

GRADE 12- Advanced English 4

BOARD APPROVAL DATE: August 2020

**BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised
2016**

Unit Overview (Standards Coverage)				
Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	<ul style="list-style-type: none"> • RL.11-12.1., RL.11-12.2., • RL.11-12.3., RL.11-12.4. • RI.11-12.1., RI.11-12.2. • RI.11-12.3. RI.11-12.4. • W.11-12.1., W.11-12.3., • W.11-12.4., • W.11-12.5., • W.11-12.9. • SL.11-12.1. • L.11-12.1., L.11-12.2., • L.11-12.3., L.11-12.4., • L.11-12.5. L.11-12.6. 	Global Awareness and Finding One's Place in the World	<ul style="list-style-type: none"> • write a personal narrative • infuse literary devices into narrative writing • understand and apply rhetorical strategies in writing and speaking • differentiate between exposition/ narrative, direct/ indirect characterization, other narrative distinctions 	1st Marking Period (September-November)
Unit 2	<ul style="list-style-type: none"> • RL.11-12.1., RL.11-12.2., • RL.11-12.3., RL.11-12.4., • RL.11-12.5. RL.11-12.6. • RI.11-12.1. RI.11-12.2. • RI.11-12.3. RI.11-12.4. • RI.11-12.5. RI.11-12.6. • W.11-12.1. W.11-12.2. • W.11-12.4. W.11-12.5. • W.11-12.9. • SL.11-12.1. SL.11-12.2. • L.11-12.1. L.11-12.2. L.11-12.3. L.11-12.4. • L.11-12.5. 	An Understanding for How One is Affected by His/ Her Cultural and Geographical Roots	<ul style="list-style-type: none"> • evaluate an author's purpose and audience • Recognize and communicate a text's theme • Summarize text • Evaluate purpose and effectiveness of various rhetorical devices and the effect on the persuasiveness of the piece. 	2nd Marking Period (November-January)

Curricular Framework – English Grade12- ADV English 4

<p>Unit 3</p>	<ul style="list-style-type: none"> ● RL.11-12.1., RL.11-12.2., ● RL.11-12.3., RL.11-12.4., RL.11-12.5., RL.11-12.6., RL.11-12.7. ● RI.11-12.1., RI.11-12.2. ● RI.11-12.3. RI.11-12.4., RI.11-12.5, RI.11-12.6, RI.11-12.7 ● W.11-12.1. W.11-12.2. W.11-12.4. W.11-12.5. W.11-12.9. ● SL.11-12.1. SL. 11-12.2., SL.11-12.3., SL.11-12.4. ● L.11-12.1. L.11-12.2. L. 11-12.3. L. 11-12.4. L.11-12.5. 	<p>The Path to Global Citizenship</p>	<ul style="list-style-type: none"> ● Interpret and evaluate sources ● Analyze literature thematically or for other purposes ● Substantiate and support claims ● Engage in active reading ● Summarize texts ● Compare various artistic interpretations of a similar text. 	<p>3rd Marking Period (January-April)</p>
<p>Unit 4</p>	<ul style="list-style-type: none"> ● RL.11-12.1., RL.11-12.2., ● RL.11-12.3., RL.11-12.4., RL.11-12.5., RL.11-12.6., RL.11-12.7. ● RI.11-12.1., RI.11-12.2. ● RI.11-12.3. RI.11-12.4., RI.11-12.5, RI.11-12.6. ● W.11-12.1. W.11-12.2. W.11-12.4. W.11-12.5. W.11-12.9. ● SL.11-12.1. SL. 11-12.2., SL.11-12.3., SL.11-12.4. ● L.11-12.1. L.11-12.2. L. 11-12.3. L. 11-12.4. 	<p>Local Work can Significantly Affect the World</p>	<ul style="list-style-type: none"> ● persuade audiences in written and verbal communications ● inform audiences using clear, precise language 	<p>4th Marking Period (April-June)</p>

	L.11-12.5.			
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This document outlines in detail the answers to the following four questions:

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1: Grade 12/Honors English 4		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge and Skills
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W. 11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a</p>	<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<ul style="list-style-type: none"> ● Effective writing is a process <ul style="list-style-type: none"> ○ Examine how vague cliches affect the overall written piece. ○ Examine how specific details help to make the story seem more realistic. ○ Examine vague cliches in our own writing. ○ Examine the effectiveness of imagery and detail in our own writing. ● Literary devices contribute to sense, logic, tone, message, and theme in narratives. <ul style="list-style-type: none"> ○ Analyze various authors’ use of anecdote in personal narratives and how it affects the overall theme and tone of the piece. ○ Construct a personal narrative in which anecdote is utilized to have a consistent effect on the overall theme and tone of the narrative. ● Narratives are structured and organized <ul style="list-style-type: none"> ○ Break down various beginnings and endings to well-written and poorly written personal narratives. ○ Develop beginnings of narratives that are relevant and engaging. ● Clarity and precision of language contribute to effective communication ● Language is most effective when it adheres to a set of standards, i.e. grammar, syntax, usage, and mechanics

<p>specific purpose and audience. W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L. 11-12.3. 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. L. 11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		<ul style="list-style-type: none"> ● Word choice drives tone <ul style="list-style-type: none"> ○ Analyze author’s word choice to create tone ○ Apply word choice to develop tone. ● Narrative point-of-view influences tone and helps develop theme. <ul style="list-style-type: none"> ○ Distinguish between information provided through someone else’s experience versus one’s own personal experience. ○ Construct a personal narrative the details a story that only the student can tell. ● Characterization can be direct or indirect. <ul style="list-style-type: none"> ○ Analyze the use of characterization in various personal narratives. ○ Develop personal narratives that vary the use of characterization between direct and indirect.
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Unit 1:Grade 12- CP/ Advanced English 4

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>Overarching Theme for the course: “Finding one’s self in ‘The Other.’ ”</i></p> <p><i>Overarching Question for the course: “How do you shape the world?”</i></p> <p><i>Guiding Question: “Who Am I? What is my place in the world?”</i></p> <p>Global awareness necessitates an awareness of self. This unit is intended to help students incorporate the analytical and critical skills used when engaging with literature to an investigation of self. An exploration of existentialist readings, including the assigned summer novels, and an investigation of personal narrative strategies should</p>	<p><i>Anticipated summer reading: The Last Lecture</i></p> <p><i>Possible texts & resources:</i></p> <ul style="list-style-type: none"> ● Informational Text/ Articles Regarding the College Admissions Process ● “The Moth” Episodes (Samples of Spoken Narrative) ● Harry Bauld’s <i>On Writing the College Essay</i> ● College Essay Samples ● Ngozi Adichi’s Ted Talk: “The Single Story” ● Relevant short stories: (“The Swimming Contest,” “No Dogs Bark,” “Apollo”). ● <i>The Five People You Meet in Heaven</i>

<p>help students turn concepts into clear, directed language. Students will use these skills to write college application essays.</p>	<p>Because the focus is on skill sets, the texts listed here by unit may be moved to other units as deemed appropriate by the instructor.</p>
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UNDERSTANDINGS

<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Effective writing is a process ● Literary devices contribute to sense, logic, tone, message, and theme in narratives ● Narratives are structured and organized ● Clarity and precision of language contribute to effective communication ● Language is most effective when it adheres to a set of standards, ie. grammar, syntax, usage, and mechanics ● Narrative point-of-view influences tone and helps develop theme ● Characterization can be direct or indirect 	
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Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Narrative point of view ● Anecdote ● “Unreliable narrator” ● Figurative language, including hyperbole, metaphor, simile, personification, etc., as applicable ● Authorial purpose and connection to audience ● Rhetorical strategies ● Direct and Indirect Characterization techniques 	<ul style="list-style-type: none"> ● Write structured personal narratives through multi-stage process writing ● Strategize a personal narrative in regard to introduction, use of literary devices, “hook,” etc. ● Determine what literary devices or techniques would be most effective in a personal narrative ● Apply understanding of rhetorical strategies to their own writing and speaking ● Differentiate between exposition and narration ● Differentiate between Direct and Indirect Characterization ● Respond to a variety of prompts, both verbal and written, using personal experiential evidence and evidence from a variety of text sources ● Actively read and discuss theme, development of theme, and connections to other texts in small and whole group discussion, extended written responses, and short responses

Stage 2 – Assessment Evidence

Performance Tasks:

Personal Narrative/ College Admissions Essay
Theme Analysis Project of Choice

Other Evidence/ Possible Activities:

- Process Writing : Introductions and Thesis statements
- Grammar and style review activities
- Literary Analysis of summer reading text
- Reading Comprehension and Annotation Graphic Organizers

Alternate Assessments:

Planned Differentiation and Interventions may include alternate assessments such as visual storytelling, explanatory “how-to” presentations, independent research, blogging, etc.

Stage 3 – Learning Plan

•Explanation:

- The final performance task in this unit has real-world applicability, since students will be applying to college.
- The unit involves opportunity for teacher observation, teacher feedback, and both self- and peer-assessment. It also provides opportunity for differentiation, student-driven lessons, and collaborative learning.
- The unit provides ample opportunities to incorporate 21st Century Learning strategies. Podcasts, Video blogging, TED talk videos, and other online content will likely be incorporated into lessons and add to teachers’ modeling.
- Skills honed in this unit will be useful in other areas of academic writing.

Plans:

- Analyze yourself / your classmates as characters and choose adjectives to describe dominant characteristics.
- Recognize, analyze, and imitate opening techniques of literary “masters.”
- Draft a captivating introduction to a personal narrative.
- Differentiate between scene/exposition (show and tell), direct / indirect characterization, and employ these in writing.
- Revise a personal narrative.

PROGRESS MONITORING

Assessments; teacher observation; student input

Addressed by Planned Differentiation and Interventions listed below

Graded assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, etc. Addressed by Planned Differentiation and Interventions listed below

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

- Provide independent projects based on student choice.
- Explore additional works by an author.
- Research and teach a lesson.

Tier I:

- Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.
- Provide further strategies and examples of successful writings. Collaborative workshopping and revising.
- Evaluate understandings through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.

Tier II:

- Personalize work to ensure maximum interest and achievement.
- Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.

Tier III:

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.

ELL:

- At beginning to intermediate levels of proficiency, English Language Learners should be shown examples of a completed assignment to model the correct format.
- Assignments and directions should be printed on the board and given to the student.
- A bilingual assistant/interpreter
- Students should have access to counters, number lines and other types of manipulatives, which enable them to complete assignments at their level of instruction.
- Rewrite story problems in simpler English. Use short sentences, pictures, and illustrations to encourage understanding.
- Letters to Parents are available in the Resources by Chapter book to assist in guiding parents through each chapter These letters are editable so teachers can customize them.
- Audio version is available in English or native language.
- ELL Notes included in Teacher Edition to help teachers overcome obstacles.
- Record & Practice Journal available in native language.
- Student Journal available in native language.
- Chapter Reviews available in English and native language.
- Vocabulary Flash Cards
- Chunking Information
- English Word Wall/Word Bank
- Multi-Sensory Instruction
- Use of Translation software
- Incorporate visual cues
- Engage in group work
- Utilize ELL resource teacher
- Allow scaffolding with the native language
- Address culturally unique vocabulary
- Use sentence frames to provide practice with academic language
- Pre-teach
- Research the cultural background of student

- **504:General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.**

- Environmental Strategies

- • Provide a structured learning environment
- • Make separate "space" for different types of tasks
- • Change student seating
- • Utilize a study carrel
- • Alter location of personal or classroom supplies for easier access or to minimize distraction
- • Provide sensory breaks
- • Provide a written or picture schedule

- Organizational Strategies

- • Model and reinforce organizational systems (i.e. color-coding)
- • Write out homework assignments, check student's recording of assignments
- • Tailor homework assignments toward student strengths
- • Set time expectations for assignments
- • Provide clues such as clock faces indicating beginning and ending times
- • Teach study/organizational skills
- • Schedule before or after school tutoring/homework assistance

- Behavioral Strategies

- • Use behavioral management techniques consistently within a classroom and across classes
- • Implement behavioral/academic contracts
- • Utilize positive verbal and/or nonverbal reinforcements
- • Utilize logical consequences
- • Confer with the student's parents (and student as appropriate)
- • Establish a home/school communication system for behavior monitoring
- • Post rules and consequences for classroom behavior
- • Put student on daily/weekly progress report/contract
- • Reinforce self-monitoring and self-recording of behaviors

- Presentation Strategies

- • Tape lessons so the student can listen to them again; allow students to tape lessons
- • Use computer-aided instruction and other audiovisual equipment
- • Select alternative textbooks, workbooks, or provide books on tape
- • Highlight main ideas and supporting details in the book
- • Provide copied material for extra practice (i.e. outlines, study guides)
- • Prioritize drill and practice activities for relevance

- • Vary the method of lesson presentation using multi-sensory techniques:
- a) lecture plus overhead/board demonstration support
- b) small groups required to produce a written product
- c) large groups required to demonstrate a process
- d) computer-assisted instruction
- e) peer tutors or cross-age tutors
- f) demonstrations, simulations
- g) experiments
- h) games
- • Ask student to repeat/paraphrase context to check understanding
- • Arrange for a mentor to work with student in his or her interest area or area of greatest strength
- • Provide peer tutoring
- • Simplify and repeat instructions about in-class and homework assignments
- • Vary instructional pace
- • Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- • Vary kind of instructional materials used
- • Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
- • Reinforce study skill strategies (survey, read, recite, review)
- • Introduce definition of new terms/vocabulary and review to check for understanding
- • Be aware of student's preferred learning style and provide matching instruction materials
- • Pre-teach and/or re-teach important concepts
- • Prepare advanced organizers/study guides for new material

- Assignments
- • Modify the amount of homework
- • Use written directions to supplement oral directions
- • Reduce paper and pencil tasks
- • Allow for assignments to be word processed
- • Lower reading level of assignments
- • Break assignments into a series of smaller assignments
- • Use highlighted texts

- Evaluation Methods
- • Limit amount of material presented on a single page
- • Provide a sample or practice test
- • Provide for oral testing
- • Provide tests in segments so that student hands in one segment before receiving the next part
- • Provide personal copy of test tools and allow for color-coding/highlighting
- • Adjust time for completion
- • Modify weights of tests when grading

SPED: This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, E.S.L. and basic skills.

A. Setting Accommodations

- Administering the assessment:
 - a. individually in a separate room
 - b. in a small group in a separate room
 - c. in the resource room
 - d. in a special education classroom
 - e. at home or in a hospital (this will depend on the nature of the assessment task)
- Seating the student in the front of the room near the examiner or proctor
- Seating the student facing the examiner or proctor
- Providing special lighting
- Providing special furniture e.g., desks, trays, carrels

B. Scheduling Accommodations

- Adding time as needed
- Providing frequent breaks
- Terminating a section of the test when a student has indicated that he/she has completed all the items he/she can. The examiner must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

C. Test Materials Modifications

- Administering the large-print version of the test
- Administering the Braille version of the test

D. Test Procedure Modifications

- Administration modifications
- reading directions aloud
- reading test items aloud (do not read aloud or sign the reading passages in Language Arts Literacy –the reading items may be read or signed); ONLY the teacher who must read the test items aloud or sign is permitted to have a test booklet assigned to him/her for this task
- providing and ensuring that amplification (hearing aid and/or FM system) is in working order
- using a sign language or cued speech interpreter to sign or cue the directions or test items but NOT the reading passages
- masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows
- repeating, clarifying, or rewording directions ONLY
- providing written directions on a separate sheet or transparency
- using an examiner who is familiar with the student
- using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)

E. Response modifications

- having an examiner record the student's identification information on the test booklet and/or answer folder
- dictating oral responses to a scribe (examiner or proctor who writes from dictation)
- using a Braille writer to record responses
- signing responses to a sign language interpreter (student must indicate all punctuation and must spell all keywords)

- recording responses on a word processor (all editorial functions MUST be disabled)
- providing an augmentative communication device
- using a larger diameter or modified special grip # 2 pencil
- circling answers in the test booklet
- allowing separate additional continuation pages for writing tasks

Unit 2:English Grade 12- CP/ Advanced English 4		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or</p>	<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<ul style="list-style-type: none"> ● analysis of writer’s craft ● tools of effective communication ● use of textual evidence <ul style="list-style-type: none"> ○ identify evidence to support a claim ○ differentiate between weak and strong evidence ● understanding of language standards, ie. grammar, syntax, usage, and mechanics ● Consider audience and author’s purpose ● Process Writing: Create arguable literary claims ● Recognize and communicate a text’s theme or its combination of themes <ul style="list-style-type: none"> ○ theme is both arguable and a complete thought ● Summarize texts ● Evaluate purpose and effectiveness of various literary devices in texts ● Identify and analyze the effectiveness of rhetorical devices used in argumentative writing.

<p>events interact and develop over the course of the text.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL. 11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or</p>		
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<p>speaking. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L. 11-12.3. 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. L. 11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
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Unit 2 English Grade 12- CP/ Advanced English 4

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>Overarching Theme for the course: “Finding one’s self in ‘The Other.’”</i></p> <p><i>Overarching Question for the course: “How do you shape the world?”</i></p> <p><i>Guiding Question: “How are we shaped by our cultural and geographical roots?”</i></p> <p>Students at this level benefit from an understanding that multiple perspectives on a topic lead to multiple interpretations, and that literary analysis tends to concern itself not with ‘right’ or ‘wrong’ readings, but with ‘strong’ or ‘weak’ readings. Students will build on existing skills, strengthening their ability to support and substantiate literary claims.</p> <p>This unit calls for close, careful independent and group reading.</p>	<p>Possible materials may include</p> <ul style="list-style-type: none"> ● Readings from <u>Reading the World</u> ● <i>The Kite Runner</i> ● Current Event Editorials ● Topical Non-Fiction ● Sentence combining activities &/or exercises in sentence-level concision. ● Poetry ● <i>Unwholly</i> ● Varied short stories ● Commercials and advertisements ● Other topical non-print texts including newspaper and magazine articles

UNDERSTANDINGS

Students will understand that...

- Approaches to analyzing literature vary
- Theme and main ideas develop as a result authors’ craft
- Clarity and precision of language contribute to effective communication
- Textual evidence supports inferences drawn from text
- Language is most effective when it adheres to a set of standards, ie. grammar, syntax, usage, and mechanics

Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Rhetorical Devices ● analysis of writer’s craft ● tools of effective communication ● use of Textual evidence ● understanding of language standards, ie. grammar, syntax, usage, and mechanics ● Process Writing: Create arguable literary claims ● Literary terminology as applicable ● Textual summary is objective 	<ul style="list-style-type: none"> ● Explain and support with specific evidence how author’s utilize rhetorical devices to appeal to their audiences. ● Consider audience and author’s purpose ● Process Writing: Create arguable literary claims ● Recognize and communicate a text’s theme or its combination of themes ● Summarize texts ● Evaluate purpose and effectiveness of various literary devices on texts ● Analyze rhetoric in real world situations, including advertisements (print, commercials, etc.), newspaper/magazine articles, speeches, social media, etc. ● Analyze the author's purpose in using rhetoric in writing, including how rhetoric impacts our reading of both fiction and non-fiction ● Actively read an extended text (novel) in small groups, whole group, and individual setting and maintain an understanding of character, theme, etc. ● Share thematic analysis, rhetorical analysis, and understanding of text with the class in both discussion and writing

Stage 2 – Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Literary Analysis of Novel ● Rhetorical Analysis of Editorials 	<p>Other Evidence/ Possible Activities:</p> <ul style="list-style-type: none"> ● Grammar review as needed ● Short writing ● collaborative and independent reading activities ● student-generated reading or writing activities
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- peer writing review
- guided reading and modeled writing
- Comprehension Graphic Organizers
- Structured Annotation of material

Alternate Assessments:

Planned Differentiation and Interventions may include alternate assessments such as visual storytelling, independent research, blogging, collaborative writing projects, etc.

Stage 3 – Learning Plan

Explanation:

- The final performance task in this unit is one step toward a larger project, emphasizing writing as a process
- The unit involves opportunity for teacher observation, teacher feedback, and both self- and peer-assessment. It also provides opportunity for differentiation, student-driven lessons, and collaborative learning.
- 21st Century Learning strategies are incorporated as needed to model the process of literary analysis.
- Skills honed in this unit will be useful in other areas of academic writing and in our next unit.

Plans:

- Read, comprehend, and analyze literary elements in fiction.
- Collaboratively draft a thesis statement with **at least 2** supporting quotes from the text that addresses a specific question / critical approach.

PROGRESS MONITORING

Assessments; teacher observation; student input

Addressed by Planned Differentiation and Interventions listed below

Graded assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, etc. Addressed by Planned Differentiation and Interventions listed below

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

- Provide independent projects based on student choice.
- Explore additional works by an author.
- Research and teach a lesson.

Tier I:

- Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.
- Provide further strategies and examples of successful writings. Collaborative workshopping and revising.
- Evaluate understandings through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.

Tier II:

- Personalize work to ensure maximum interest and achievement.
- Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.

Tier III:

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.

ELL:

- At beginning to intermediate levels of proficiency, English Language Learners should be shown examples of a completed assignment to model the correct format.
- Assignments and directions should be printed on the board and given to the student.
- A bilingual assistant/interpreter
- Students should have access to counters, number lines and other types of manipulatives, which enable them to complete assignments at their level of instruction.
- Rewrite story problems in simpler English. Use short sentences, pictures, and illustrations to encourage understanding.
- Letters to Parents are available in the Resources by Chapter book to assist in guiding parents through each chapter These letters are editable so teachers can customize them.
- Audio version is available in English or native language.
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- Vocabulary Flash Cards
- Chunking Information
- English Word Wall/Word Bank
- Multi-Sensory Instruction
- Use of Translation software
- Incorporate visual cues
- Engage in group work
- Utilize ELL resource teacher
- Allow scaffolding with the native language
- Address culturally unique vocabulary
- Use sentence frames to provide practice with academic language
- Pre-teach
- Research the cultural background of student

- **504:General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.**

- Environmental Strategies
- • Provide a structured learning environment
- • Make separate "space" for different types of tasks
- • Change student seating
- • Utilize a study carrel

- • Alter location or personal or classroom supplies for easier access or to minimize distraction
- • Provide sensory breaks
- • Provide a written or picture schedule

- Organizational Strategies
 - • Model and reinforce organizational systems (i.e. color-coding)
 - • Write out homework assignments, check student's recording of assignments
 - • Tailor homework assignments toward student strengths
 - • Set time expectations for assignments
 - • Provide clues such as clock faces indicating beginning and ending times
 - • Teach study/organizational skills
 - • Schedule before or after school tutoring/homework assistance

- Behavioral Strategies
 - • Use behavioral management techniques consistently within a classroom and across classes
 - • Implement behavioral/academic contracts
 - • Utilize positive verbal and/or nonverbal reinforcements
 - • Utilize logical consequences
 - • Confer with the student's parents (and student as appropriate)
 - • Establish a home/school communication system for behavior monitoring
 - • Post rules and consequences for classroom behavior
 - • Put student on daily/weekly progress report/contract
 - • Reinforce self-monitoring and self-recording of behaviors

- Presentation Strategies
 - • Tape lessons so the student can listen to them again; allow students to tape lessons
 - • Use computer-aided instruction and other audiovisual equipment
 - • Select alternative textbooks, workbooks, or provide books on tape
 - • Highlight main ideas and supporting details in the book
 - • Provide copied material for extra practice (i.e. outlines, study guides)
 - • Prioritize drill and practice activities for relevance
 - • Vary the method of lesson presentation using multi-sensory techniques:
 - a) lecture plus overhead/board demonstration support
 - b) small groups required to produce a written product
 - c) large groups required to demonstrate a process
 - d) computer-assisted instruction
 - e) peer tutors or cross-age tutors
 - f) demonstrations, simulations
 - g) experiments
 - h) games
 - • Ask student to repeat/paraphrase context to check understanding
 - • Arrange for a mentor to work with student in his or her interest area or area of greatest strength
 - • Provide peer tutoring

- • Simplify and repeat instructions about in-class and homework assignments
- • Vary instructional pace
- • Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- • Vary kind of instructional materials used
- • Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
- • Reinforce study skill strategies (survey, read, recite, review)
- • Introduce definition of new terms/vocabulary and review to check for understanding
- • Be aware of student's preferred learning style and provide matching instruction materials
- • Pre-teach and/or re-teach important concepts
- • Prepare advanced organizers/study guides for new material

- Assignments
- • Modify the amount of homework
- • Use written directions to supplement oral directions
- • Reduce paper and pencil tasks
- • Allow for assignments to be word processed
- • Lower reading level of assignments
- • Break assignments into a series of smaller assignments
- • Use highlighted texts

- Evaluation Methods
- • Limit amount of material presented on a single page
- • Provide a sample or practice test
- • Provide for oral testing
- • Provide tests in segments so that student hands in one segment before receiving the next part
- • Provide personal copy of test tools and allow for color-coding/highlighting
- • Adjust time for completion
- • Modify weights of tests when grading

SPED: This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, E.S.L. and basic skills.

A. Setting Accommodations

- Administering the assessment:
 - a. individually in a separate room
 - b. in a small group in a separate room
 - c. in the resource room
 - d. in a special education classroom
 - e. at home or in a hospital (this will depend on the nature of the assessment task)
- Seating the student in the front of the room near the examiner or proctor
- Seating the student facing the examiner or proctor
- Providing special lighting
- Providing special furniture e.g., desks, trays, carrels

B. Scheduling Accommodations

- Adding time as needed
- Providing frequent breaks
- Terminating a section of the test when a student has indicated that he/she has completed all the items he/she can. The examiner must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

C. Test Materials Modifications

- Administering the large-print version of the test
- Administering the Braille version of the test

D. Test Procedure Modifications

- Administration modifications
- reading directions aloud
- reading test items aloud (do not read aloud or sign the reading passages in Language Arts Literacy –the reading items may be read or signed); ONLY the teacher who must read the test items aloud or sign is permitted to have a test booklet assigned to him/her for this task
- providing and ensuring that amplification (hearing aid and/or FM system) is in working order
- using a sign language or cued speech interpreter to sign or cue the directions or test items but NOT the reading passages
- masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows
- repeating, clarifying, or rewording directions ONLY
- providing written directions on a separate sheet or transparency
- using an examiner who is familiar with the student
- using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)

E. Response modifications

- having an examiner record the student's identification information on the test booklet and/or answer folder
- dictating oral responses to a scribe (examiner or proctor who writes from dictation)
- using a Braille writer to record responses
- signing responses to a sign language interpreter (student must indicate all punctuation and must spell all keywords)
- recording responses on a word processor (all editorial functions MUST be disabled)
- providing an augmentative communication device
- using a larger diameter or modified special grip # 2 pencil
- circling answers in the test booklet
- allowing separate additional continuation pages for writing tasks

Unit 3 :English Grade 12- CP / Advanced English 4		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>NJSLS WL 7.1.AL.C.2. Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p> <p>NJSLSA. Social Science. 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</p>	<ul style="list-style-type: none"> ● Interpret and evaluate sources <ul style="list-style-type: none"> ○ determine the credibility of sources ○ ● Analyze literature thematically ● Substantiate and support claims ● Engage in active reading ● Summarize texts ● Interpretation and evaluation of secondary source material <ul style="list-style-type: none"> ○ determine the strongest evidence from a given source and discard weak evidence ● Applying previously-learned strategies in academic writing may facilitate clear, complex, thoughtful analysis.

Unit 3:English Grade 12- CP/ Advanced English 4

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>Overarching Theme for the course: “Finding one’s self in ‘The Other.’”</i></p> <p><i>Overarching Question for the course: “How do you shape the world?”</i></p> <p><i>Guiding Question: “What are the obstacles to universal acceptance?”</i></p> <p>Engaging in critical analysis and creating academic writing means that one’s thoughts on a subject become part of a larger discourse. Students benefit from a sense of ownership over their work and should see that their academic work does not exist in isolation.</p> <p>While most students will not become literary scholars, the skills honed here will benefit their study of an array of fields.</p>	<p>Possible material:</p> <ul style="list-style-type: none"> ● <i>Beowulf</i> ● <i>Grendel</i> by John Gardner ● <i>Macbeth</i> and various movie interpretations of the work. ● <i>The Handmaid’s Tale</i> by Atwood ● <i>A Clockwork Orange</i> by Anthony Burgess ● other novels by non-American authors ● Poetry from various authors, nationalities, ethnicities, backgrounds ● Other topical non-print texts
UNDERSTANDINGS	
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Applying previously-learned strategies in academic writing may facilitate clear, complex, thoughtful analysis. ● One varies one’s reading strategies based upon appropriateness to text ● Literary criticism begins as a text-based venture but may necessitate considerations of history, class, race, sexual identity, cultural marginalization, and so forth. ● Clarity and precision of language contribute to effective communication, even when about complex ideas ● Language is most effective when it adheres to a set of standards, ie. grammar, syntax, usage, and mechanics 	
Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Interpretation and evaluation of secondary source material ● Purposeful integration of source material into writing ● Analysis must be supported with textual evidence 	<ul style="list-style-type: none"> ● Interpret and evaluate sources ● Analyze literature thematically or for other purposes ● Substantiate and support claims ● Engage in active reading ● Summarize texts

<ul style="list-style-type: none"> ● Texts are influenced by outside cultural factors and can influence outside culture ● Texts often have more than one theme ● Textual summary is objective 	<ul style="list-style-type: none"> ● Compare two or more texts to determine common themes, literary devices, etc. ● Analyze texts individually and share information with peers to promote discussion ● Research to determine cultural and societal influences pre-emanating the creation of a text and disseminate information to peers ● Identify, analyze, and discuss literary devices used in a variety of texts ● Effectively participate in one-on-one, small group, and whole group discussions on a variety of topics
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Stage 2 – Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Researched analyses with effective use of secondary source material 	<p>Other Evidence / Possible Activities:</p> <ul style="list-style-type: none"> ● peer review of writing ● guided reading and modeled writing ● process writing, including thesis development ● active reading ● grammar review as needed <p>Alternate Assessments: Planned Differentiation and Interventions may include alternate assessments such as visual storytelling, independent research, blogging, collaborative writing projects, etc.</p>
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Stage 3 – Learning Plan

<p>Explanation:</p> <ul style="list-style-type: none"> ● The final performance task draws upon previous coursework and emphasizes writing as a process ● The unit involves opportunity for teacher observation, teacher feedback, and both self- and peer-assessment. It also provides opportunity for differentiation, student-driven lessons, and collaborative learning. ● 21st Century Learning strategies are incorporated as needed to model the process of literary analysis. ● Skills honed in this unit will be useful in other areas of academic writing and in our next unit. <p>Plans:</p> <ul style="list-style-type: none"> ● Read, comprehend, and analyze literary elements in fiction. ● Recognize and identify schools of literary criticism. ● Analyze literature utilizing a variety of critical approaches. ● Process writing. ● Collaboratively draft a thesis statement with 2 supporting quotes from the text that addresses a specific question / critical approach.
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PROGRESS MONITORING

Assessments; teacher observation; student input

Addressed by Planned Differentiation and Interventions listed below

Graded assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, etc. Addressed by Planned Differentiation and Interventions listed below

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Tier II:

- Personalize work to ensure maximum interest and achievement.
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Tier III:

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- Seating the student facing the examiner or proctor
- Providing special lighting
- Providing special furniture e.g., desks, trays, carrels

B. Scheduling Accommodations

- Adding time as needed
- Providing frequent breaks
- Terminating a section of the test when a student has indicated that he/she has completed all the items he/she can. The examiner must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

C. Test Materials Modifications

- Administering the large-print version of the test
- Administering the Braille version of the test

D. Test Procedure Modifications

- Administration modifications
- reading directions aloud
- reading test items aloud (do not read aloud or sign the reading passages in Language Arts Literacy –the reading items may be read or signed); ONLY the teacher who must read the test items aloud or sign is permitted to have a test booklet assigned to him/her for this task
- providing and ensuring that amplification (hearing aid and/or FM system) is in working order
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- masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows
- repeating, clarifying, or rewording directions ONLY
- providing written directions on a separate sheet or transparency
- using an examiner who is familiar with the student

- using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)

E. Response modifications

- having an examiner record the student's identification information on the test booklet and/or answer folder
- dictating oral responses to a scribe (examiner or proctor who writes from dictation)
- using a Braille writer to record responses
- signing responses to a sign language interpreter (student must indicate all punctuation and must spell all keywords)
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- using a larger diameter or modified special grip # 2 pencil
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- allowing separate additional continuation pages for writing tasks

Unit 4:English Grade 12- CP/ Advanced English 4		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>L.11-12.3. 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</p>	<p>NJSLS. SS 6.2.12.A.6.b. Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>NJSLSA.Social Science. WH.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating</p> <p>NJSLSA. Social Science. WH.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>NJSLSA. Social Science. 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</p>	<ul style="list-style-type: none"> ● texts exist in relation to cultural context ● skills used in literary analysis are applicable to other texts and other forms of communication ● skills used in effective communication are applicable to real-world experiences ● Clarity and precision of language contribute to effective communication ● Textual themes can be personal, political, or both. ● Language is most effective when it adheres to a set of standards, ie. grammar, syntax, usage, and mechanics
Unit 4:English Grade 12- CP/ Advanced English 4		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<p><i>Overarching theme for the course: “Finding one’s self in ‘The Other.’”</i></p> <p><i>Overarching Question for the course: “How do you shape the world?”</i></p> <p><i>Guiding Question: “How can we make the world a better place?”</i></p> <p>This unit will likely cover the fourth marking period.</p> <p>The performance-based task in this unit allows for differentiation and promotes students’ sense of ownership in regard to their own</p>	<ul style="list-style-type: none"> ● Topical Non-Fiction ● <i>The Glass Castle</i> ● Other Novels relevant to major current events concerning technology, Me Too Movement, Refugee Crisis, Social Inequality. ● Poetry ● TED Talks ● Non-fiction articles on finding/creating various versions of success ● Other topical non-print texts 	

<p>academic growth. Students will see themselves as part of a greater whole, a member of a local and a global community.</p>	
<p>UNDERSTANDINGS</p>	
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● texts exist in relation to cultural context ● skills used in literary analysis are applicable to other texts and other forms of communication ● skills used in effective communication are applicable to real-world experiences ● Clarity and precision of language contribute to effective communication ● Textual themes can be personal, political, or both. ● Language is most effective when it adheres to a set of standards, ie. grammar, syntax, usage, and mechanics 	
<p>Students will know...</p>	<p>Students will be able to...</p>
<ul style="list-style-type: none"> ● Texts are influenced by outside culture and can influence outside culture ● Aristotlean persuasive strategies (Ethos, Pathos, Logos) 	<ul style="list-style-type: none"> ● persuade audiences in written and verbal communications ● inform audiences using clear, precise language ● research using a variety of sources and analyze those sources ● Apply research to their own worldview ● Create a plan or vision of success after high school using visual representation (infographic) ● Effectively participate in one-on-one, small group, and whole group discussions
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Tasks: Non-written presentation of information or community-based project learning</p> <p>Presentation of differentiated versions of success based on individual practice and learning</p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p>	<ul style="list-style-type: none"> ● Group &/or independent research ● Interviewing ● Creative presentations <p>Alternate Assessments: Planned Differentiation and Interventions may include alternate assessments such as visual storytelling, independent research, blogging, collaborative writing projects, etc.</p>
<p>Stage 3 – Learning Plan</p>	

•Notes:

- Assessment criteria will be determined by the nature of the projects completed. “Big ideas” and essential questions are explored independently and collaboratively.

Explanation:

- Students have the opportunity in this unit to address issues about which they are passionate or have independent curiosity. Although class activities throughout this course are student-centered, this unit’s learning plan is driven by the needs and interests of the students.

Plans:

- Research and communication technologies will be used as needed.
- Plans may include “Passion project” or service-learning projects, either collaborative or group.
- Recognize / evaluate major social and political topics of the 21st century
- Analyze texts for social, philosophical, and/ or political underpinnings of the 21st century.
- Employ persuasive techniques to adopt social, philosophical, and/ or political beliefs

PROGRESS MONITORING

Assessments; teacher observation; student input

Addressed by Planned Differentiation and Interventions listed below

Graded assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, etc. Addressed by Planned Differentiation and Interventions listed below

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

- Provide independent projects based on student choice.
- Explore additional works by an author.
- Research and teach a lesson.

Tier I:

- Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.
- Provide further strategies and examples of successful writings. Collaborative workshopping and revising.
- Evaluate understandings through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.

Tier II:

- Personalize work to ensure maximum interest and achievement.
- Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.

Tier III:

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.

ELL:

- At beginning to intermediate levels of proficiency, English Language Learners should be shown examples of a completed assignment to model the correct format.
- Assignments and directions should be printed on the board and given to the student.
- A bilingual assistant/interpreter
- Students should have access to counters, number lines and other types of manipulatives, which enable them to complete assignments at their level of instruction.
- Rewrite story problems in simpler English. Use short sentences, pictures, and illustrations to encourage understanding.
- Letters to Parents are available in the Resources by Chapter book to assist in guiding parents through each chapter These letters are editable so teachers can customize them.
- Audio version is available in English or native language.
- ELL Notes included in Teacher Edition to help teachers overcome obstacles.
- Record & Practice Journal available in native language.
- Student Journal available in native language.
- Chapter Reviews available in English and native language.
- Vocabulary Flash Cards
- Chunking Information
- English Word Wall/Word Bank
- Multi-Sensory Instruction
- Use of Translation software
- Incorporate visual cues
- Engage in group work
- Utilize ELL resource teacher
- Allow scaffolding with the native language
- Address culturally unique vocabulary
- Use sentence frames to provide practice with academic language
- Pre-teach
- Research the cultural background of student

504:General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.

- Environmental Strategies
 - Provide a structured learning environment
 - Make separate "space" for different types of tasks
 - Change student seating
 - Utilize a study carrel
 - Alter location or personal or classroom supplies for easier access or to minimize distraction
 - Provide sensory breaks
 - Provide a written or picture schedule

- Organizational Strategies
 - • Model and reinforce organizational systems (i.e. color-coding)
 - • Write out homework assignments, check student's recording of assignments
 - • Tailor homework assignments toward student strengths
 - • Set time expectations for assignments
 - • Provide clues such as clock faces indicating beginning and ending times
 - • Teach study/organizational skills
 - • Schedule before or after school tutoring/homework assistance

- Behavioral Strategies
 - • Use behavioral management techniques consistently within a classroom and across classes
 - • Implement behavioral/academic contracts
 - • Utilize positive verbal and/or nonverbal reinforcements
 - • Utilize logical consequences
 - • Confer with the student's parents (and student as appropriate)
 - • Establish a home/school communication system for behavior monitoring
 - • Post rules and consequences for classroom behavior
 - • Put student on daily/weekly progress report/contract
 - • Reinforce self-monitoring and self-recording of behaviors

- Presentation Strategies
 - • Tape lessons so the student can listen to them again; allow students to tape lessons
 - • Use computer-aided instruction and other audiovisual equipment
 - • Select alternative textbooks, workbooks, or provide books on tape
 - • Highlight main ideas and supporting details in the book
 - • Provide copied material for extra practice (i.e. outlines, study guides)
 - • Prioritize drill and practice activities for relevance
 - • Vary the method of lesson presentation using multi-sensory techniques:
 - a) lecture plus overhead/board demonstration support
 - b) small groups required to produce a written product
 - c) large groups required to demonstrate a process
 - d) computer-assisted instruction
 - e) peer tutors or cross-age tutors
 - f) demonstrations, simulations
 - g) experiments
 - h) games
 - • Ask student to repeat/paraphrase context to check understanding
 - • Arrange for a mentor to work with student in his or her interest area or area of greatest strength
 - • Provide peer tutoring
 - • Simplify and repeat instructions about in-class and homework assignments
 - • Vary instructional pace
 - • Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
 - • Vary kind of instructional materials used

- Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
- Reinforce study skill strategies (survey, read, recite, review)
- Introduce definition of new terms/vocabulary and review to check for understanding
- Be aware of student's preferred learning style and provide matching instruction materials
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

- Assignments
 - Modify the amount of homework
 - Use written directions to supplement oral directions
 - Reduce paper and pencil tasks
 - Allow for assignments to be word processed
 - Lower reading level of assignments
 - Break assignments into a series of smaller assignments
 - Use highlighted texts

- Evaluation Methods
 - Limit amount of material presented on a single page
 - Provide a sample or practice test
 - Provide for oral testing
 - Provide tests in segments so that student hands in one segment before receiving the next part
 - Provide personal copy of test tools and allow for color-coding/highlighting
 - Adjust time for completion
 - Modify weights of tests when grading

SPED: This course of instruction shall be modified through varying techniques, strategies, materials, etc. to meet the needs of all students, including, but not limited to, special education, E.S.L. and basic skills.

A. Setting Accommodations

- Administering the assessment:
 - individually in a separate room
 - in a small group in a separate room
 - in the resource room
 - in a special education classroom
 - at home or in a hospital (this will depend on the nature of the assessment task)
- Seating the student in the front of the room near the examiner or proctor
- Seating the student facing the examiner or proctor
- Providing special lighting
- Providing special furniture e.g., desks, trays, carrels

B. Scheduling Accommodations

- Adding time as needed
- Providing frequent breaks

- Terminating a section of the test when a student has indicated that he/she has completed all the items he/she can. The examiner must ensure that the student has attempted all items in a section since items are not ordered by difficulty. When this accommodation is used, the test must be administered in a small group or individually to avoid distraction.

C. Test Materials Modifications

- Administering the large-print version of the test
- Administering the Braille version of the test

D. Test Procedure Modifications

- Administration modifications
- reading directions aloud
- reading test items aloud (do not read aloud or sign the reading passages in Language Arts Literacy –the reading items may be read or signed); ONLY the teacher who must read the test items aloud or sign is permitted to have a test booklet assigned to him/her for this task
- providing and ensuring that amplification (hearing aid and/or FM system) is in working order
- using a sign language or cued speech interpreter to sign or cue the directions or test items but NOT the reading passages
- masking a portion of the test booklet and/or answer folder to eliminate visual distractors or providing reading windows
- repeating, clarifying, or rewording directions ONLY
- providing written directions on a separate sheet or transparency
- using an examiner who is familiar with the student
- using an examiner who can communicate fluently in sign language (American Sign Language or a form of Manually Coded English)

E. Response modifications

- having an examiner record the student's identification information on the test booklet and/or answer folder
- dictating oral responses to a scribe (examiner or proctor who writes from dictation)
- using a Braille writer to record responses
- signing responses to a sign language interpreter (student must indicate all punctuation and must spell all keywords)
- recording responses on a word processor (all editorial functions MUST be disabled)
- providing an augmentative communication device
- using a larger diameter or modified special grip # 2 pencil
- circling answers in the test booklet
- allowing separate additional continuation pages for writing tasks