouraged to write a fictional story in which the main character faces an unexpected event that changes the course of their day, their life, or even their world.
- Asian American & Pacific Islanders, LGBTQ and People with Disabilities and Diversity, Equity & Inclusion (DEI):
    - *The Kite Runner* by Khaled Hosseini
        - The novel is set in Afghanistan and the U.S. immigrant experience is central when Amir's family relocates to California. It highlights challenges of immigration, assimilation, bicultural identity, and prejudice against

Asian and Middle Eastern communities. The AAPI mandate is met through Hosseini's authentic representation of Afghan and broader South Asian voices.

- Hassan's cleft lip, and later his son Sohrab's trauma, reflect stigma and vulnerability tied to physical and psychological difference.
- The novel examines ethnic hierarchies (Pashtun vs. Hazara), class divisions, gender roles, and immigration. It highlights the consequences of prejudice and the importance of empathy, justice, and inclusion. Amir's redemption arc underscores DEI's focus on moral responsibility, equity, and confronting privilege.

Assessment Evidence
Formative Assessments: • Grammar Quizzes • Narrative Elements Quiz • Rough Draft Narrative Essay
Summative Assessments: • Final Draft Narrative Essay
Common Benchmark Assessments: • All 11H Summative Assessments • Midterm • Final
Alternative Assessments: • Student-choice project

Core Instructional & Supplemental Materials
• Student-choice fiction

- Exemplar texts from CommonLit

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 - Space for movement or breaks - Extra visual and verbal cues and prompts - 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

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- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - 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 - 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: Author's Purpose (Shakespeare)

Unit Summary: In this unit, students will delve into William Shakespeare's *Macbeth*, focusing on understanding the author's purpose. Through close reading, discussion, and analysis, students will explore the historical and cultural context of the play, the themes Shakespeare addresses, and his intentions in writing this tragedy. Students will also examine how Shakespeare's choices in language, character development, and plot structure serve his overarching purpose. The unit will culminate in a literary analysis essay where students articulate their understanding of Shakespeare's purpose and its effectiveness.

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.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.

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.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.

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.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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.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.

Interdisciplinary Connections:

6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations)

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do pieces of literature differ? • How does an author's choice impact the development and relate to elements of a story? • How are central ideas or themes developed over the course of texts? • What are the impacts of words and phrases as they are used in the text? • How does an author's style impact what is directly stated in a text from what is really meant?	• Understanding the historical and cultural context of *Macbeth* enhances comprehension of Shakespeare's intentions and the themes he explores, reflecting the concerns and values of his time. • Shakespeare's use of rich, figurative language, imagery, and symbolism is deliberate and serves to deepen the thematic content and emotional impact of his plays. • The development of complex characters and the exploration of universal themes, such as ambition, power, and fate, are integral to Shakespeare's purpose and resonate across different contexts and time periods. • Analyzing an author's purpose involves understanding how a writer seeks to influence or engage their audience through specific choices in plot, character, and language. • Classic works like *Macbeth* continue to be relevant because they address fundamental human experiences and questions, allowing for ongoing interpretation and connection to contemporary issues and audiences.
Vocabulary: • Sadlier Vocabulary Workshop, *Tools for Excellence* • in-context vocabulary found in Shakespeare's *Macbeth*	
Students will be able to:	

- analyze the historical and cultural context of *Macbeth* and explain how it influences Shakespeare's purpose in writing the play.
- perform close readings of *Macbeth*, identifying and interpreting Shakespeare's use of language, imagery, and symbolism to convey his themes and purpose.
- analyze the development of characters and themes in *Macbeth*, explaining how these elements reflect and support Shakespeare's intended message.
- discuss a literary text in depth and at length

Learning Activities: *Potential Learning Activities can include:*

- Analyzing Text
- Identify two or more ideas central ideas and how they build on one another
- Drawing Inferences
- Group discussion
- Evaluate multiple interpretations of the source text
- Identify themes and the importance of those themes
- Identify and evaluate author's choices
- Figurative Language
- Unstated Point of View (i.e. satire, sarcasm, irony)

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Climate Change, LGBTQ and People with Disabilities, & Diversity, Equity & Inclusion [DEI]:
    - Shakespeare's *Macbeth*
        - The play is full of natural imagery and environmental disruption: storms, unnatural darkness, and the inversion of natural order when Macbeth seizes the throne. The witches' prophecy ("Birnam Wood comes to

Dunsinane") symbolizes the environment rising against human corruption. These motifs can be connected to climate justice: when humans exploit or disrupt balance, the natural world "strikes back."

- Banquo's ghost and hallucinations represent mental health struggles, while Lady Macbeth's sleepwalking illustrates trauma and psychological breakdown. These open conversations about historical vs. modern understandings of mental illness.
- At its heart, *Macbeth* is about equity, justice, and inclusion in leadership: Who has power, who is excluded, and how ambition corrupts fairness. Lady Macbeth's desire to transgress gender roles invites DEI discussions about women's voices in male-dominated societies. The collapse of order under Macbeth shows the need for inclusive, just governance.

Assessment Evidence
Formative Assessments: • Vocabulary Quizzes • Text-based assessment with multiple choice and open ended questions • Comparative play/film review
Summative Assessments: • Text-based assessment with multiple choice and open ended questions • Motif Project
Common Benchmark Assessments: • All 11H Summative Assessments • Midterm • Final
Alternative Assessments: • Student-choice project

Core Instructional & Supplemental Materials
• Shakespeare's *Macbeth*
• Roman Polanski's *Macbeth* (1970)
• Historical and biographical nonfiction articles on Elizabethan England and its unique socio political theatrical history.
• Justin Kurzel's *Macbeth* (2015)

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.

- 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 - Side by Side Text

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 - Side by Side Text

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 - Side by Side Texts

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: Literary Analysis

Unit Summary: In this unit, students will develop the skills necessary to write effective literary analysis essays. Through the study of various literary texts, students will learn to critically analyze literature, focusing on elements such as theme, character development, symbolism, and author's purpose. They will practice close reading techniques, gather and organize evidence, and construct well-supported arguments. The unit will culminate in a comprehensive literary analysis essay that demonstrates their ability to interpret and critique literary works, such as Shakespeare's *Macbeth*.

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.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.

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.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.

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.

Interdisciplinary Connections

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

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

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources

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.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.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies. 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Learning Targets	
Unit Essential Questions: • What must a writer do to fully support a theory about a text? • How do writers use theories built from collected evidence to create a claim? • How do you provide the best evidence to support a claim?	**Unit Enduring Understandings:** • A critical writer uses literary devices to present an original theory. • A critical writer needs textual evidence to support their theories. • A critical writer will make a claim, offer reasons, and find the best textual evidence to prove his/her argument while modeling his/her writing after professional essays. • Literary analysis essays serve to concisely convey a critical reader's arguments about a piece of literature.
Vocabulary/Grammar: Sadlier *Grammar for Writing*	
Students will be able to:	

- Write a literary analysis using the best textual evidence, modeled after professional essays.
- Determine the author's purpose and his or real reasonings for writing their novel.
- Write in MLA format.

Learning Activities: *Potential Learning Activities can include:*

- Close Reading and Annotation Workshop
- Literary Elements Analysis Project (small groups)
- Thesis Development and Writing Exercise
- Textual Evidence Collection and Organization
- Peer Review and Revision Workshops

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Climate Change, LGBTQ and People with Disabilities, & Diversity, Equity & Inclusion [DEI]:
    - Shakespeare's *Macbeth*
        - The play is full of natural imagery and environmental disruption: storms, unnatural darkness, and the inversion of natural order when Macbeth seizes the throne. The witches' prophecy ("Birnam Wood comes to Dunsinane") symbolizes the environment rising against human corruption. These motifs can be connected to climate justice: when humans exploit or disrupt balance, the natural world "strikes back."
        - Banquo's ghost and hallucinations represent mental health struggles, while Lady Macbeth's sleepwalking illustrates trauma and psychological breakdown. These open conversations about historical vs. modern understandings of mental illness.
        - At its heart, *Macbeth* is about equity, justice, and inclusion in leadership: Who has power, who is excluded, and how ambition corrupts fairness. Lady Macbeth's desire to transgress gender roles invites DEI discussions about women's voices in male-dominated societies. The collapse of order under Macbeth shows the need for

inclusive, just governance.

Assessment Evidence
Formative Assessments: • Grammar Quiz • Literary Analysis Outline • Works Cited Page • Literary Analysis Rough Draft
Summative Assessments: • Literary Analysis Final Draft
Common Benchmark Assessments: • All 11H Summative Assessments • Midterm • Final
Alternative Assessments: • Student choice of prompts

Core Instructional & Supplemental Materials
• Sample literary analysis essays
• The Purdue Online Writing Lab
• The MLA Handbook
• Various citation machines
• Turnitin.com

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.

- Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Follow a routine/schedule - Rest breaks - 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 - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Teacher modeling - Scaffolding - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - 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 - Research Project instead of essay

Unit 5

Desired Results

Unit 5 Title: Literary Nonfiction

Unit Summary: In this unit students will read literary nonfiction in order to critically analyze nonfiction text features. In 11-12th grade, teachers will teach the same standards from 9th and 10th grade but will increase the rigor. 11th grade teachers will teach the skills based on the explicit standards and 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding.

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.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).

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.

RI.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 concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Interdisciplinary Connections

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

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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

8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.

Interdisciplinary Connections:

HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

Learning Targets	
Unit Essential Questions: • How does the study of informational text let readers encounter topics that are personally relevant?	**Unit Enduring Understandings:** • Informational texts can provide readers with insight on topics that resonate personally

• How do reading habits impact the way readers analyze and track central ideas in a text? • How can a reader effectively evaluate central ideas and arguments developed? • How do readers evaluate the types of evidence an author uses to support the text's central idea, claim or insight?	• The central ideas of informational texts are influenced by the author's opinion • Informational texts can be evaluated through a variety of reading, researching and conversing about concepts and ideas • Readers connect foundational documents for their historical and literary importance alike.
Vocabulary: Sadlier Vocabulary Workshop, *Tools for Excellence*	
Students will be able to: • Analyze and evaluate the effectiveness of an author's choices in structuring and developing arguments in literary nonfiction texts. • Identify and interpret the use of rhetorical strategies and devices in literary nonfiction texts. • Compare and contrast different authors' perspectives and techniques in literary nonfiction. • Synthesize information from multiple literary nonfiction sources to construct well-supported arguments and analyses.	
Learning Activities: *Potential Learning Activites can include:* • Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students • Establish each student's prior understanding through a relatable hook (story, survey, posing question, etc.) • Read *Lost City of Z* as a whole-class novel • Execute standards-based mini-lessons to develop skills and strategies. • Experience activities where speaking and listening skills are used • Implement critical lenses for reading nonfiction • Confer individually with teacher and peers • Demonstrate an understanding of skills through an on-demand standards-aligned assessment.	

- Analyze how central ideas interact and build on each other
- Evaluating evidence
- Select the most significant, analyzing rhetoric through style & content
- Nonfiction text features (i.e. cause & effect)
- Identify key terms in a text, including historical documents
- Analyze rhetorical devices
- Evaluate the author's structure

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Amistad Climate Change & Diversity, Equity & Inclusion [DEI]
    - *Lost City of Z* by David Grann
        - The Amazon's Indigenous populations suffered mass deaths through disease, enslavement, and violence during colonization. Though not labeled as such in the book, this can be examined through the lens of cultural genocide, drawing parallels to Holocaust education about dehumanization, erasure, and systemic destruction of communities. The silence and erasure of Indigenous voices mirror themes in genocide studies about the importance of testimony and remembrance.
        - The Amazon rainforest, central to the book, is now considered the "lungs of the Earth." Fawcett's explorations can be extended to conversations about deforestation, biodiversity loss, and climate change
        - DEI themes are embedded in how the book critiques Eurocentric views of "civilization". Indigenous peoples were dismissed as primitive, yet Grann highlights archaeological evidence that their societies were complex and advanced. This challenges stereotypes and fosters inclusion by validating diverse cultural perspectives and histories.

Assessment Evidence

Formative Assessments:

- Reading Comprehension Quizzes
- Vovabulary Quizzes
- Journal Prompts
- Guided Reading Questions

Summative Assessments:

- Text-Based assessment with multiple choice and open ended questions
- Film/Novel Comparison Project

Common Benchmark Assessments:

- All 11H Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Literary Analysis Essay about a central theme

Core Instructional & Supplemental Materials
Lost City of Z by David Grann
CommonLit non-fiction articles, including historically significant texts (abolition, women's suffrage, temperance movement, etc.)
Newsela non-fiction texts (environmentalism, biodiversity, climate change, indigenous cultures, etc.)

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 - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - 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 - Frequent Breaks - Visual learning, including graphic organizers - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share

Students at Risk of Failure

- Home/School Connection - Learning Contracts - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Activities - Small Group Instruction - 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 - Student-Choice Novel Selection

Unit 6

Desired Results

Unit 6 Title: Research-Based Expository Writing

Unit Summary: In this unit students will write a research-based expository writing essay. The 11th grade Honors teacher will teach the same standards from 9th and 10th grade but will increase the rigor. The 11th grade Honors teacher will teach the skills based on the explicit standards and 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding.

Learning Standards

NJSLS:

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.

RI.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 concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 

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.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. 

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.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Interdisciplinary Connections

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

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

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

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

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: 6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

Learning Targets	
Unit Essential Questions: • How do critical reading strategies contribute to the successful completion of a research project? • Why is the ability to evaluate print and web sources for veracity an essential research skill? • What skills are needed to amalgamate a variety of sources to create a unified paper? • How does the employment of academic research standards like those identified by the MLA legitimize student work? • How much, and what kind of revision is most effective for improving student writing?	**Unit Enduring Understandings:** • Strong critical reading skills are essential to complete meaningful research. • Effective research requires the ability to evaluate print and web sources based on veracity. • Critical reading skills can be improved through repetition, under the direction of sound critical reading strategies. • Employing professionally and academically accepted research standards such as the MLA legitimizes research by providing uniformity for construction and presentation.
Vocabulary: Sadlier *Grammar for Writing*	
Students will be able to:	

- Provide and receive peer feedback for the purpose of revision.
- Employ consistent, effective paragraph structure.
- Determine what is stated or implied in a passage.
- Write an expository-research based essay

Learning Activities: *Potential Learning Activites can include:*

- Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding of research-based writing (literary analysis essay) through a relatable hook (story, survey, posing question, etc.) or through individual conferences.
- Select "History Of" topic of choice
- Read mentor research-based, expository essays from professional literary scholars (Bloom's Literary Reference Center)
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned writing partners.
- Experience activities where speaking and listening skills are used mini-lessons and sharing times.
- Read critical expository essays as models for writing.
- Practice and experiment with various approaches to research-based expository writing.
- Confer individually with teacher and peers.
- Demonstrate understanding of skills through a research-based expository essay.

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Students self-selected research-based informative essays may relate to any of the above. Students may be encouraged to write about figures or events in any of the above areas as each could potentially lend itself to the theme of having an obsession (i.e. Christopher McCandless in *Into the Wild*, *Lost City of Z*, etc.)

Assessment Evidence
Formative Assessments: • Grammar Quiz • Rearch-Essay Rough Draft • Collection of Research notes and conducted survey • Brainstorming Activities
Summative Assessments: • Research-Essay Final Draft
Common Benchmark Assessments: • All 11H Summative Assessments • Midterm • Final
Alternative Assessments: • “History Of” Project

Core Instructional & Supplemental Materials
• WHS Media Center Databases
• The Purdue Online Writing Lab
• Turnitin.com
• The MLA Handbook
• Various citation machines
• ChatGPT (or other AI Aps)

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 - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Checklists - Immediate feedback - Writing Conferences

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 - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Word walls - Think-pair-share - Cooperative learning groups - Writing Conferences

Students at Risk of Failure

- Writing Conferences - 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 - Small Group Instruction - 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 - Research Project instead of Essay

Unit 7

Desired Results

Unit 7 Title: Memoir Reading

Unit Summary: In this unit, students will delve into the genre of memoirs, exploring the personal narratives of individuals who have documented their life experiences. Memoirs offer a unique blend of personal reflection, historical context, and literary craftsmanship, allowing students to engage with a wide range of human experiences and perspectives.

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.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.

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.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.

RI.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 concept).

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.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.

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.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Computer Science & Design Thinking (*CS & DT***):** 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
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: • How can a writer not only tell a good story, but also hope to relate to readers? • What is the meaning of a memoir? • What literary devices do memoirists use to support their claims and story they are trying to tell? • How can a writer use personal "snapshots" to help or influence readers?	**Unit Enduring Understandings:** • Memoirists reflect on their own lives. • Memorists reflect and revise their own drafts to truly tell the experience they are sharing. • Memorists study strategies to heighten their level or writing. • Memoirs are meant to show readers all of an author's emotions.
Vocabulary: Sadlier Vocabulary Workshop, *Tools for Excellence*	

Students will be able to:

- Develop theories about the author's purpose and identify central ideas
- Examine conflicts and choices by the author/ speaker/ subject and how decisions made when facing obstacles helps define theme and illuminate character traits
- Analyze the genre of memoir, how it differs from and is similar to biography and autobiography
- Share summaries, confusions, interpretations with others to further one's understanding of a text
- Self-monitor reading, set goals, and lift the level of one's reading
- Reference sources properly
- Use proper structure to analyze and state opinions
- Identify the characteristics of memoir texts

Learning Activities: *Potential Learning Activities can include:*

- Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
- Choose a memoir from among 5 choices and create a reading schedule.
- Execute standards-based mini-lessons to develop skills and strategies.
- Collaborate with assigned partners in the book club.
- Experience activities where speaking and listening skills are used during Book Talks.
- Confer individually with teacher and peers.
- Demonstrate understanding of skills through unit-ending project

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Asian American & Pacific Islanders, LGBTQ and People with Disabilities, & Diversity, Equity & Inclusion [DEI]:
    - *Naturally Tan* by Tan France

        - Tan France is of South Asian (Pakistani) descent, and his memoir centers his experiences as a gay man of color navigating cultural identity in both Britain and the U.S. His story fulfills the AAPI mandate by offering representation of Asian immigrant/diasporic experiences and the complexities of bicultural identity.
        - Tan France writes openly about being gay, his marriage, and the challenges of growing up LGBTQ in conservative cultural and religious settings. His story addresses stigma, acceptance, and resilience, making it an essential text for fulfilling the LGBTQ mandate.
        - France's story highlights the importance of representation (he is the first openly gay, South Asian man on major U.S. television). He addresses systemic inequities in media, fashion, and culture, while celebrating diversity and inclusion as strengths.
- Amistad & Holocaust & Diversity, Equity & Inclusion [DEI]:
    - *The Other Wes Moore* by Wes Moore
        - The book examines the lived experiences of African American men growing up in Baltimore and the Bronx. Themes of systemic racism, poverty, incarceration, and resilience show the ongoing legacy of slavery and segregation. The contrasting life paths of the two Wes Moores highlight how opportunity and systemic barriers shape African American lives.
        - The book interrogates who gets access to education, safety, and opportunity, and who is excluded. It highlights inequities in housing, schools, policing, and employment.
- Diversity, Equity & Inclusion [DEI]:
    - *Breaking Night* by Liz Murray
        - Liz's story exposes systemic inequities in education, healthcare, housing, and opportunity. It invites reflection on who has access to the American Dream and who is left out. Her eventual success underscores the power of support systems, equity-driven policies, and inclusion.
- LGBTQ and People with Disabilities & Diversity, Equity & Inclusion [DEI]:
    - *We Should Hang Out Sometime* by Josh Sundquist

        - Sundquist lost a leg to cancer as a child and writes about navigating adolescence as an amputee. His candid reflections highlight stigma, self-consciousness, and the journey toward self-acceptance. This provides a perfect fulfillment of the mandate to include disability narratives.
        - Sundquist's story is about inclusion, empathy, and challenging stereotypes. His use of humor to confront vulnerability highlights the importance of creating a culture where differences are respected and celebrated. The memoir directly supports DEI conversations about how schools and communities treat people who don't "fit the mold."
- Asian American & Pacific Islanders, LGBTQ and People with Disabilities, & Diversity, Equity & Inclusion [DEI]:
    - *Seal Team Six* by Howard E. Wasdin and Stephen Templin
        - The SEALs often operate in Asia and the Pacific, reflecting America's global military presence. The memoir references training and missions tied to conflicts in Asia and the Middle East.
        - Wasdin himself sustained severe injuries in combat. His rehabilitation and adjustment to civilian life connect to the mandate on disability awareness.
        - Military life brings together people of different racial, cultural, and economic backgrounds. Students can explore how the military fosters teamwork and inclusion, but also how systemic inequalities persist. The text invites conversation about who serves, who gets recognition, and how veterans are treated when they return home.

Assessment Evidence
Formative Assessments: • Independent Reading Logs • Memoir Project • Vocabulary Quizzes • Tone & Mood Assignment
Summative Assessments:

- Memoir Cold-Read Assessment with multiple-choice and open ended questions

Common Benchmark Assessments:

- All 11H Summative Assessments
- Midterm
- Final

Alternative Assessments:

- Memoir Project

Core Instructional & Supplemental Materials
Student-choice memoir from among • *Naturally Tan* by Tan France • *The Other Wes Moore* by Wes Moore • *Breaking Night* by Liz • *We Should Hang Out Sometime* by Josh Sundquist; • *Seal Team Six* by Howard E. Wasdin and Stephen Templin
• Memoir examples from CommonLit, Learning Ally, classroom libraries

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 - Choice reading options - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - 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 - Choice reading options - 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 - 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 - Choice reading options

Unit 8

Desired Results

Unit 8 Title: Memoir Writing (College App Essay)

Unit Summary: In this unit, students will use what they have learned from reading memoirs to craft a compelling and authentic college application essay. The college essay is a crucial component of the application process, providing students with the opportunity to showcase their unique personalities, experiences, and aspirations beyond grades and test scores. By the end of this unit, students will have completed a first draft of their college application essay, ready for revision during their senior year.

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.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.

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.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.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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.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.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. 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
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: • How can a writer effectively use memory to construct a compelling and authentic memoir, and what strategies can be employed to navigate the challenges of unreliable or selective memory? • What literary techniques can memoir writers use to develop a distinctive voice, establish tone, and structure their narratives to engage and resonate with readers? • How can memoirists weave their personal experiences with broader social, cultural, or historical contexts to create a narrative that speaks to both individual and collective experiences? • In writing a memoir, how can an author explore and articulate themes of identity, resilience, and	**Unit Enduring Understandings:** • While memory may be subjective and imperfect, it is a vital tool for constructing a narrative that feels authentic and truthful to the writer's experience. • Effective memoir writing involves the deliberate use of literary techniques, such as voice, tone, and structure. These techniques are essential for shaping the narrative and conveying the memoirist's message in a way that captivates and moves readers. • Personal stories can be enriched by connecting them to broader social, cultural, or historical contexts. • Memoir writing provides an opportunity to explore deep and complex themes such as identity, resilience, and transformation.

<table>
<tr><td>transformation in a way that is both personal and universally relatable?
• What ethical considerations should memoir writers keep in mind when recounting experiences involving other people or sensitive topics, and how can they balance honesty with respect and sensitivity?</td><td>• The portrayal of others and the truth-telling in memoirs can have real-world implications.</td></tr>
<tr><td colspan="2">Vocabulary/Grammar: Sadlier Grammar for Writing</td></tr>
<tr><td colspan="2">Students will be able to:
• Craft a Personal Narrative
• Utilize Literary Techniques
• Integrate Broader Contexts
• Explore and Articulate Themes
• Reflect on Ethical Considerations
• Revise and Edit Effectively
• Analyze Mentor Texts
• Express a Unique Voice
• Present and Discuss Their Work</td></tr>
<tr><td colspan="2">Learning Activities: Potential Learning Activities may include:
• Brainstorm and identify key moments that could serve as the foundation for a memoir
• Analyze excerpts from mentor texts, discussing how authors use effective literary techniques
• Collaborate with an assigned partner to reflect and revise.
• Complete activities in order to review the writing process
• Confer individually with teacher and peers
• Write a personal narrative.</td></tr>
</table>

To satisfy the laws related to *Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]* in the state of New Jersey, teachers must implement at least one of the following texts, activities, or approaches in their lesson planning:

- Students self-selected memoir college essays may relate to any of the above. Students may be encouraged to write about a moment, big or small, when they were challenged to rethink their perspective on themself or the world around them. Students will be asked to elaborated on what they learned, how they grew, and how that shaped the person they are today.
- Asian American & Pacific Islanders, LGBTQ and People with Disabilities, & Diversity, Equity & Inclusion [DEI]:
    - *Naturally Tan* by Tan France
        - Tan France is of South Asian (Pakistani) descent, and his memoir centers his experiences as a gay man of color navigating cultural identity in both Britain and the U.S. His story fulfills the AAPI mandate by offering representation of Asian immigrant/diasporic experiences and the complexities of bicultural identity.
        - Tan France writes openly about being gay, his marriage, and the challenges of growing up LGBTQ in conservative cultural and religious settings. His story addresses stigma, acceptance, and resilience, making it an essential text for fulfilling the LGBTQ mandate.
        - France's story highlights the importance of representation (he is the first openly gay, South Asian man on major U.S. television). He addresses systemic inequities in media, fashion, and culture, while celebrating diversity and inclusion as strengths.
- Amistad & Holocaust & Diversity, Equity & Inclusion [DEI]:
    - *The Other Wes Moore* by Wes Moore
        - The book examines the lived experiences of African American men growing up in Baltimore and the Bronx. Themes of systemic racism, poverty, incarceration, and resilience show the ongoing legacy of slavery and segregation. The contrasting life paths of the two Wes Moores highlight how opportunity and systemic barriers shape African American lives.
        - The book interrogates who gets access to education, safety, and opportunity, and who is excluded. It highlights inequities in housing, schools, policing, and employment.

- Diversity, Equity & Inclusion [DEI]:
    - *Breaking Night* by Liz Murray
        - Liz's story exposes systemic inequities in education, healthcare, housing, and opportunity. It invites reflection on who has access to the American Dream and who is left out. Her eventual success underscores the power of support systems, equity-driven policies, and inclusion.
- LGBTQ and People with Disabilities & Diversity, Equity & Inclusion [DEI]:
    - *We Should Hang Out Sometime* by Josh Sundquist
        - Sundquist lost a leg to cancer as a child and writes about navigating adolescence as an amputee. His candid reflections highlight stigma, self-consciousness, and the journey toward self-acceptance. This provides a perfect fulfillment of the mandate to include disability narratives.
        - Sundquist's story is about inclusion, empathy, and challenging stereotypes. His use of humor to confront vulnerability highlights the importance of creating a culture where differences are respected and celebrated. The memoir directly supports DEI conversations about how schools and communities treat people who don't "fit the mold."
- Asian American & Pacific Islanders, LGBTQ and People with Disabilities, & Diversity, Equity & Inclusion [DEI]:
    - *Seal Team Six* by Howard E. Wasdin and Stephen Templin
        - The SEALs often operate in Asia and the Pacific, reflecting America's global military presence. The memoir references training and missions tied to conflicts in Asia and the Middle East.
        - Wasdin himself sustained severe injuries in combat. His rehabilitation and adjustment to civilian life connect to the mandate on disability awareness.
        - Military life brings together people of different racial, cultural, and economic backgrounds. Students can explore how the military fosters teamwork and inclusion, but also how systemic inequalities persist. The text invites conversation about who serves, who gets recognition, and how veterans are treated when they return home.

Assessment Evidence

Formative Assessments:

- Memoir College Essay Rough Draft

Summative Assessments:

- Memoir College Essay Final Draft

Common Benchmark Assessments:

- All 11H Summative Assessments
- Midterm
- Find

Alternative Assessments:

- Student-choice memoir read

Core Instructional & Supplemental Materials
Sample college app essays
Memoirs
CommonLit

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 -Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - College Essay Prompt Choice

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 - College Essay Prompt Choice

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction- Homework Options - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Group Work Choice - College Essay Prompt 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 - Review the College Application Process