

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 11 English Language Arts

Adopted:

Unit 1: Module A

Unit Title: “Planting the Seeds of American Identity”

Grade Level: Grade 11

Timeframe: MP 1

Guiding Questions

Thematic Questions





1. **How do power and privilege impact the early American experience?**
2. What does it mean to *be* American?
3. What is the meaning of freedom?
4. How does the struggle for freedom change with history?


Craft and Style Questions


1. How can I evaluate the impact of an author’s choice of structural elements in literary texts and how it impacts the meaning?
2. How can I evaluate the way an author’s choices of words and phrases contribute to the meaning of multiple literary texts?
3. How can I evaluate the choices an author makes that contribute to the meaning of an informational text?
4. How can I evaluate the impact of an author’s choice of structural elements in informational texts?


Suggested Texts and Supplemental Resources














 Native American origin myths

- o  The Iroquois Creation Story.pdf
- o  The-Earth-On-Turtles-Back.pdf
- o  Creation Of The Yakima World - A Yakima Legend.pdf
- o  Cherokee-Creation-Story.pdf

 ****The Crucible (depiction of 1692) [myPerspectives Unit 5]**

 **Declaration of Independence (1776) [myPerspectives Unit 1]**

- o  Pharrell Williams - Freedom (Video)

-  How America Misunderstands the Declaration of Independence
-  Amistad (7/8) Movie CLIP - The Declaration of Independence (1997) HD
-  Excerpt from *The Interesting Life of Olaudah Equiano* (1789) [**myPerspectives Unit 1**]
 - [Images of the Middle Passage](#)
 -  Roots: The Middle Passage | History
-  *Bill of Rights* (1791) [**myPerspectives Unit 1**]
 -  A 3-minute guide to the Bill of Rights - Belinda Stutzman
-  “What to the Slave is the Fourth of July?” (1852) [**myPerspectives Unit 3**]
 -  AMERICAN EXPERIENCE | The Abolitionists, Part 2, Chapter 1 | PBS
 -  ‘What To The Slave Is The Fourth Of July?’: Descendants Read Frederick Douglass' Speech | NPR
-  Excerpt from Harriet Beecher Stowe's *Uncle Tom's Cabin* (1852)
 -  Harriet Beecher Stowe, *Uncle Tom's Cabin*, 1852.pdf
-  Lincoln's Second Inaugural Address (1865) [**myPerspectives Unit 3**]
 -  The Civil War | A Film By Ken Burns | PBS America

Standards

Standards (Taught and Assessed)

- 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.
- 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.
- 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 developed).
- 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.)
- 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.
- 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).
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9. 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 primary source documents relevant to U.S. and/or global history.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 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.
- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence

Social-Emotional Learning Competencies

- ★ Self-Awareness
- ★ Self-Management
- ★ Social Awareness
- ★ Relationship Skills
- ★ Responsible Decision Making

New Jersey Social and Emotional Competencies

Instructional Plan

Possible Pre-Assessments		Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections		
<p>■ ELA 11 - Unit 1 PreAssessment.pdf</p> <p>Standards addressed: RL.11.1, RL.11.3, RL.11.4, RL.11.5, RL.11.2 (Writing Question), RL.11.6 (Writing Question)</p>	<ol style="list-style-type: none"> 1. Extra time 2. Modified grading 3. Use of dictionary tool 			
SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>RL.11-12.1 – WALT</p> <p>make relevant connections to support analysis of what the text says explicitly</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Close Reading</u> <input type="checkbox"/> <u>Turn & Talks</u> <input type="checkbox"/> <u>Graffiti Wall</u> <input checked="" type="checkbox"/> <u>Active Listening</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> Text Annotations <input type="checkbox"/> Class Discussion <input type="checkbox"/> Bell Ringer/Exit Ticket <input type="checkbox"/> Sentence Summaries <input type="checkbox"/> Choral Responses <input type="checkbox"/> Text-based questions 	<p>Skill Lesson/Activity: Choosing effective evidence</p> <p><u>Crucible Act 1 Gathering Evidence Activity</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> EdPuzzles <input type="checkbox"/> Annotating <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> <i>The Crucible**</i> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
RL.11-12.1 - WALT make relevant connections to support analysis of inferences drawn from the text	<input type="checkbox"/> Close Reading <input type="checkbox"/> Turn & Talks <input type="checkbox"/> <u>3-Read Protocol</u> <input type="checkbox"/> <u>Discussion Protocols</u> <input type="checkbox"/> Active Listening <u>Inference Nearpod lesson</u>	<input type="checkbox"/> Text Annotations <input type="checkbox"/> Class Discussion <input type="checkbox"/> <u>Sesame Street Quiz</u> <input type="checkbox"/> Gallery Walk/Carousel <input type="checkbox"/> <u>TWR Sentence Skills</u>	Skill Lesson/Activity: Making inferences <u>Crucible Act II Making Inferences Activity</u> <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> EdPuzzles <input type="checkbox"/> Annotating <hr/> <input type="checkbox"/> The Crucible**	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RL.11-12.2 - WALT two or more themes interact and build upon one another in a text RL.11-12.2 - WALT two or more themes interact and build on one another to produce a complex text	<input type="checkbox"/> Close Reading <input type="checkbox"/> Turn & Talks <input type="checkbox"/> <u>3-Read Protocol</u> <input type="checkbox"/> Active Listening	<input type="checkbox"/> Text Annotations <input type="checkbox"/> Theme Tracker <input type="checkbox"/> <u>Sesame Street Quiz</u> <input type="checkbox"/> <u>TWR Sentence Skills</u>	Whole Class Reading**: Teacher models active reading strategies and uses scaffolded questioning to help students identify and track theme development <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> EdPuzzles <input type="checkbox"/> Annotating <hr/> <input type="checkbox"/> The Crucible**	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

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RL.11-12.2 - WALT determine two or more themes or central ideas of a text RL.11-12.2 - WALT analyze two or more themes or central ideas as they develop over the course of the text	WEBSITE: Theme Guide WEBSITE: Common Themes in Literature Flocabulary: Theme Nearpod: Analyzing Themes <input type="checkbox"/> Close Reading <input type="checkbox"/> Turn & Talks <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> 3-Read Protocol <input type="checkbox"/> Active Listening	<input type="checkbox"/> Text Annotations <input type="checkbox"/> Theme Tracker <input type="checkbox"/> TWR Sentence Skills <input type="checkbox"/> Sesame Street Quiz	Whole Class Reading**: Teacher models active reading strategies and uses scaffolded questioning to help students identify and track theme development <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> EdPuzzles <input type="checkbox"/> Annotating <input type="checkbox"/> The Crucible**	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
RL.11-12.2 - WALT provide an objective summary of the text	<input type="checkbox"/> Cornell notes and/or Sketchnoting (or both!) <input checked="" type="checkbox"/> Improving Cornell ...	<input type="checkbox"/> Written summaries of reading sections <input type="checkbox"/> Sentence Summaries <input type="checkbox"/> 5-Finger Summaries <input type="checkbox"/> GIST statements	Skill Lesson/Activity: Writing an objective summary Crucible Act III Summary and Sequence Activity	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
RL.11-12.3 – WALT authors make specific choices to impact the development of a story or drama	<input type="checkbox"/> Think-Pair Share <input type="checkbox"/> 3-Read Protocol	<input type="checkbox"/> Text Annotations <input type="checkbox"/> Class Discussion	Skill Lesson/Activity: Trace plot development Crucible: Act I Blame Chart	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
RL.11-12.3 – WALT evaluate the impact of the author's choices RL.11-12.3 – WALT analyze the interaction of the elements of a story or drama	<input type="checkbox"/> <u>3-Read Protocol</u> <input type="checkbox"/> <u>CERC Response</u> ★ Claim ★ Evidence ★ Reasoning ★ Conclusion <input type="checkbox"/> <u>CERC rubric (to import to Google Classroom)</u>	<input type="checkbox"/> Text Annotations <input type="checkbox"/> Class Discussion	**Whole Class Reading Teacher models active reading strategies that identify and evaluate author's choices. CERC Response for each act of <i>The Crucible</i>	→ <u>text to speech</u> application → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RL.11-12.4 – WALT the figurative and connotative meanings of words and phrases are determined by how they are used in the text	<input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk	<input type="checkbox"/> Text Annotations	**Whole Class Reading Teacher models active reading strategies that identify the author's diction.	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RL.11-12.4 – WALT specific words and phrases used in the text impact meaning and tone	<input type="checkbox"/> <u>3-Read Protocol</u> <u>Tone Nearpod</u>	<input type="checkbox"/> Text Annotations	**Whole Class Reading Teacher models active reading strategies that identify the author's diction. Students can create Tone word clouds using sites like	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

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			https://www.mentimeter.com/ https://wordart.com/ https://worditout.com/word-cloud/create https://www.jasondavies.com/wordcloud/	
RL.11-12.4 – WALT determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings RL.11-12.4 – WALT 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	<input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk	<input type="checkbox"/> Bell Ringer/Exit Ticket <input type="checkbox"/> Quizziz/Kahoot	<u>Crucible: Act 1 Vocabulary</u> <u>Crucible: Act 2 Vocabulary</u> <u>Crucible: Act 3 Vocabulary</u> <u>Crucible: Act 4 Vocabulary</u>	<input type="checkbox"/> Google Classroom <input type="checkbox"/> As determined appropriate re: IEP/504/I&RS/RTI <input type="checkbox"/> Extra time <input type="checkbox"/> modified length <input type="checkbox"/> dictionary tool <input type="checkbox"/> <u>text to speech</u> application
RL.11-12.5 – WALT analyze how an author's choices concerning how to structure specific parts	<input type="checkbox"/> <u>3-Read Protocol</u>	<input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations	<u>Crucible Acts III-IV small group presentations</u> <input type="checkbox"/> <u>Assignment</u> <input type="checkbox"/> <u>Rubric</u>	<input type="checkbox"/> Google Classroom <input type="checkbox"/> As determined appropriate re: IEP/504/I&RS/RTI <input type="checkbox"/> Extra time

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
of a text contribute to its overall structure				<ul style="list-style-type: none"> → modified length → dictionary tool → <u>text to speech</u> application
RL.11-12.5 – WALT author's choices contribute to its overall structure and meaning of a text	<ul style="list-style-type: none"> <input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk 	<ul style="list-style-type: none"> <input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations 	<p><i>Crucible</i> Acts III-IV small group presentations</p> <ul style="list-style-type: none"> → <u>Assignment</u> → <u>Rubric</u> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RL.11-12.5 – WALT analyze how an author's structural choices contribute to its overall meaning	<ul style="list-style-type: none"> <input type="checkbox"/> <u>3-Read Protocol</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations 	<p><i>Crucible</i> Acts III-IV small group presentations</p> <ul style="list-style-type: none"> → <u>Assignment</u> → <u>Rubric</u> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RL.11-12.5 – WALT analyze how an author's structural choices contribute to its aesthetic impact	<ul style="list-style-type: none"> <input type="checkbox"/> <u>3-Read Protocol</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations 	<p><i>Crucible</i> Acts III-IV small group presentations</p> <ul style="list-style-type: none"> → <u>Assignment</u> → <u>Rubric</u> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

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RL.11-12.6 – WALT authors use multiple literary elements to establish their point of view	<input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk	<input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations <input type="checkbox"/> <u>Questions Trails</u>	<p><i>Crucible</i> Acts III-IV small group presentations</p> <p>→ <u>Assignment</u> → <u>Rubric</u></p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ <u>text to speech</u> application</p>
RL.11-12.6 – WALT analyze point of view	<input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk <input checked="" type="checkbox"/> <u>3-Read Protocol</u>	<input type="checkbox"/> <u>Questions Trails</u>	<p><i>Crucible</i> Acts III-IV small group presentations</p> <p>→ <u>Assignment</u> → <u>Rubric</u></p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ <u>text to speech</u> application</p>
RL.11-12.6 – WALT distinguish what is directly stated in a text from what is really meant	<input type="checkbox"/> <u>3-Read Protocol</u> <input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk	<input type="checkbox"/> <u>Questions Trails</u>	<p><i>Crucible</i> Acts III-IV small group presentations</p> <p>→ <u>Assignment</u> → <u>Rubric</u></p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ <u>text to speech</u> application</p>
RI.11-12.8 – WALT we can describe the reasoning within the premises, purposes, and	<input type="checkbox"/> <u>3-Read Protocol</u> <input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk	<input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations	<p>Whole Class Reading:</p> <p>★ <i>Declaration of Independence</i> ★ <i>Bill of Rights</i></p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p>

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
arguments in works of public advocacy			★ Lincoln's <i>Second Inaugural Address</i>	<ul style="list-style-type: none"> → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.8 – WALT certain U.S. and global texts are seminal	<input type="checkbox"/> <u>3-Read Protocol</u> <input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk	<input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations	Whole Class Reading: ★ <i>Declaration of Independence</i> ★ <i>Bill of Rights</i> ★ Lincoln's <i>Second Inaugural Address</i>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.8 – WALT we can evaluate the reasoning within the premises, purposes and arguments in seminal U.S. and global texts	<input type="checkbox"/> <u>3-Read Protocol</u> <input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk	<input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations	Whole Class Reading: ★ <i>Declaration of Independence</i> ★ <i>Bill of Rights</i> ★ Lincoln's <i>Second Inaugural Address</i>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.8 – WALT describe the reasoning in seminal U.S. texts and global texts including the application of constitutional principles and use of legal reasoning and the premises, purposes, and	<input type="checkbox"/> <u>3-Read Protocol</u> <input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk	<input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations	Whole Class Reading: ★ <i>Declaration of Independence</i> ★ <i>Bill of Rights</i> ★ Lincoln's <i>Second Inaugural Address</i>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
arguments in works of public advocacy RI.11-12.8 – WALT evaluate the path of reasoning in seminal U.S. texts and global texts include the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy	<input type="checkbox"/> 3-Read Protocol <input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk	<input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations	Whole Class Reading: ★ <i>Declaration of Independence</i> ★ <i>Bill of Rights</i> ★ <i>Lincoln's Second Inaugural Address</i>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.9 – WALT certain historical and literary documents are significant for their themes, purposes, and rhetorical features	<input type="checkbox"/> 3-Read Protocol <input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk	<input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations	Whole Class Reading: ★ <i>Declaration of Independence</i> ★ <i>Bill of Rights</i> ★ <i>Lincoln's Second Inaugural Address</i>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.9 – WALT analyze documents of historical and literary significance for their themes, purposes and rhetorical features including primary source	<input type="checkbox"/> 3-Read Protocol <input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk	<input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations	Whole Class Reading: ★ <i>Declaration of Independence</i> ★ <i>Bill of Rights</i> ★ <i>Lincoln's Second Inaugural Address</i>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				
documents relevant to U.S. and/or global history				<ul style="list-style-type: none"> → text to speech application
RI.11-12.9 – WALT reflect on documents of historical and literary significance for their themes, purposes and rhetorical features including primary source documents relevant to U.S. and/or global history	<ul style="list-style-type: none"> <input type="checkbox"/> 3-Read Protocol <input type="checkbox"/> Think-Pair Share <input type="checkbox"/> Turn & Talk 	<ul style="list-style-type: none"> <input type="checkbox"/> Class discussion <input type="checkbox"/> Text annotations 	Whole Class Reading: <ul style="list-style-type: none"> ★ <i>Declaration of Independence</i> ★ <i>Bill of Rights</i> ★ <i>Lincoln's Second Inaugural Address</i> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
SL.11-12.1 – WALT 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	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion Protocols <input type="checkbox"/> Active Listening 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion Carousel <input type="checkbox"/> Speed “dating” 	<ul style="list-style-type: none"> Fishbowl Discussion Socratic Seminar 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
SL.11-12.1 – WALT build on others' ideas and express our ideas clearly and persuasively	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion Protocols <input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion Carousel 	<ul style="list-style-type: none"> Fishbowl Discussion Socratic Seminar 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
SL.11-12.1 – WALT in order to participate effectively in discussions, we must build on others' ideas and express our own ideas clearly and persuasively.	<input type="checkbox"/> <u>Discussion Protocols</u> <input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking	<input type="checkbox"/> Discussion Carousel	<u>Fishbowl Discussion</u> <u>Socratic Seminar</u>	application → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.1.A– WALT read and research material to prepare for discussions	<input type="checkbox"/> Close Reading <input type="checkbox"/> Annotating strategies	<input type="checkbox"/> Text Annotations	<u>Fishbowl Discussion</u> <u>Socratic Seminar</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.1.A – WALT 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	<input type="checkbox"/> <u>Discussion Protocols</u> <input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking	<input type="checkbox"/> Discussion Carousel	<u>Socratic Seminar</u> <u>Fishbowl Discussion</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
SL.11-12.1.B - WALT collaborate with peers to promote civil, democratic discussions and decision-making	<input type="checkbox"/> <u>Discussion Protocols</u> <input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking	<input type="checkbox"/> Discussion Carousel <input type="checkbox"/> Comments on or participation in shared working documents - Kami or Google Docs	<input type="checkbox"/> Small group quiz creation <i>Crucible</i> Acts III-IV small group presentations → <u>Assignment</u> → <u>Rubric</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.1.B - WALT set clear goals and assessments (e.g. student-developed rubrics)	<input type="checkbox"/> Active Listening	<input type="checkbox"/> Student Check-ins	<input type="checkbox"/> Small group quiz creation <i>Crucible</i> Acts III-IV small group presentations → <u>Assignment</u> → <u>Rubric</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.1.B - WALT establish individual roles as needed	<input type="checkbox"/> Active Listening	<input type="checkbox"/> Small Group Check-ins	<input type="checkbox"/> Small group quiz creation <i>Crucible</i> Acts III-IV small group presentations → <u>Assignment</u> → <u>Rubric</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.1C - WALT propel conversations by posing and responding	<input type="checkbox"/> <u>Discussion Protocols</u> <input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note	<input type="checkbox"/> Participation chart <input type="checkbox"/> Student discussion log	<u>Socratic Seminar</u> <u>Fishbowl Discussion</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
to questions that probe reasoning and evidence	taking			<ul style="list-style-type: none"> → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.1.C - WALT ensure a hearing for a full range of positions on a topic or issue	<ul style="list-style-type: none"> <input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking 	<ul style="list-style-type: none"> <input type="checkbox"/> Participation chart <input type="checkbox"/> Student discussion log 	<p><u>Socratic Seminar</u></p> <p><u>Fishbowl Discussion</u></p>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.1.C - WALT clarify, verify, or challenge ideas and conclusions	<ul style="list-style-type: none"> <input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking 	<ul style="list-style-type: none"> <input type="checkbox"/> Participation chart <input type="checkbox"/> Student discussion log 	<p><u>Socratic Seminar</u></p> <p><u>Fishbowl Discussion</u></p>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.1.C - WALT promote divergent and creative perspectives	<ul style="list-style-type: none"> <input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking 	<ul style="list-style-type: none"> <input type="checkbox"/> Participation chart <input type="checkbox"/> Student discussion log 	<p><u>Socratic Seminar</u></p> <p><u>Fishbowl Discussion</u></p>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
SL.11-12.1.D – WALT respond thoughtfully to diverse perspectives	<input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking	<input type="checkbox"/> Participation chart <input type="checkbox"/> Student discussion log	<u>Socratic Seminar</u> <u>Fishbowl Discussion</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.1.D – WALT synthesize comments, claims, and evidence made on all sides of an issue	<input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking	<input type="checkbox"/> Participation chart <input type="checkbox"/> Student discussion log	<u>Socratic Seminar</u> <u>Fishbowl Discussion</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.1.D – WALT resolve contradictions when possible	<input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking	<input type="checkbox"/> Participation chart <input type="checkbox"/> Student discussion log	<u>Socratic Seminar</u> <u>Fishbowl Discussion</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.1.D – WALT determine what additional information or research is required to	<input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking	<input type="checkbox"/> Participation chart <input type="checkbox"/> Student discussion log	<u>Socratic Seminar</u> <u>Fishbowl Discussion</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
deepen the investigation or complete the task				<ul style="list-style-type: none"> → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.6 – WALT speech must be adapted to a variety of contexts and tasks, reflecting formal English when indicated or appropriate	<ul style="list-style-type: none"> <input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking 	<ul style="list-style-type: none"> <input type="checkbox"/> Participation chart <input type="checkbox"/> Student discussion log 	<p><u>Socratic Seminar</u></p> <p><u>Fishbowl Discussion</u></p>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.6 – WALT adapt speech to a variety of contexts and tasks	<ul style="list-style-type: none"> <input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking 	<ul style="list-style-type: none"> <input type="checkbox"/> Participation chart <input type="checkbox"/> Student discussion log 	<p><u>Socratic Seminar</u></p> <p><u>Fishbowl Discussion</u></p>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.6 – WALT formal English is appropriate in certain contexts and tasks	<ul style="list-style-type: none"> <input type="checkbox"/> Active Listening <input type="checkbox"/> discussion note taking 	<ul style="list-style-type: none"> <input type="checkbox"/> Participation chart <input type="checkbox"/> Student discussion log 	<p><u>Socratic Seminar</u></p> <p><u>Fishbowl Discussion</u></p>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
L.11-12.3 – WALT apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style	<input type="checkbox"/> Using Context Clues <input type="checkbox"/> Annotating strategies	<input type="checkbox"/> Bell ringer/Exit Ticket	<u>Crucible: Act 1 Vocabulary</u> <u>Crucible: Act 2 Vocabulary</u> <u>Crucible: Act 3 Vocabulary</u> <u>Crucible: Act 4 Vocabulary</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
L.11-12.3 – WALT comprehend more fully when reading or listening	<input type="checkbox"/> Close Reading <input type="checkbox"/> Annotating strategies	<input type="checkbox"/> Small group check-in <input type="checkbox"/> Student check-in	<u>Crucible Acts III-IV small group presentations</u> → <u>Assignment</u> → <u>Rubric</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

Benchmark Assessment 1

Potential Benchmark Assessments	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Crucible</i> Acts I-II MC Assessment <i>Crucible</i> Acts I-II synthesis <input type="checkbox"/> CERC rubric (to import to Google Classroom)</p> <p>■ ELA 11 - Unit 1 Benchmark 1 - Interlopers.pdf (cold read) Standards addressed: RL.11.1, RL.11.2, RL.11.3, RL.11.4, RL.11.5</p>	<p>→ Extra time → modified length ◆ ICR, CP → shorten ◆ H → extend → dictionary tool → <u>text to speech</u> application → Study guide → Graphic organizer (ICR, CP) → Sentence starters (ICR) → retakes</p>

Benchmark Assessment 2

Potential Benchmark Assessments	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Crucible</i> Acts III-IV Assessment <i>Crucible</i> Acts III-IV synthesis <input type="checkbox"/> CERC rubric (to import to Google Classroom)</p>	<p>→ Extra time → modified length ◆ ICR, CP → shorten ◆ H → extend → dictionary tool → <u>text to speech</u> application → Study guide → Graphic organizer (ICR, CP) → Sentence starters (ICR) → retakes</p>

Summative Assessments (add rows as needed)

<p>Potential Summative Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p><i>Crucible</i>: Final MC Assessment</p>	<p>→ Extra time → modified length → dictionary tool → <u>text to speech</u> application → retakes</p>

Interdisciplinary Connections

<p>Interdisciplinary Connections</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p> <p>Through the study of <i>The Crucible</i>, students will explore Miller’s motivation for writing and draw comparisons between the characters of the play and historical figures from the McCarthy era.</p> <p>Students will also analyze political cartoons from the McCarthy era and use the characters and plot of the play to make connections.</p>	

Unit 1: Module B

Unit Title: “Planting the Seeds of American Identity”



















Grade level: Grades 11

Timeframe: MP 1

Guiding Questions

1. How do I effectively use narrative techniques to enhance my writing?
2. How do I effectively sequence my narrative writing to ensure a smooth progression?

Suggested Texts and Supplemental Resources

-  Native American origin myths
 - o  The Iroquois Creation Story.pdf
 - o  The-Earth-On-Turtles-Back.pdf
 - o  Creation Of The Yakima World - A Yakima Legend.pdf
 - o  Cherokee-Creation-Story.pdf
-  ****The Crucible (depiction of 1692) [myPerspectives Unit 5]**
-  **Declaration of Independence (1776) [myPerspectives Unit 1]**
 - o  Pharrell Williams - Freedom (Video)
 - o  How America Misunderstands the Declaration of Independence
 - o  Amistad (7/8) Movie CLIP - The Declaration of Independence (1997) HD
-  Excerpt from *The Interesting Life of Olaudah Equiano (1789) [myPerspectives Unit 1]*
 - o  Images of the Middle Passage
 - o  **Roots: The Middle Passage | History**
-  **Bill of Rights (1791) [myPerspectives Unit 1]**
 - o  A 3-minute guide to the Bill of Rights - Belinda Stutzman
-  “What to the Slave is the Fourth of July?” (1852) **[myPerspectives Unit 3]**
 - o  AMERICAN EXPERIENCE | The Abolitionists, Part 2, Chapter 1 | PBS
 - o  “What To The Slave Is The Fourth Of July?": Descendants Read Frederick Douglass' Speech | NPR

- 📖 Excerpt from Harriet Beecher Stowe's *Uncle Tom's Cabin* (1852)
 - 📄 Harriet Beecher Stowe, *Uncle Tom's Cabin*, 1852.pdf
- 📖 Lincoln's Second Inaugural Address (1865) [**myPerspectives Unit 3**]
 - 📺 The Civil War | A Film By Ken Burns | PBS America

Standards

Standards (Taught and Assessed)

- 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.
- 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.
- 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.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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.
- 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).
- 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.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 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.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.11-12.6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.11-12.10.** 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, and audiences.
- SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- B. Spell correctly.
- L.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.
- L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.6.** 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence

Social-Emotional Learning Competencies

- ★ Self-Awareness
- ★ Self-Management
- ★ Social Awareness
- ★ Relationship Skills
- ★ Responsible Decision Making

New Jersey Social and Emotional Competencies

Instructional Plan

Pre-Assessment and Reflection

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>📁 ELA 11 - Unit 1B PreAssessment - Flip Flopping.pdf</p> <p>Quill Diagnostic (pre)</p>	<ol style="list-style-type: none"> 1. Extra time 2. Modified grading 3. Use of dictionary tool 4. Graphic organizers 5. Sentence/Paragraph starters 6. Quill Diagnostic MODS <ul style="list-style-type: none"> ○ ELL - ELL Starter, Intermediate, or Advanced ○ ICS - Starter Baseline ○ CP - Intermediate Baseline ○ H - Advanced Baseline

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>W.11-12.3.A – WALT written narratives, either real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing</p>	<p><input type="checkbox"/> examine mentor texts</p> <p>Resource: 5 Tips for Teaching Narrative Writing</p>	<p><input type="checkbox"/> Brainstorming</p> <p><input type="checkbox"/> Graffiti Wall</p>	<p>Identify the techniques that Miller uses in <i>The Crucible</i> that make it an effective narrative.</p> <p>Identify vivid details that enhanced Miller's narrative.</p> <p>Explain the sequence of events in <i>The Crucible</i>.</p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p>

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			Why is this sequencing important to the story?	
W.11-12.3.A – WALT engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view	<input type="checkbox"/> Graphic organizers Resource: 5 Tips for Teaching Narrative Writing	<input type="checkbox"/> <u>Somebody...Wanted...But...So...Then</u>	Crucible Acts III-IV small group presentations <input type="checkbox"/> Assignment <input type="checkbox"/> Rubric	<input type="checkbox"/> Google Classroom <input type="checkbox"/> As determined appropriate re: IEP/504/I&RS/RTI <input type="checkbox"/> Extra time <input type="checkbox"/> modified length <input type="checkbox"/> dictionary tool
W.11-12.3.A – WALT engage and orient the reader by introducing a narrator and/or characters	<input type="checkbox"/> Graphic organizers Resource: 5 Tips for Teaching Narrative Writing	<input type="checkbox"/> <u>Somebody...Wanted...But...So...Then</u>	Crucible Acts III-IV small group presentations <input type="checkbox"/> Assignment <input type="checkbox"/> Rubric	<input type="checkbox"/> Google Classroom <input type="checkbox"/> As determined appropriate re: IEP/504/I&RS/RTI <input type="checkbox"/> Extra time <input type="checkbox"/> modified length <input type="checkbox"/> dictionary tool
W.11-12.3.A – WALT engage and orient the reader by developing experiences, events, and/or characters	<input type="checkbox"/> sentence starters <input type="checkbox"/> pair-share Resource: 5 Tips for Teaching Narrative Writing	<input type="checkbox"/> <u>Somebody...Wanted...But...So...Then</u>	Crucible Acts III-IV small group presentations <input type="checkbox"/> Assignment <input type="checkbox"/> Rubric	<input type="checkbox"/> Google Classroom <input type="checkbox"/> As determined appropriate re: IEP/504/I&RS/RTI <input type="checkbox"/> Extra time <input type="checkbox"/> modified length <input type="checkbox"/> dictionary tool
W.11-12.3.B – WALT use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to	<input type="checkbox"/> sentence starters <input type="checkbox"/> pair-share	<input type="checkbox"/> Individual/Small Group check-in or conferencing	Crucible Acts III-IV small group presentations <input type="checkbox"/> Assignment <input type="checkbox"/> Rubric	<input type="checkbox"/> Google Classroom <input type="checkbox"/> As determined appropriate re: IEP/504/I&RS/RTI <input type="checkbox"/> Extra time <input type="checkbox"/> modified length

SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>We are learning to/that</p> <p>develop experiences, events, and/or characters</p>	<p>Resource: 5 Tips for Teaching Narrative Writing</p>		<p>→ dictionary tool</p>	
<p>W.11-12.3.C – WALT</p> <p>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)</p>	<p><input type="checkbox"/> Graphic organizers</p> <p>Resource: 5 Tips for Teaching Narrative Writing</p>	<p><input type="checkbox"/> Individual/Small Group check-in or conferencing</p>	<p><i>Crucible</i> Acts III-IV small group presentations</p> <p>→ Assignment</p> <p>→ Rubric</p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p>
<p>W.11-12.3.D – WALT</p> <p>use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p>	<p><input type="checkbox"/> Think-Pair-Share</p> <p><input type="checkbox"/> Turn & Talk</p>	<p><input type="checkbox"/> Individual/Small Group check-in</p>	<p><i>Crucible</i> Act II: Hale's Journal (fill in activity)</p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p>
<p>W.11-12.3.A – WALT</p> <p>provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p>	<p><input type="checkbox"/> Friendly letter format</p>	<p><input type="checkbox"/> self-evaluation</p> <p><input type="checkbox"/> peer-evaluation</p>	<p>→ Letter from Douglass to Lincoln (or vice versa)</p> <p>→ Letter from one character in <i>The Crucible</i> to another</p> <p>→ Journal prompt written in the voice</p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p>

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			of a character from <i>The Crucible</i> <u>Crucible before and after reading prompts</u>	
W.11-12.4 – WALT clear and coherent writing is appropriate to task, purpose, and audience	<input type="checkbox"/> <u>Friendly letter format</u> <input type="checkbox"/> Graphic organizers	<input type="checkbox"/> self-evaluation <input type="checkbox"/> peer-evaluation	<ul style="list-style-type: none"> → Letter from Douglass to Lincoln (or vice versa) → Letter from one character in <i>The Crucible</i> to another → Journal prompt written in the voice of a character from <i>The Crucible</i> → Thematic journal writing for each Act of <i>The Crucible</i> <u>Crucible before and after reading prompts</u> NoRedInk: <u>Crucible Quick Writes</u>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool
W.11-12.4 – WALT produce clear and coherent writing in which the development is appropriate to task, purpose, and audience	<input type="checkbox"/> <u>Friendly letter format</u> <input type="checkbox"/> Graphic organizers	<input type="checkbox"/> self-evaluation <input type="checkbox"/> peer-evaluation	<ul style="list-style-type: none"> → Letter from Douglass to Lincoln (or vice versa) → Letter from one character in <i>The Crucible</i> to another 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<ul style="list-style-type: none"> → Journal prompt written in the voice of a character from <i>The Crucible</i> → Thematic journal writing for each Act of <i>The Crucible</i> <p><u>Crucible before and after reading prompts</u></p> <p>NoRedInk: <u>Crucible Quick Writes</u></p>	
W.11-12.4 – WALT produce clear and coherent writing in which the organization is appropriate to task, purpose, and audience	<input type="checkbox"/> Friendly letter format <input type="checkbox"/> Graphic organizers	<input type="checkbox"/> self-evaluation <input type="checkbox"/> peer-evaluation	<ul style="list-style-type: none"> → Letter from Douglass to Lincoln (or vice versa) → Letter from one character in <i>The Crucible</i> to another → Journal prompt written in the voice of a character from <i>The Crucible</i> → Thematic journal writing for each Act of <i>The Crucible</i> <p><u>Crucible before and after reading prompts</u></p>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			NoRedInk: Crucible Quick Writes	
W.11-12.4 – WALT produce clear and coherent writing in which the style is appropriate to task, purpose, and audience	<input type="checkbox"/> Friendly letter format <input type="checkbox"/> Graphic organizers	<input type="checkbox"/> self-evaluation <input type="checkbox"/> peer-evaluation	<ul style="list-style-type: none"> → Letter from Douglass to Lincoln (or vice versa) → Letter from one character in <i>The Crucible</i> to another → Journal prompt written in the voice of a character from <i>The Crucible</i> → Thematic journal writing for each Act of <i>The Crucible</i> <p><u>Crucible before and after reading prompts</u></p> <p>NoRedInk: Crucible Quick Writes</p>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool
W.11-12.5 – WALT planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing	<input type="checkbox"/> Teacher modeling <input type="checkbox"/> Google doc tools (“Citations”)	<input type="checkbox"/> Peer review	<p><u>Review peer review expectations.</u></p> <p>Paired peer review</p>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>W.11-12.5 – WALT addressing what is most significant for a specific purpose and audience strengthens writing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> mentor texts <input type="checkbox"/> Graphic organizers 	<ul style="list-style-type: none"> <input type="checkbox"/> Text annotations <input type="checkbox"/> <u>Quill Reading for Evidence</u> 	<ul style="list-style-type: none"> → Letter from Douglass to Lincoln (or vice versa) → Letter from one character in <i>The Crucible</i> to another <p><u>NoRedInk: Crucible Quick Writes</u></p>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool
<p>W.11-12.5 – WALT develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher modeling 	<ul style="list-style-type: none"> <input type="checkbox"/> Peer review 	<p><i>Crucible</i> Acts III-IV small group presentations</p> <ul style="list-style-type: none"> → <u>Assignment</u> → <u>Rubric</u> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool
<p>W.11-12.5 – WALT consult a style manual (such as MLA or APA Style)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher modeling <input type="checkbox"/> Google doc tools (“Citations”) 	<ul style="list-style-type: none"> <input type="checkbox"/> Peer review 	<ul style="list-style-type: none"> → Letter from Douglass to Lincoln (or vice versa) → Letter from one character in <i>The Crucible</i> to another 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool
<p>W.11-12.5 – WALT on addressing what is most significant for a specific audience and purpose</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizers 	<ul style="list-style-type: none"> <input type="checkbox"/> Text annotations <input type="checkbox"/> <u>Quill Reading for Evidence</u> 	<p><i>Crucible</i> Acts III-IV small group presentations</p> <ul style="list-style-type: none"> → <u>Assignment</u> → <u>Rubric</u> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>W.11-12.6 – WALT use technology, including the Internet, to produce, share, and update individual or shared writing products</p>	<p><input type="checkbox"/> Google suite → specifically the Share feature on Google Docs or Google Slides</p>	<p><input type="checkbox"/> Google Doc “pop in” <input type="checkbox"/> Doc version history check</p>	<p>→ Letter from Douglass to Lincoln (or vice versa) → Letter from one character in <i>The Crucible</i> to another → Journal prompt written in the voice of a character from <i>The Crucible</i> → Thematic journal writing for each Act of <i>The Crucible</i> <u>Crucible before and after reading prompts</u></p>	<p>→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool</p>
<p>W.11-12.6 – WALT use technology, including the Internet, to link to other information</p>	<p><input type="checkbox"/> Google Slides</p>	<p><input type="checkbox"/> Google Doc “pop in” <input type="checkbox"/> Doc version history check</p>	<p><input type="checkbox"/> EN300 - Unit 1 "Le..."</p>	<p>→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool</p>
<p>W.11-12.10 – WALT writing occurs over various time frames for a variety of tasks, purposes, and audiences</p>	<p><input type="checkbox"/> Journaling <input type="checkbox"/> drafting <input type="checkbox"/> revising <input type="checkbox"/> publishing</p>	<p><input type="checkbox"/> Google Doc “pop in” <input type="checkbox"/> Doc version history check</p>	<p>→ Journal prompt written in the voice of a character from <i>The Crucible</i> → Thematic journal writing for each Act of <i>The Crucible</i></p>	<p>→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool</p>

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<u>Crucible before and after reading prompts</u> <u>NoRedInk: Crucible Quick Writes</u>	
W.11-12.10 – WALT write routinely over extended and shorter time frames	<input type="checkbox"/> Journaling <input type="checkbox"/> drafting <input type="checkbox"/> revising <input type="checkbox"/> publishing	<input type="checkbox"/> Google Doc “pop in” <input type="checkbox"/> Doc version history check	→ Letter from Douglass to Lincoln (or vice versa) → Letter from one character in <i>The Crucible</i> to another → Journal prompt written in the voice of a character from <i>The Crucible</i> → Thematic journal writing for each Act of <i>The Crucible</i> <u>Crucible before and after reading prompts</u> <u>NoRedInk: Crucible Quick Writes</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool
W.11-12.10 – WALT write routinely for a range of tasks, purposes, and audiences	<input type="checkbox"/> Journaling <input type="checkbox"/> drafting <input type="checkbox"/> revising <input type="checkbox"/> publishing	<input type="checkbox"/> Google Doc “pop in” <input type="checkbox"/> Doc version history check	→ Letter from Douglass to Lincoln (or vice versa) → Letter from one character in <i>The Crucible</i> to another	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<ul style="list-style-type: none"> → Journal prompt written in the voice of a character from <i>The Crucible</i> → Thematic journal writing for each Act of <i>The Crucible</i> <p><u>Crucible before and after reading prompts</u></p> <p>NoRedInk: <u>Crucible Quick Writes</u></p>	
SL.11-12.6 – WALT speech must be adapted to a variety of contexts and tasks, reflecting formal English when indicated or appropriate	<input type="checkbox"/> <u>Kudos, Questions, & Suggestions</u>	<input type="checkbox"/> Individual and small group presentations	<input type="checkbox"/> EN300 - Unit 1 "Le... <i>Crucible</i> Acts III-IV small group presentations <ul style="list-style-type: none"> → <u>Assignment</u> → <u>Rubric</u> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool
SL.11-12.6 – WALT adapt speech to a variety of contexts and tasks	<input type="checkbox"/> <u>Kudos, Questions, & Suggestions</u>	<input type="checkbox"/> Individual and small group presentations	<input type="checkbox"/> EN300 - Unit 1 "Le... <ul style="list-style-type: none"> → Letter from Douglass to Lincoln (or vice versa) → Letter from one character in <i>The Crucible</i> to another → Journal prompt written in the voice of a character from <i>The Crucible</i> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<ul style="list-style-type: none"> → Thematic journal writing for each Act of <i>The Crucible</i> <u>Crucible before and after reading prompts</u> Crucible Acts III-IV small group presentations → <u>Assignment</u> → <u>Rubric</u> 	
SL.11-12.6 – WALT formal English is appropriate in certain contexts and tasks	<ul style="list-style-type: none"> <input type="checkbox"/> drafting <input type="checkbox"/> revising <input type="checkbox"/> publishing 	<input type="checkbox"/> Small group presentations	<ul style="list-style-type: none"> → Letter from Douglass to Lincoln (or vice versa) → Letter from one character in <i>The Crucible</i> to another → Journal prompt written in the voice of a character from <i>The Crucible</i> <u>Crucible before and after reading prompts</u> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool
L.11-12.1.A – WALT demonstrate command of the conventions of standard English grammar and usage when writing or speaking	<ul style="list-style-type: none"> <input type="checkbox"/> drafting <input type="checkbox"/> revising <input type="checkbox"/> publishing <input type="checkbox"/> Grammarly feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual and small group presentations <input type="checkbox"/> <u>Quill proofreader</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> EN300 - Unit 1 "Le..." → Letter from Douglass to Lincoln (or vice versa) 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<ul style="list-style-type: none"> → Letter from one character in <i>The Crucible</i> to another → Journal prompt written in the voice of a character from <i>The Crucible</i> → Thematic journal writing for each Act of <i>The Crucible</i> <p><u>Crucible before and after reading prompts</u></p> <p><u>NoRedInk: Skill Building with Mentor Texts</u></p> <p><u>Individualized Quill or NoRedInk activities</u></p>	
L.11-12.1.A – WALT usage is a matter of convention and can change over time and be contested	<ul style="list-style-type: none"> <input type="checkbox"/> word wall <input type="checkbox"/> Quizlet 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual and small group presentations 	<p><i>Crucible</i> Acts III-IV small group presentations</p> <ul style="list-style-type: none"> → <u>Assignment</u> → <u>Rubric</u> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool
L.11-12.2.B – WALT demonstrate command of the conventions of standard English capitalization,	<ul style="list-style-type: none"> <input type="checkbox"/> drafting <input type="checkbox"/> revising <input type="checkbox"/> publishing <input type="checkbox"/> peer and/or self assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual and small group presentations <input type="checkbox"/> <u>Quill proofreader</u> <input type="checkbox"/> <u>Quill grammar</u> 	<p><i>Crucible</i> Acts III-IV small group presentations</p> <ul style="list-style-type: none"> → <u>Assignment</u> → <u>Rubric</u> 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
punctuation, and spelling when writing	<input type="checkbox"/> Grammarly feedback		<u>NoRedInk: Skill Building with Mentor Texts</u> Individualized <u>Quill</u> or <u>NoRedInk</u> activities	→ dictionary tool
L.11-12.2.B – WALT spell correctly	<input type="checkbox"/> drafting <input type="checkbox"/> revising <input type="checkbox"/> publishing <input type="checkbox"/> peer and/or self assessment <input type="checkbox"/> Grammarly feedback	<input type="checkbox"/> Individual and small group presentations <input type="checkbox"/> <u>Quill proofreader</u> <input type="checkbox"/> <u>Quill grammar</u>	<u>Crucible</u> Acts III-IV small group presentations → <u>Assignment</u> → <u>Rubric</u> <u>NoRedInk: Skill Building with Mentor Texts</u> Individualized <u>Quill</u> or <u>NoRedInk</u> activities	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool
L.11-12.4 - WALT determine or clarify the meanings of unknown or multiple-meaning words and phrases	<input type="checkbox"/> word wall <input type="checkbox"/> Quizlet	<input type="checkbox"/> Google Classroom assignment check in <input type="checkbox"/> Vocabulary lesson practice, Quizizz	<u>Crucible: Act 1 Vocabulary</u> <u>Crucible: Act 2 Vocabulary</u> <u>Crucible: Act 3 Vocabulary</u> <u>Crucible: Act 4 Vocabulary</u> Sadlier Vocabulary Workshop Achieve: Level F, Lessons 1-3	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → (CP & ICS) Level F → (H) Level G

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			Sadlier Vocabulary Workshop Achieve: Level G, Lessons 1-3	
L.11-12.4 - WALT determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies	<input type="checkbox"/> word wall <input type="checkbox"/> Quizlet	<input type="checkbox"/> Google Classroom assignment check in <input type="checkbox"/> Vocabulary lesson practice, Quizizz	<u>Crucible: Act 1 Vocabulary</u> <u>Crucible: Act 2 Vocabulary</u> <u>Crucible: Act 3 Vocabulary</u> <u>Crucible: Act 4 Vocabulary</u> (CP & ICS) Sadlier Vocabulary Workshop Achieve: Level F, Lessons 1-3 (H) Sadlier Vocabulary Workshop Achieve: Level G, Lessons 1-3	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool
L.11-12.4 - WALT use context clues to determine or clarify meaning	<input type="checkbox"/> word wall <input type="checkbox"/> Quizlet	<input type="checkbox"/> Google Classroom assignment check in <input type="checkbox"/> Vocabulary lesson practice, Quizizz	<u>Crucible: Act 1 Vocabulary</u> <u>Crucible: Act 2 Vocabulary</u> <u>Crucible: Act 3 Vocabulary</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
			<p><u>Crucible: Act 4 Vocabulary</u></p> <p>(CP & ICS) Sadlier Vocabulary Workshop Achieve: Level F, Lessons 1-3</p> <p>(H) Sadlier Vocabulary Workshop Achieve: Level G, Lessons 1-3</p>	
<p>L.11-12.4 - WALT identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases</p>	<p><input type="checkbox"/> word wall</p> <p><input type="checkbox"/> Quizlet</p>	<p><input type="checkbox"/> Google Classroom assignment check in</p> <p><input type="checkbox"/> Vocabulary lesson practice, Quizizz</p>	<p><u>Crucible: Act 1 Vocabulary</u></p> <p><u>Crucible: Act 2 Vocabulary</u></p> <p><u>Crucible: Act 3 Vocabulary</u></p> <p><u>Crucible: Act 4 Vocabulary</u></p> <p>(CP & ICS) Sadlier Vocabulary Workshop Achieve: Level F, Lessons 1-3</p> <p>(H) Sadlier Vocabulary Workshop Achieve: Level G, Lessons 1-3</p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p>

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>L.11-12.4 - WALT consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used</p>	<input type="checkbox"/> word wall <input type="checkbox"/> Quizlet	<input type="checkbox"/> Google Classroom assignment check in <input type="checkbox"/> Vocabulary lesson practice, Quizizz	<p><u>Crucible: Act 1 Vocabulary</u></p> <p><u>Crucible: Act 2 Vocabulary</u></p> <p><u>Crucible: Act 3 Vocabulary</u></p> <p><u>Crucible: Act 4 Vocabulary</u></p> <p>(CP & ICS) Sadlier Vocabulary Workshop Achieve: Level F, Lessons 1-3</p> <p>(H) Sadlier Vocabulary Workshop Achieve: Level G, Lessons 1-3</p>	<input type="checkbox"/> Google Classroom <input type="checkbox"/> As determined appropriate re: IEP/504/I&RS/RTI <input type="checkbox"/> Extra time <input type="checkbox"/> modified length <input type="checkbox"/> dictionary tool
<p>L.11-12.4 – WALT verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary</p>	<input type="checkbox"/> word wall <input type="checkbox"/> Quizlet	<input type="checkbox"/> Google Classroom assignment check in <input type="checkbox"/> Vocabulary lesson practice, Quizizz	<p><u>Crucible: Act 1 Vocabulary</u></p> <p><u>Crucible: Act 2 Vocabulary</u></p> <p><u>Crucible: Act 3 Vocabulary</u></p> <p><u>Crucible: Act 4 Vocabulary</u></p>	<input type="checkbox"/> Google Classroom <input type="checkbox"/> As determined appropriate re: IEP/504/I&RS/RTI <input type="checkbox"/> Extra time <input type="checkbox"/> modified length <input type="checkbox"/> dictionary tool

SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>We are learning to/that</p> <p>L.11-12.5.A – WALT demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<input type="checkbox"/> word wall <input type="checkbox"/> Quizlet	<input type="checkbox"/> Bell Ringers/Exit Tickets <input type="checkbox"/> Class Discussion <input type="checkbox"/> Text annotations	<p><u>NoRedInk: Quick Writes</u></p>	<input type="checkbox"/> Google Classroom <input type="checkbox"/> As determined appropriate re: IEP/504/I&RS/RTI <input type="checkbox"/> Extra time <input type="checkbox"/> modified length <input type="checkbox"/> dictionary tool
<p>L.11-12.5.A – WALT interpret figures of speech within a text (e.g., hyperbole, paradox)</p>	<input type="checkbox"/> word wall	<input type="checkbox"/> Bell Ringers/Exit Tickets <input type="checkbox"/> Class Discussion <input type="checkbox"/> Text annotations	<p><i>Crucible</i> Acts III-IV small group presentations</p> <p>→ <u>Assignment</u> → <u>Rubric</u></p>	<input type="checkbox"/> Google Classroom <input type="checkbox"/> As determined appropriate re: IEP/504/I&RS/RTI <input type="checkbox"/> Extra time <input type="checkbox"/> modified length <input type="checkbox"/> dictionary tool
<p>L.11-12.6 – WALT accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression</p>	<input type="checkbox"/> drafting <input type="checkbox"/> revising <input type="checkbox"/> publishing <input type="checkbox"/> peer and/or self-assessment	<input type="checkbox"/> Bell Ringers/Exit Tickets <input type="checkbox"/> Class Discussion <input type="checkbox"/> Text annotations <input type="checkbox"/> <u>Quill proofreader</u> <input type="checkbox"/> <u>Quill grammar</u>	<p><i>Crucible</i> Acts III-IV small group presentations</p> <p>→ <u>Assignment</u> → <u>Rubric</u></p>	<input type="checkbox"/> Google Classroom <input type="checkbox"/> As determined appropriate re: IEP/504/I&RS/RTI <input type="checkbox"/> Extra time <input type="checkbox"/> modified length <input type="checkbox"/> dictionary tool

Benchmark Assessment 1

<p>Possible Benchmark Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>Quill Diagnostic (post)</p>	<p>Quill Diagnostic (post) MODS</p> <ul style="list-style-type: none"> ○ ELL - ELL Starter, Intermediate, or Advanced ○ ICS - Starter Baseline ○ CP - Intermediate Baseline ○ H - Advanced Baseline

Benchmark Assessment 2

<p>Possible Benchmark Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>Picture Prompt narrative</p> <ul style="list-style-type: none"> ● NYTimes Picture Prompts 	<p>ELL, SpEd, 504, At-Risk</p> <ul style="list-style-type: none"> → extra time → modified length → dictionary tool → sentence starters → Outline <p>Gifted</p> <ul style="list-style-type: none"> → figurative language requirement

Summative Assessments (add rows as needed)

<p>Possible Summative Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>NJSLA narrative task related to anchor text or supportive text</p>	<p>ELL, SpEd, 504, At-Risk</p> <ul style="list-style-type: none"> → extra time → modified length → dictionary tool → sentence starters → Outline <p>Gifted</p> <ul style="list-style-type: none"> → figurative language requirement

Interdisciplinary Connections

Interdisciplinary Connections

Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

Unit 2: Module A

Unit Title: Exploring the Individual in American Society

Grade level: Grade 11

Timeframe: MP 2

Guiding Questions

Thematic Question(s):

1. What role does individualism play in American identity and society?

Craft/Style/Content Question(s):

1. How can I recognize uncertainty in a text?
 2. How can I evaluate strong and thorough textual evidence?
 3. How can I choose appropriate and varied transitions in my writing?
 4. How can I establish and maintain a style and tone appropriate to my audience and purpose?
-

Suggested Texts and Supplemental Resources

Emerson readings [myPerspectives Unit 2]

- *Nature* (1836)
- “Self-Reliance” (1841)

■ [Apple - Perspective \(video\)](#)

Thoreau readings[myPerspectives Unit 2]

- “Civil Disobedience” (1849)
 - <https://americainclass.org/thoreaus-critique-of-democracy-in-civil-disobedience/>
- *Walden* (1854) (excerpts or graphic novel)
 - [Walden](#)
 - <https://www.gocomics.com/calvinandhobbes/1986/04/17>

■ [Living Big In A Tiny House | Channel Trailer](#)


Walt Whitman poetry [myPerspectives Unit 2]

- “Song of Myself” (1855)

Emily Dickinson poetry (1860-64) [myPerspectives Unit 2]

- "The Soul Selects her Own Society"
- "The Soul Unto Itself"
- "The Shut Me Up in Prose"
- "There is a Solitude of Space"
- "I am Nobody, Who are You?"

 *Dead Poets Society*

 *Their Eyes Were Watching God* (1937)

- (En300 only)

Standards

Standards (Taught and Assessed)

- 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.
- 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 matter uncertain.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- 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.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century

foundational works, including how two or more texts from the same period treat similar themes or topics”).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the

application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the

premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

SL.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.

Highlighted Career Ready Practices and 21st Century Themes/Skills

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Social-Emotional Learning Competencies

★ Self-Awareness

★ Self-Management

★ Social Awareness

★ Relationship Skills

★ Responsible Decision Making

New Jersey Social and Emotional Competencies

Instructional Plan

Pre-Assessment and Reflection

Possible Pre-Assessment		Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ul style="list-style-type: none"> ▶ Chimamanda Ngozi Adichie: The danger of a single story ... <p>MC only</p>	<p>ELL, SpEd, 504, At-Risk</p> <ul style="list-style-type: none"> → extra time → modified length → modified grading → dictionary tool 	

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>RL.11-12.1 – WALT there can be uncertainty in texts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Active Listenin... <input type="checkbox"/> Close Reading <input type="checkbox"/> Turn & Talks <input type="checkbox"/> <u>3-Read Protocol</u> <input type="checkbox"/> <u>Discussion Protocols</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> Text Annotations <input type="checkbox"/> Class Discussion <input type="checkbox"/> Bell Ringer/Exit Ticket <input type="checkbox"/> Choral Responses <input type="checkbox"/> Text-based questions 	<ul style="list-style-type: none"> <input type="checkbox"/> [DB]EN301: Dead ... 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
<p>RL.11-12.1 – WALT determine where the text leaves matters uncertain</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Active Listenin... <input type="checkbox"/> Close Reading <input type="checkbox"/> Turn & Talks <input type="checkbox"/> <u>3-Read Protocol</u> <input type="checkbox"/> <u>Discussion Protocols</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> Text Annotations <input type="checkbox"/> Class Discussion <input type="checkbox"/> Bell Ringer/Exit Ticket <input type="checkbox"/> Choral Responses 	<ul style="list-style-type: none"> <input type="checkbox"/> [DB]EN301: Dead ... 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

<p>SLO – WALT</p> <p>We are learning to/that</p>				<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
		<p><input type="checkbox"/> Text-based questions</p>		<p>→ <u>text to speech</u> application</p>
<p>RI.11-12.1 - WALT</p> <p>accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially</p>	<p><input type="checkbox"/> Active Listenin...</p> <p><input type="checkbox"/> Close Reading</p> <p><input type="checkbox"/> Turn & Talks</p> <p><input type="checkbox"/> <u>3-Read Protocol</u></p> <p><input type="checkbox"/> <u>Discussion Protocols</u></p>	<p><input type="checkbox"/> Text Annotations</p> <p><input type="checkbox"/> Class Discussion</p> <p><input type="checkbox"/> Bell Ringer/Exit Ticket</p> <p><input type="checkbox"/> Text-based questions</p>	<p>from <i>Walden</i></p> <p>→ First Read</p> <p>→ Close Read</p> <p>→ Analyze the Text</p> <p>→ Analyze Craft and Structure</p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ <u>text to speech</u> application</p> <p>Honors</p> <p>Excerpts of <i>Walden</i> from original text</p> <p>ELL, SpEd, At Risk</p> <p>Use the graphic novel version of <i>Walden</i> or accessible text</p> <p>■ <i>Walden</i> and <i>Civil ...</i></p>
<p>RI.11-12.1 - WALT</p> <p>identify and cite areas where the text leaves matters uncertain</p>	<p><input type="checkbox"/> Active Listenin...</p> <p><input type="checkbox"/> Close Reading</p> <p><input type="checkbox"/> Turn & Talks</p> <p><input type="checkbox"/> <u>3-Read Protocol</u></p> <p><input type="checkbox"/> <u>Discussion Protocols</u></p>	<p><input type="checkbox"/> Text Annotations</p> <p><input type="checkbox"/> Class Discussion</p> <p><input type="checkbox"/> Bell Ringer/Exit Ticket</p> <p><input type="checkbox"/> Text-based questions</p>	<p>from <i>Walden</i></p> <p>→ First Read</p> <p>→ Close Read</p> <p>→ Analyze the Text</p> <p>→ Analyze Craft and Structure</p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ <u>text to speech</u> application</p> <p>Honors</p> <p>Excerpts of <i>Walden</i></p>

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
				<p>from original text</p> <p>ELL, SpEd, At Risk Use the graphic novel version of <i>Walden</i> or accessible text</p> <p>Walden and Civil ...</p>
<p>RI.11-12.1 - WALT support analysis of what the text says explicitly as well as inferentially</p>	<p><input type="checkbox"/> Active Listenin...</p> <p><input type="checkbox"/> Close Reading</p> <p><input type="checkbox"/> Turn & Talks</p> <p><input type="checkbox"/> <u>3-Read Protocol</u></p> <p><input type="checkbox"/> <u>Discussion Protocols</u></p>	<p><input type="checkbox"/> Text Annotations</p> <p><input type="checkbox"/> Class Discussion</p> <p><input type="checkbox"/> Bell Ringer/Exit Ticket</p> <p><input type="checkbox"/> Text-based questions</p>	<p>from <i>Walden</i></p> <p>→ First Read</p> <p>→ Close Read</p> <p>→ Analyze the Text</p> <p>→ Analyze Craft and Structure</p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ <u>text to speech</u> application</p> <p>Honors Excerpts of <i>Walden</i> from original text</p> <p>ELL, SpEd, At Risk Use the graphic novel version of <i>Walden</i> or accessible text</p> <p>Walden and Civil ...</p>
<p>RI.11-12.1 - WALT analyze a text, particularly in areas where matters are left uncertain</p>	<p><input type="checkbox"/> Active Listenin...</p> <p><input type="checkbox"/> Close Reading</p> <p><input type="checkbox"/> Turn & Talks</p> <p><input type="checkbox"/> <u>3-Read Protocol</u></p> <p><input type="checkbox"/> <u>Discussion Protocols</u></p>	<p><input type="checkbox"/> Text Annotations</p> <p><input type="checkbox"/> Class Discussion</p> <p><input type="checkbox"/> Bell Ringer/Exit Ticket</p> <p><input type="checkbox"/> Text-based questions</p>	<p>from <i>Walden</i></p> <p>→ First Read</p> <p>→ Close Read</p> <p>→ Analyze the Text</p> <p>→ Analyze Craft and Structure</p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ <u>text to speech</u></p>

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
				<p>application</p> <p>Honors Excerpts of <i>Walden</i> from original text ELL, SpEd, At Risk Use the graphic novel version of <i>Walden</i> or accessible text</p> <p>■ <i>Walden</i> and Civil ...</p>
<p>RI.11-12.4 - WALT an author uses and refines the meaning of key term(s) over the course of text</p>	<p><input type="checkbox"/> ■ Active Listenin...</p> <p><input type="checkbox"/> Close Reading</p> <p><input type="checkbox"/> Turn & Talks</p> <p><input type="checkbox"/> <u>3-Read Protocol</u></p> <p><input type="checkbox"/> <u>Discussion Protocols</u></p>	<p><input type="checkbox"/> Text Annotations</p> <p><input type="checkbox"/> Class Discussion</p> <p><input type="checkbox"/> Bell Ringer/Exit Ticket</p> <p><input type="checkbox"/> Text-based questions</p>	<p>from <i>Nature</i> and “Self-Reliance”</p> <p>→ Analyze Craft and Structure</p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ <u>text to speech</u> application</p> <p>ELL, SpEd, At Risk Use accessible level text</p> <p>■ <i>Nature</i> and Self ...</p>
<p>RI.11-12.4 - WALT determine figurative, connotative, and technical meaning of words in a text</p>	<p><input type="checkbox"/> ■ Active Listenin...</p> <p><input type="checkbox"/> Close Reading</p> <p><input type="checkbox"/> Turn & Talks</p> <p><input type="checkbox"/> <u>3-Read Protocol</u></p> <p><input type="checkbox"/> <u>Discussion Protocols</u></p>	<p><input type="checkbox"/> Text Annotations</p> <p><input type="checkbox"/> Class Discussion</p> <p><input type="checkbox"/> Bell Ringer/Exit Ticket</p> <p><input type="checkbox"/> Text-based questions</p>	<p>from <i>Nature</i> and “Self-Reliance”</p> <p>→ Analyze Craft and Structure</p>	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ <u>text to speech</u> application</p>

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
				ELL, SpEd, At Risk Use accessible level text ■ Nature and Self ...
W.11-12.2 – WALT informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content	<input type="checkbox"/> examine mentor texts <input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers	<input type="checkbox"/> Gallery walk <input type="checkbox"/> Jam Board <input type="checkbox"/> Class Discussion <input type="checkbox"/> Bell Ringer/Exit Ticket	Whole class reading: from <i>Nature</i> and “Self-Reliance” from <i>Walden</i> and “Civil Disobedience”	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application Honors Excerpts of <i>Walden</i> from original text ELL, SpEd, At Risk Use the graphic novel version of <i>Walden</i> or accessible text ■ <i>Walden</i> and <i>Civil ...</i> Use accessible level text ■ Nature and Self ...
W.11-12.2.A – WALT introduce a topic; organize ideas, concepts, and information to build to create a unified whole	<input type="checkbox"/> examine mentor texts <input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers <input type="checkbox"/> think-pair-share	<input type="checkbox"/> Jam Board <input type="checkbox"/> Class Discussion <input type="checkbox"/> Bell Ringer/Exit Ticket	Transcendentalism Introduction: ■ 00 - Unit 2: Transc...	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
				→ <u>text to speech</u> application
W.11-12.2.A – WALT effectively include formatting, graphics and multimedia to aid comprehension	<input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers <input type="checkbox"/> think-pair-share	<input type="checkbox"/> Google Doc “pop in” <input type="checkbox"/> Doc version history check <input type="checkbox"/> individual student check-in or conferencing	<input type="checkbox"/> 01 - Transcendent... Create a Guide to Transcendentalism (brochure) or a Transcendental Handbook	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.2.A – WALT develop topic with the most significant and relevant facts	<input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers <input type="checkbox"/> think-pair-share	<input type="checkbox"/> Google Doc “pop in” <input type="checkbox"/> Doc version history check <input type="checkbox"/> individual student check-in or conferencing	Create a Guide to Transcendentalism (brochure) or a Transcendental Handbook	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.2.B – WALT extended definitions, concrete details, quotations, or other information	<input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers <input type="checkbox"/> think-pair-share	<input type="checkbox"/> Google Doc “pop in” <input type="checkbox"/> Doc version history check <input type="checkbox"/> individual student check-in or conferencing	Create a Guide to Transcendentalism (brochure) or a Transcendental Handbook	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
W.11-12.2.B – WALT develop the topic with examples that are appropriate to the audience's knowledge of the topic	<input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers <input type="checkbox"/> think-pair-share	<input type="checkbox"/> Google Doc "pop in" <input type="checkbox"/> Doc version history check <input type="checkbox"/> individual student check-in or conferencing	Create a Guide to Transcendentalism (brochure) or a Transcendental Handbook	application → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.2.C – WALT use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts	<input type="checkbox"/> teacher feedback Resource: <input checked="" type="checkbox"/> Transitions and co...	<input type="checkbox"/> Google Doc "pop in" <input type="checkbox"/> Doc version history check <input type="checkbox"/> individual student check-in or conferencing	Create a Guide to Transcendentalism (brochure) or a Transcendental Handbook	Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.2.D – WALT use precise language and domain-specific vocabulary to manage the complexity of the topic	<input type="checkbox"/> teacher feedback <input type="checkbox"/> Grammarly.com	<input type="checkbox"/> Google Doc "pop in" <input type="checkbox"/> Doc version history check <input type="checkbox"/> individual student check-in or conferencing	Create a Guide to Transcendentalism (brochure) or a Transcendental Handbook	Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
W.11-12.2.D – WALT use techniques such as metaphor, simile, and analogy to manage the complexity of the topic	Article: Abstract or Too Abstract: The Use of Metaphor and Analogy in Academic Writing	<input type="checkbox"/> Google Doc “pop in” <input type="checkbox"/> Doc version history check <input type="checkbox"/> individual student check-in or conferencing	Create a Guide to Transcendentalism (brochure) or a Transcendental Handbook	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.E – WALT establish and maintain a style and tone appropriate to the audience and purpose	<input type="checkbox"/> teacher feedback <input type="checkbox"/> Grammarly.com <input checked="" type="checkbox"/> Academic-Tone-for...	<input type="checkbox"/> Google Doc “pop in” <input type="checkbox"/> Doc version history check <input type="checkbox"/> individual student check-in or conferencing	Create a Guide to Transcendentalism (brochure) or a Transcendental Handbook	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.E – WALT attend to the norms and conventions of the discipline in which they are writing	<input type="checkbox"/> teacher feedback <input type="checkbox"/> Grammarly.com	<input type="checkbox"/> Google Doc “pop in” <input type="checkbox"/> Doc version history check <input type="checkbox"/> individual student check-in or conferencing	Create a Guide to Transcendentalism (brochure) or a Transcendental Handbook	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.9.A – WALT draw evidence from literary texts to support analysis and reflection	<input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers <input type="checkbox"/> think-pair-share	<input type="checkbox"/> Google Slides “pop in” for a progress check	<input type="checkbox"/> [DB]EN301: Dead ...	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
				<ul style="list-style-type: none"> → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.9.B – WALT draw evidence from informational texts to support analysis and research	<ul style="list-style-type: none"> <input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers <input type="checkbox"/> think-pair-share 	<input type="checkbox"/> Google Slides “pop in” for a progress check	<input type="checkbox"/> [DB]EN301: Dead ...	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.4 – WALT content, organization, development, and style are appropriate to task, purpose, and audience	<input type="checkbox"/> <u>Kudos, Questions, & Suggestions</u>	<input type="checkbox"/> Individual presentations	<input type="checkbox"/> 01 - Transcendent...	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.4 – WALT present information, findings, and supporting evidence clearly, concisely, and logically	<input type="checkbox"/> <u>Kudos, Questions, & Suggestions</u>	<input type="checkbox"/> Individual presentations	<input type="checkbox"/> 01 - Transcendent...	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Opposing Innovation by Mike Kubic CommonLit	ELL, SpEd, 504, At-Risk <ul style="list-style-type: none">→ extra time→ modified length→ dictionary tool→ sentence starters→ Outline

Benchmark Assessment 2

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit 2 Literature Assessment - MC	ELL, SpEd, 504, At-Risk <ul style="list-style-type: none">→ extra time→ modified length→ dictionary tool Honors <ul style="list-style-type: none">→ Assessment includes Unit 2 novel

Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit 2 PBA	ELL, SpEd, 504, At-Risk <ul style="list-style-type: none">→ extra time→ modified length→ dictionary tool→ sentence starters→ Outline

Interdisciplinary Connections

Interdisciplinary Connections

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

- ELL, SpEd, 504, At-Risk
- extra time
- modified length
- dictionary tool
- sentence starters
- Outline

Unit 2: Module B

Unit Title: Exploring the Individual in American Society

Grade level: Grade 11

Timeframe: MP2

Guiding Questions

Craft/Style/Content Question(s):

1. What are the attributes of an effective explanatory essay?
 2. How can I craft a strong introduction for an explanatory essay?
 3. How can I thoroughly develop my topic in an explanatory essay?
 4. How can I ensure I am using precise and accurate diction in my writing?
 5. How can I establish and maintain a style and tone appropriate to my audience and purpose?
-

Suggested Texts and Supplemental Resources

Emerson readings [myPerspectives Unit 2]

- *Nature* (1836)
- “Self-Reliance” (1841)

■ [Apple - Perspective \(video\)](#)

Thoreau readings [myPerspectives Unit 2]

- “Civil Disobedience” (1849)
- <https://americainclass.org/thoreaus-critique-of-democracy-in-civil-disobedience/>
- *Walden* (1854) (excerpts or graphic novel)
- [Walden](#)
- <https://www.gocomics.com/calvinandhobbes/1986/04/17>

■ [Living Big In A Tiny House | Channel Trailer](#)

Walt Whitman poetry [myPerspectives Unit 2]

- “Song of Myself” (1855)

Emily Dickinson poetry (1860-64) [myPerspectives Unit 2]

- “The Soul Selects her Own Society”

- "The Soul Unto Itself"
- "The Shut Me Up in Prose"
- "There is a Solitude of Space"
- "I am Nobody, Who are You?"
- 📖 *Dead Poets Society*
- 📖 *Their Eyes Were Watching God* (1937)
 - (EN300 only)

Standards

Standards (Taught and Assessed)

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- 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.
- 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.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 understanding of the subject under investigation.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Social-Emotional Learning Competencies

- ★ Self-Awareness
- ★ Self-Management
- ★ Social Awareness
- ★ Relationship Skills
- ★ Responsible Decision Making

New Jersey Social and Emotional Competencies

Instructional Plan

Pre-Assessment and Reflection

Potential Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections	<p>ELL, SpEd, 504, At-Risk</p> <ul style="list-style-type: none"> → extra time → modified length → modified grading → dictionary tool → sentence starters → Outline
<ul style="list-style-type: none"> ■ Chimamanda Ngozi Adichie: The danger of a single story ... <p>Write a CERC response in which you explain how the author use her personal experiences in the text to introduce and develop her main idea?</p>		

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>We are learning to/that</p> <p>W.11-12.2.A – WALT informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content</p>	<ul style="list-style-type: none"> <input type="checkbox"/> examine mentor texts <input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers 	<p>rubric feedback</p>	<p>Identity Quick Write NoRedInk</p> <ul style="list-style-type: none"> ● “The Danger of a Single Story” ● “How it Feels to be a Colored Me” 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
W.11-12.2.A – WALT introduce a topic; organize ideas, concepts, and information to build to create a unified whole	<input type="checkbox"/> examine mentor texts <input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers	rubric feedback	<u>Informational Texts</u> <u>Quick Write</u> <u>NoRedInk</u> <ul style="list-style-type: none"> Choose appropriate informational texts for the theme of Transcendentalism and your class interests 	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.2.A – WALT effectively include formatting, graphics and multimedia to aid comprehension	<input type="checkbox"/> examine mentor texts <input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers	Rubric feedback	Emerson Thoreau One Pager OR Whitman Dickinson One Pager ☰ One Pager	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.2.A – WALT develop topic with the most significant and relevant facts	<input type="checkbox"/> examine mentor texts <input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers	rubric feedback	<u>Identity</u> <u>Quick Write</u> <u>NoRedInk</u> <ul style="list-style-type: none"> “The Danger of a Single Story” “How it Feels to be a Colored Me” 	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.2.B – WALT extended definitions, concrete details,	<input type="checkbox"/> examine mentor texts <input type="checkbox"/> brainstorming	rubric feedback	<u>Identity</u> <u>Quick Write</u> <u>NoRedInk</u> <ul style="list-style-type: none"> “The Danger of a Single Story” 	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
quotations, or other information	<input type="checkbox"/> graphic organizers		<ul style="list-style-type: none"> • “How it Feels to be a Colored Me” 	<ul style="list-style-type: none"> → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.2.B – WALT develop the topic with examples that are appropriate to the audience’s knowledge of the topic	<input type="checkbox"/> examine mentor texts <input type="checkbox"/> brainstorming <input type="checkbox"/> graphic organizers	rubric feedback	<u>Identity Quick Write NoRedInk</u> <ul style="list-style-type: none"> • “The Danger of a Single Story” • “How it Feels to be a Colored Me” 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.2.C – WALT use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts	<input type="checkbox"/> teacher feedback Resource: <input checked="" type="checkbox"/> Transitions and co...	rubric feedback	<u>Informational Texts Quick Write NoRedInk</u> <ul style="list-style-type: none"> • Choose appropriate informational texts for the theme of Transcendentalism and your class interests 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.2.D – WALT use precise language and domain-specific vocabulary to manage the complexity of the topic	<input type="checkbox"/> teacher feedback <input type="checkbox"/> Grammarly.com	rubric feedback	<u>Informational Texts Quick Write NoRedInk</u> <ul style="list-style-type: none"> • Choose appropriate informational texts for the theme of Transcendentalism and your class interests 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT	We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
W.11-12.2.D – WALT	use techniques such as metaphor, simile, and analogy to manage the complexity of the topic	<p>Article: Abstract or Too Abstract: The Use of Metaphor and Analogy in Academic Writing</p>	rubric feedback	<p>Informational Texts Quick Write NoRedInk</p> <ul style="list-style-type: none"> Choose appropriate informational texts for the theme of Transcendentalism and your class interests 	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ text to speech application</p>
W.11-12.2.E – WALT	establish and maintain a style and tone appropriate to the audience and purpose	<p>■ Academic-Tone-for-...</p> <ul style="list-style-type: none"> <input type="checkbox"/> teacher feedback <input type="checkbox"/> Grammarly.com 	rubric feedback	<p>Informational Texts Quick Write NoRedInk</p> <ul style="list-style-type: none"> Choose appropriate informational texts for the theme of Transcendentalism and your class interests 	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ text to speech application</p>
W.11-12.2.E – WALT	attend to the norms and conventions of the discipline in which they are writing	<ul style="list-style-type: none"> <input type="checkbox"/> teacher feedback <input type="checkbox"/> Grammarly.com 	rubric feedback	<p>Informational Texts Quick Write NoRedInk</p> <ul style="list-style-type: none"> Choose appropriate informational texts for the theme of Transcendentalism and your class interests 	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ text to speech application</p>
W.11-12.2.F – WALT	provide a conclusion that supports the information or explanation presented	<p>■ Conclusion Revers...</p>	rubric feedback	<p>Informational Texts Quick Write NoRedInk</p> <ul style="list-style-type: none"> Choose appropriate informational texts 	<p>→ Google Classroom</p> <p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p>

SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that			for the theme of Transcendentalism and your class interests	<ul style="list-style-type: none"> → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.2.F – WALT articulate implications or the significance of the topic	<ul style="list-style-type: none"> ■ Conclusion Revers... 	rubric feedback	<u>Informational Texts Quick Write NoRedInk</u> <ul style="list-style-type: none"> • Choose appropriate informational texts for the theme of Transcendentalism and your class interests 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.6 – WALT technology can be used to produce, share, and update individual or shared writing projects	NoodleTools features: <ol style="list-style-type: none"> 1. Create projects 2. Cite sources 3. Take notes 4. Teacher inbox <u>NoodleTools Tutorials</u>	NoodleTools teacher inbox check teacher feedback on Google Docs/Google Classroom	Transcendentalism in today's society <ul style="list-style-type: none"> • Choose one or more Transcendental Tenets. • Research current events/literature/media/art/music • Connect the Tenet to at least 3 current sources 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.6 – WALT information can be shared, linked and displayed flexibly and	NoodleTools features: <ol style="list-style-type: none"> 1. Create projects 2. Cite sources 3. Take notes 4. Teacher inbox 	NoodleTools teacher inbox check	Transcendentalism in today's society <ul style="list-style-type: none"> → Choose one or more 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
dynamically using technology	<u>NoodleTools Tutorials</u>	teacher feedback on Google Docs/Google Classroom	<ul style="list-style-type: none"> → Transcendental Tenets. → Research current events/literature/media/art/music → Connect the Tenet to at least 3 current sources 	<ul style="list-style-type: none"> → dictionary tool → <u>text to speech</u> application
W.11-12.6 – WALT use technology, including the Internet, to display information flexibly and dynamically	<p>NoodleTools features:</p> <ol style="list-style-type: none"> 1. Create projects 2. Cite sources 3. Take notes 4. Teacher inbox <u>NoodleTools Tutorials</u>	<p>NoodleTools teacher inbox check</p> <p>teacher feedback on Google Docs/Google Classroom</p>	<p>Transcendentalism in today's society</p> <ul style="list-style-type: none"> → Choose one or more Transcendental Tenets. → Research current events/literature/media/art/music → Connect the Tenet to at least 3 current sources 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.7 – WALT conduct short and sustained research projects to answer a question or solve a problem	<p>NoodleTools features:</p> <ol style="list-style-type: none"> 1. Create projects 2. Cite sources 3. Take notes 4. Teacher inbox <u>NoodleTools Tutorials</u>	<p>NoodleTools teacher inbox check</p> <p>teacher feedback on Google Docs/Google Classroom</p>	<p>Transcendentalism in today's society</p> <ul style="list-style-type: none"> → Choose one or more Transcendental Tenets. → Research current events/literature/media/art/music → Connect the Tenet to at least 3 current sources 	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

<p>SLO – WALT</p> <p>We are learning to/that</p>				<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>W.11-12.7 – WALT the research process is used to answer a question or solve a problem</p>	<p>→ Connect the Tenet to at least 3 current sources</p>	<p>NoodleTools features: 1. Create projects 2. Cite sources 3. Take notes 4. Teacher inbox <u>NoodleTools Tutorials</u></p>	<p>Possible Formative Assessment</p> <p>NoodleTools teacher inbox check teacher feedback on Google Docs/Google Classroom</p>	<p>→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application</p>
<p>W.11-12.7 – WALT the research process applies to our own questions and/or problems</p>	<p>→ Choose one or more Transcendental Tenets. → Research current events/literature/media/art/music → Connect the Tenet to at least 3 current sources</p>	<p>Transcendentalism in today's society</p>	<p>Possible Activities and Resources</p>	<p>→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application</p>

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
W.11-12.7 – WALT short and sustained research projects to answer a question or solve a problem	<input type="checkbox"/> Journaling/Reflection <input type="checkbox"/> Research log	<i>Noodle Tools</i> teacher inbox check teacher feedback on Google Docs/Google Classroom	Transcendentalism in today's society → Choose one or more Transcendental Tenets. → Research current events/literature/media/art/music → Connect the Tenet to at least 3 current sources	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

Benchmark Assessment 1

Potential Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections ELL, SpEd, 504, At-Risk → extra time → modified length → dictionary tool → sentence starters → Outline
<input type="checkbox"/> The Beauty of Being a Misfit	

Benchmark Assessment 2

Potential Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
NoRedInk Quicksand and The Autobiography of an Ex-Colored Man.	ELL, SpEd, 504, At-Risk → extra time → modified length → dictionary tool → sentence starters → Outline

Summative Assessments (add rows as needed)

Potential Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Transcendentalism Infographic	ELL, SpEd, 504, At-Risk → extra time → modified length → dictionary tool → sentence starters → Outline

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.	ELL, SpEd, 504, At-Risk → extra time → modified length → dictionary tool → sentence starters → Outline

Unit 3 - Module A

Unit Title: The American Journey

Grade level: Grade 11

Timeframe: Marking Period 3

Guiding Questions

Thematic Question(s):













1. How has the American experience evolved throughout history?
2. How is the American experience shaped by time and place?
3. What is the impact of progress on American society?

Suggested Texts and Supplemental Resources

Suggested Readings and Supplemental Resources:

 [The United States of Anxiety](#) (spoken word poem) - **Use this to anchor the unit**

THE UNITED STATES OF ADDICTION



-  "Declaration of Sentiments" (1848)
 - o  Declaration of Sentiments.pdf
 - o  What Happened at the Seneca Falls Convention? | History
-  "Ain't I a Woman" (1851)
 - o  Aint-I-a-Woman.pdf (From CommonLit w/ questions)
 - o  The electrifying speeches of Sojourner Truth - Daina Ramey Berry
 - o  Sojourner Truth's "Ain't I a Woman" Performed by Kerry Washington
-  Ava Duvernay's *13th*
 - o  13TH | FULL FEATURE | Netflix
-  Speech Excerpts from the March on Washington (1963)
 - o  Speech excerpts - March on Washington.pdf
-  Speeches "from" the Stonewall Uprising (1969)

- o  Harvey Milk's Gay Freedom Day Speech_ Annotated.pdf (Videos) Speeches from March for Our Lives (2018)
- o  <https://time.com/5214452/march-for-our-lives-best-speeches/>
- o  (Videos) Speeches from the 2020 March on Washington, Get Your Knee Off Our Necks
- o  <https://www.cosmopolitan.com/politics/a33832861/breonna-taylor-jacob-blake-george-floyd-family-speech-march-on-washington/>

THE UNITED STATES OF ANXIETY

-  Carl Sandburg poetry
 - o "Chicago"
 - o "Wilderness"
-  Ellen Welles Page, "A Flapper's Appeal to Parents" (1922).pdf
-  *The Great Gatsby* (1925)
 - o  Gatsby_PDF_FullText.pdf (En300 only)

THE UNITED STATES OF ASSUMPTIONS

-  *Fences* (depiction of the 1950s)
 - o  00- Fences (August Wilson).pdf

Standards

Standards (Taught and Assessed)

- RI.11-12.3.** 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.
- 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).
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- 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.
- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- B. Analyze nuances in the meaning of words with similar denotations.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Social-Emotional Learning Competencies

- ★ Self-Awareness
- ★ Self-Management
- ★ Social Awareness
- ★ Relationship Skills
- ★ Responsible Decision Making

New Jersey Social and Emotional Competencies

Instructional Plan

Pre-Assessment and Reflection

Potential Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ul style="list-style-type: none"> ➔ PreAssessment -Testimony_Before_the_Senate_Hearings... 	<ul style="list-style-type: none"> ➔ As determined appropriate re: IEP/504/I&RS/RTI ➔ Extra time ➔ modified length ➔ dictionary tool ➔ text to speech application

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				
RI.11-12.3 – WALT a complex set of ideas or sequence of events can be analyzed	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening 	Bell Ringers/Exit tickets Comprehension Questions (verbal or written) JamBoard	<ul style="list-style-type: none"> <input type="checkbox"/> [301] Sojourner Truth <input type="checkbox"/> [2022-23] Declarati... <input type="checkbox"/> EN301: Ava DuVer... <input checked="" type="checkbox"/> UnitedStatesofAnx... 	<ul style="list-style-type: none"> ➔ Google Classroom ➔ As determined appropriate re: IEP/504/I&RS/RTI ➔ Extra time ➔ modified length ➔ dictionary tool ➔ text to speech application
RI.11-12.3 – WALT individuals, ideas, or events interact and develop over the course of the text	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening 	Bell Ringers/Exit tickets Comprehension Questions (verbal or written) JamBoard	<ul style="list-style-type: none"> <input type="checkbox"/> [301] Sojourner Truth <input type="checkbox"/> [2022-23] Declarati... <input type="checkbox"/> EN301: Ava DuVer... <input checked="" type="checkbox"/> UnitedStatesofAnx... 	<ul style="list-style-type: none"> ➔ Google Classroom ➔ As determined appropriate re: IEP/504/I&RS/RTI ➔ Extra time ➔ modified length ➔ dictionary tool ➔ text to speech

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
RI.11-12.3 – WALT explain how ideas, individuals or events interact and develop over the course of the text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Bell Ringers/Exit tickets Comprehension Questions (verbal or written) JamBoard	<input type="checkbox"/> [301] Sojourner Truth <input type="checkbox"/> [2022-23] Declarati... <input type="checkbox"/> EN301: Ava DuVer... <input checked="" type="checkbox"/> UnitedStatesofAnx...	application → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.4 – WALT an author uses and refines the meaning of key term(s) over the course of text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written)	<input type="checkbox"/> [301] Sojourner Truth <input type="checkbox"/> [2022-23] Declarati... <input type="checkbox"/> EN301: Ava DuVer...	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.4 – WALT determine figurative, connotative, and technical meaning of words in a text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets	<input type="checkbox"/> [301] Sojourner Truth <input type="checkbox"/> [2022-23] Declarati...	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
RI.11-12.4 – WALT analyze how an author uses and refines the meanings of key term(s) over the course of the text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets	<input type="checkbox"/> [301] Sojourner Truth <input type="checkbox"/> [2022-23] Declarati... <input type="checkbox"/> EN301: Ava DuVer...	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.7 – WALT multiple sources of information presented in different media or formats can be integrated to address a question or solve a problem	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Graphic organizers K-W-L charts	<input type="checkbox"/> [2022-23] Declarati... <input type="checkbox"/> EN301: Ava DuVer...	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.7 – WALT multiple sources of information presented in different media or formats can be evaluated to address a question or solve a problem	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Graphic organizers K-W-L charts	<input type="checkbox"/> [2022-23] Declarati... <input type="checkbox"/> EN301: Ava DuVer...	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.7 – WALT evaluate multiple sources of information presented in different	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading	Graphic organizers K-W-L charts	<input type="checkbox"/> [2022-23] Declarati... <input type="checkbox"/> EN301: Ava DuVer...	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
mediums or formats (e.g. visually or quantitatively)	<input type="checkbox"/> Active Listening			<ul style="list-style-type: none"> → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.7 – WALT integrate information presented in different mediums or formats as a way to address a question or solve a problem	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Graphic organizers K-W-L charts	<input type="checkbox"/> [2022-23] Declarati... <input type="checkbox"/> EN301: Ava DuVer...	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
L.11-12.5.A – WALT syntax can be varied for effect	<input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text annotations Bell Ringers/Exit Tickets	<input type="checkbox"/> [301] Sojourner Truth	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
L.11-12.5.A – WALT an understanding of syntax can be applied when studying complex texts	<input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text annotations Bell Ringers/Exit Tickets	<input type="checkbox"/> [2022-23] Declarati...	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
L.11-12.5.A – WALT texts vary syntax for effect and to apply an understanding of syntax to the study of complex texts	<input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text annotations Bell Ringers/Exit Tickets	<input type="checkbox"/> [2022-23] Declarati...	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
L.11-12.5.B – WALT analyze the nuances in the meanings of words with similar denotations	<input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text annotations Bell Ringers/Exit Tickets	<input type="checkbox"/> [2022-23] Declarati...	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

Benchmark Assessment 1

Potential Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Ain't I A Woman Assessment / Truth Test	→ As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

Benchmark Assessment 2

<p>Potential Benchmark Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>Declaration of Sentiments Assessment</p>	<p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ <u>text to speech</u> application</p>

Summative Assessments (add rows as needed)

<p>Potential Summative Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>Multi- Text One-Pager</p>	<p>→ As determined appropriate re: IEP/504/I&RS/RTI</p> <p>→ Extra time</p> <p>→ modified length</p> <p>→ dictionary tool</p> <p>→ <u>text to speech</u> application</p>

Interdisciplinary Connections

<p>Interdisciplinary Connections</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. • 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).</p>	<p>→ As determined appropriate re: IEP/504/I&RS/RTI</p>

Unit 3: Module B

Unit Title: The American Journey

Grade level: Grade 11

Timeframe: MP3

Guiding Questions










1. What are the attributes of an effective argumentative essay?
2. How can I craft a strong claim for an argumentative essay?
3. How can I choose effective and compelling evidence for an argumentative essay?
4. How can I effectively address counter arguments in an argumentative essay?
5. How can I ensure I am using appropriate transitions in my writing?
6. How can I establish and maintain a style and tone appropriate to my audience and purpose?

Suggested Texts and Supplemental Resources

Suggested Readings and Supplemental Resources:

 [The United States of Anxiety](#) (spoken word poem) -Use this to anchor the unit

THE UNITED STATES OF ADDICTION

-  “Declaration of Sentiments” (1848)
- o  Declaration of Sentiments.pdf
 - o  What Happened at the Seneca Falls Convention? | History
-  “Ain’t I a Woman” (1851)
- o  Aint-I-a-Woman.pdf (From CommonLit w/ questions)
 - o  The electrifying speeches of Sojourner Truth - Daina Ramey Berry
 - o  Sojourner Truth’s “Ain’t I a Woman” Performed by Kerry Washington
-  Ava Duvernay’s 13th
- o  13TH | FULL FEATURE | Netflix

- 📖 Speech Excerpts from the March on Washington (1963)
 - 📄 Speech excerpts - March on Washington.pdf
- 📖 Speeches “from” the Stonewall Uprising (1969)
 - 📄 Harvey Milk’s Gay Freedom Day Speech_ Annotated.pdf
 - (Videos) Speeches from March for Our Lives (2018)
 - <https://time.com/5214452/march-for-our-lives-best-speeches/>
- 📖 (Videos) Speeches from the 2020 March on Washington, Get Your Knee Off Our Necks
 - <https://www.cosmopolitan.com/politics/a33832861/breonna-taylor-jacob-blake-george-floyd-family-speech-march-on-washington/>

ington/

THE UNITED STATES OF ANXIETY

- 📖 Carl Sandburg poetry
 - “Chicago”
 - “Wilderness”
- 📖 Ellen Welles Page, “A Flapper’s Appeal to Parents” (1922).pdf
- 📖 *The Great Gatsby* (1925)
 - 📄 Gatsby_PDF_FullText.pdf (En300 only)

THE UNITED STATES OF ASSUMPTIONS

- 📖 *Fences* (depiction of the 1950s)
 - 📄 00- Fences (August Wilson).pdf

Standards

Standards (Taught and Assessed)

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.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 understanding of the subject under investigation.
- W.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for

citation. (MLA or APA Style Manuals).

SL.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.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Highlighted Career Ready Practices and 21st Century Themes/Skills

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

Social-Emotional Learning Competencies

- ★ Self-Awareness
- ★ Self-Management
- ★ Social Awareness
- ★ Relationship Skills
- ★ Responsible Decision Making

New Jersey Social and Emotional Competencies

Instructional Plan

Pre-Assessment and Reflection

Potential Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Argumentative Prompts NoRedInk	→ As determined appropriate re: IEP/504/I&RS/RTI
Choose and assign an argumentative prompt.	→ Extra time → modified length → dictionary tool → text to speech application

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				
W.11-12.1 – WALT arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers	<input type="checkbox"/> Bell Ringers/Exit Tickets <input type="checkbox"/> Class discussion <input type="checkbox"/> Mentor text annotations	Quick Writes Building an Argument NoRedInk <input type="checkbox"/> Trace an Argument Argumentative Writing Unit - The New York Times	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.1 – WALT arguments include an analysis of substantive topics or texts	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers	<input type="checkbox"/> Bell Ringers/Exit Tickets <input type="checkbox"/> Class discussion <input type="checkbox"/> Mentor text annotations	<input type="checkbox"/> Trace an Argument Argumentative Writing Unit - The New York Times	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
W.11-12.1A – WALT introduce precise and knowledgeable claims to establish the significance of the claim in argumentative writing	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming	<input type="checkbox"/> Bell Ringers/Exit Tickets <input type="checkbox"/> Class discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Galley Walk (post it feedback)	<input type="checkbox"/> Trace an Argument <u>Parts of an Essay </u> <u>Practice NoRedInk</u> <u>Argumentative Writing Unit - The New York Times</u>	application → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.1.A – WALT distinguish the claim(s) from alternate and opposing claims in argumentative writing	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers	<input type="checkbox"/> Bell Ringers/Exit Tickets <input type="checkbox"/> Class discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Galley Walk (post it feedback)	<u>Parts of an Essay </u> <u>Practice NoRedInk</u> <u>Argumentative Writing Unit - The New York Times</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.1.A – WALT logically organize and sequence claim(s), counterclaim(s), reason(s), and evidence in argumentative writing	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming	<input type="checkbox"/> Puzzle Passag...	<u>Claims, Evidence, and Reasoning Modules </u> <u>Assignment Library </u> <u>NoRedInk</u> <u>Argumentative Writing Unit - The New York Times</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
W.11-12.1.A – WALT the logical organization of claims and counterclaims will impact the reader's understanding of the writer's purpose	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers	<input type="checkbox"/> Puzzle Passag...	Claims, Evidence, and Reasoning Modules Assignment Library NoRedInk Argumentative Writing Unit - The New York Times	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.1.B – WALT avoid common logical fallacies in argumentative writing	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers <input type="checkbox"/> Active Listening	<input type="checkbox"/> Bell Ringers/Exit Tickets <input type="checkbox"/> Class Discussion <input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback <input type="checkbox"/> Student check-in & conferencing	Simpsons Logical Fallacies YouTube	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.1.B – WALT develop claim(s) and counterclaim(s) by using sound reasoning and thoroughly supplying the most relevant evidence for each in argumentative writing	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback <input type="checkbox"/> Student check-in & conferencing	Parts of an Essay Practice NoRedInk Argumentative Writing Unit - The New York Times	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
W.11-12.1.B – WALT identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases in argumentative writing	Examine mentor texts (<i>NYTimes</i>)	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback <input type="checkbox"/> Student check-in & conferencing	Claims, Evidence, and Reasoning Modules Assignment Library NoRedInk Argumentative Writing Unit - The New York Times	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.1.C – WALT 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	<input type="checkbox"/> ■ Puzzle Passag... <input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback <input type="checkbox"/> Student check-in & conferencing	Transition Skill Building Quick Write NoRedInk Clarity and Style Practice NoRedInk Argumentative Writing Unit - The New York Times	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.1.D – WALT establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and		<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback	Quill.org Interactive Writing practice	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
objective for academic writing)		<input type="checkbox"/> Student check-in & conferencing		→ text to speech application
W.11-12.1.D – WALT attend to the norms and conventions of the discipline in which they are writing	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback <input type="checkbox"/> Student check-in & conferencing	Quill.org Interactive Writing practice	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.1.E – WALT provide a concluding paragraph or section that supports the argument presented	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback <input type="checkbox"/> Student check-in & conferencing	Parts of an Essay Practice NoRedInk Argumentative Writing Unit - The New York Times	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.1.E – WALT articulate implications or the significance of the topic	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming <input type="checkbox"/> think-pair-share	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback <input type="checkbox"/> Student check-in & conferencing	Claims, Evidence, and Reasoning Modules Assignment Library NoRedInk Argumentative Writing Unit - The New York Times	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
W.11-12.7 – WALT synthesize multiple sources on the subject to demonstrate understanding of the subject	<i>Noodle Tools</i> <i>Mackin Via Databases</i>	<input type="checkbox"/> <i>Noodle Tools</i> teacher inbox check <input type="checkbox"/> teacher feedback on Google Docs/Google Classroom	Teacher created CERC response using Unit 3 materials	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.8 – WALT use advanced searches effectively	<i>Noodle Tools</i> <i>Mackin Via Databases</i>	<input type="checkbox"/> <i>Noodle Tools</i> teacher inbox check <input type="checkbox"/> teacher feedback on Google Docs/Google Classroom	UHS Library lesson - Using databases ▶ How To Enhance y...	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.5 – WALT strategic use of digital media can enhance findings, reasoning, and evidence, and add interest in presentations	Google suite: Slides or Sites	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback <input type="checkbox"/> Student check-in & conferencing	Peer review/peer feedback	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.5 – WALT strategically use digital media to add interest to presentations	Google suite: Slides or Sites	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback	Peer review/peer feedback	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
		<input type="checkbox"/> Student check-in & conferencing		<ul style="list-style-type: none"> → modified length → dictionary tool → <u>text to speech</u> application
L.11-12.2.A – WALT observe hyphenation conventions	Individualized practice	Grammar learning tasks	Capitalization and Punctuation Practice NoRedInk Hyphens	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
L.11-12.6 – WALT 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	Individualized practice	Vocabulary learning tasks	120 Words Every 11th Grader Should Know Vocabulary.com	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

Benchmark Assessment 1

Potential Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Argumentative Prompts NoRedInk	→ As determined appropriate re: IEP/504/I&RS/RTI
Choose and assign an argumentative prompt.	→ Extra time
	→ modified length
	→ dictionary tool
	→ <u>text to speech</u> application

Benchmark Assessment 2

Potential Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Argumentative Prompts NoRedInk	→ As determined appropriate re: IEP/504/I&RS/RTI
Choose and assign an argumentative prompt.	→ Extra time
	→ modified length
	→ dictionary tool
	→ <u>text to speech</u> application

Summative Assessments (add rows as needed)

Potential Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Is the American Dream still alive and attainable?	→ As determined appropriate re: IEP/504/I&RS/RTI
	→ Extra time
	→ modified length
	→ dictionary tool
	→ <u>text to speech</u> application

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. • 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).</p>	<p>→ As determined appropriate re: IEP/504/I&RS/RTI</p>

Unit 4: Module A

Unit Title: Contemporary American Identity

Grade level: Grade 11

Timeframe: MP4

Guiding Questions

Thematic Questions

1. What does it mean to be American in today's society?
 2. How can we maintain our ethnic identity and still be American?
-

Suggested Texts and Supplemental Resources

- 📖 *Clap When You Land*
 - *A History of Privilege in American Higher Education*
 - *Dominican Americans cope with 'lasting impact' of Flight 587 crash 20 years later*
 - *How grief and loss affect your brain, and why it takes time to adapt* : Shots - Health News : NPR
- 📖 "Everyday Use" - Alice Walker
- 📖 "The Leap"- Louise Erdrich
- 📖 "Everything Stuck to Him" - Raymond Carver
- 📖 "An Occurrence at Owl Creek Bridge" - Ambrose Bierce
- 📖 "The Jilting of Granny Weatherall" - Katherine Anne Porter

Standards

Standards (Taught and Assessed)

- 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.
- 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.
- RI.11-12.3.** 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.
- 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.
- 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.
- SL.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.
- L.11-12.6.** 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Social-Emotional Learning Competencies

- ★ Self-Awareness
- ★ Self-Management
- ★ Social Awareness
- ★ Relationship Skills
- ★ Responsible Decision Making

New Jersey Social and Emotional Competencies

Instructional Plan

Pre-Assessment and Reflection

Potential Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ul style="list-style-type: none"> 📁 How Resilience Works.pdf 	<ul style="list-style-type: none"> → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>We are learning to/that</p> <p>RL.11-12.2 – WALT two or more themes interact and build upon one another in a text</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening 	<p>Text Annotations</p> <p>Bell Ringers/Exit tickets</p> <p>Comprehension Questions (verbal or written)</p>	<p>Whole Class Reading:</p> <p><i>myPerspectives</i> Unit 6 story choice</p>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
RL.11-12.2 – WALT two or more themes interact and build on one another to produce a complex text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written)	Whole Class Reading: <i>myPerspectives</i> Unit 6 story choice	application → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RL.11-12.2 – WALT determine two or more themes or central ideas of a text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets	Whole Class Reading: <i>myPerspectives</i> Unit 6 story choice	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RL.11-12.2 – WALT analyze two or more themes or central ideas as they develop over the course of the text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations	Whole Class Reading: <i>myPerspectives</i> Unit 6 story choice	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RL.11-12.2 – WALT provide an objective summary of the text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading	Sentence summaries	Whole Class Reading: <i>myPerspectives</i> Unit 6 story choice	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
	<input type="checkbox"/> Active Listening			<ul style="list-style-type: none"> → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.2. – WALT there may be more than one central idea of a text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written)	Whole Class Reading: <i>myPerspectives</i> Unit 6 story choice	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.2. – WALT identify more than one central idea of a text and analyze how these ideas interact throughout the text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written)	Whole Class Reading: <i>Clap When You Land</i> - Introductory articles	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.2. – WALT analyze the development of central ideas and how they interact	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written)	Whole Class Reading: <i>Clap When You Land</i> - Introductory articles	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
RI.11-12.2. – WALT provide an objective summary	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Sentence summaries	Whole Class Reading: <i>Clap When You Land</i> - Introductory articles	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.3 – WALT analyze complex ideas of a text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written)	Whole Class Reading: <i>Clap When You Land</i>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.3 – WALT analyze a sequence of events in a text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written) Graphic organizers	Whole Class Reading: <i>Clap When You Land</i>	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.5 – WALT we can evaluate the effectiveness of author's	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading	Text Annotations Bell Ringers/Exit tickets	Whole Class Reading: <i>Clap When You Land</i> (novel in verse)	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
structure in exposition or argument	<input type="checkbox"/> Active Listening	Comprehension Questions (verbal or written)		→ modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.5 – WALT evaluate effectiveness of author's structure.	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written)	Whole Class Reading: <i>Clap When You Land</i> (novel in verse)	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.5 – WALT determine whether structure clarifies, convinces, or engages the audience	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written)	Whole Class Reading: <i>Clap When You Land</i> (novel in verse)	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.6 - WALT an author's style, content and use of effective rhetoric can contribute to the power, persuasiveness, and beauty of the text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written)	Whole Class Reading: <i>Clap When You Land</i> (craft moves)	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
RI.11-12.6 - WALT determine the author's point-of-view and purpose in particularly effective text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written)	Whole Class Reading: <i>Clap When You Land</i> (multiple POVs)	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
RI.11-12.6 - WALT analyze how the author's style and content contribute to the power, persuasiveness or beauty of the text	<input type="checkbox"/> Learning Log <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Close Reading <input type="checkbox"/> Active Listening	Text Annotations Bell Ringers/Exit tickets Comprehension Questions (verbal or written)	Whole Class Reading: <i>Clap When You Land</i> (multiple POVs,)	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.3 – WALT evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	<input type="checkbox"/> <u>Discussion Protocols</u> <input type="checkbox"/> Active Listening	<input type="checkbox"/> Discussion Carousel <input type="checkbox"/> Speed "dating"	<u>Fishbowl Discussion</u> <u>Socratic Seminar</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI
SL.11-12.3 – WALT assess the speakers, stance, premises, links among ideas, word choice, points of emphasis, and tone	<input type="checkbox"/> <u>Discussion Protocols</u> <input type="checkbox"/> Active Listening	<input type="checkbox"/> Discussion Carousel <input type="checkbox"/> Speed "dating"	<u>Fishbowl Discussion</u> <u>Socratic Seminar</u>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
L.11-12.6 – WALT independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression	<input type="checkbox"/> Learning Log <input type="checkbox"/> Close Reading	<input type="checkbox"/> Text annotations	<input type="checkbox"/> Vocabulary Acquisi...	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

Benchmark Assessment 1

Potential Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Story Choice One-Page	<ul style="list-style-type: none"> → Extra time → modified length <ul style="list-style-type: none"> ◆ ICR, CP → shorten ◆ H → extend → dictionary tool → <u>text to speech</u> application → Graphic organizer (ICR, CP) → Sentence starters (ICR)

Benchmark Assessment 2

<p>Potential Benchmark Assessment</p> <p>Reading Quizzes</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <ul style="list-style-type: none"> → Extra time → modified length ◆ ICR, CP → shorten ◆ H → extend → dictionary tool → text to <u>speech</u> application → Study guide → retakes
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Summative Assessments (add rows as needed)

<p>Potential Summative Assessment</p> <p><i>Clap When You Land</i>: final project</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <ul style="list-style-type: none"> → Extra time → modified length ◆ ICR, CP → shorten ◆ H → extend → dictionary tool → text to <u>speech</u> application
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Interdisciplinary Connections

<p>Interdisciplinary Connections</p> <p>6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <ul style="list-style-type: none"> → As determined appropriate re: IEP/504/I&RS/RTI
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Unit 4: Module B

Unit Title: Contemporary American Identity

Grade level: Grade 11

Timeframe: MP4

Guiding Questions

1. How can I effectively choose sources to include in my writing?
 2. How can I synthesize sources to clearly convey an idea?
 3. How can I hone my use of evidence in writing?
-

Suggested Texts and Supplemental Resources

 *Clap When You Land*

- o *A History of Privilege in American Higher Education*
- o *Dominican Americans cope with 'lasting impact' of Flight 587 crash 20 years later*

 *myPerspectives Unit 6*

- o "Everyday Use" - Alice Walker
- o "The Leap"- Louise Erdrich
- o "Everything Stuck to Him" - Raymond Carver
- o "An Occurrence at Owl Creek Bridge" - Ambrose Bierce
- o "The Jilting of Granny Weatherall" - Katherine Anne Porter

Standards

Standards (Taught and Assessed)

- 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.
- 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.
- W.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
- SL.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.

Highlighted Career Ready Practices and 21st Century Themes/Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence
- 2020 [New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills](#)

Social-Emotional Learning Competencies

- ★ Self-Awareness
- ★ Self-Management
- ★ Social Awareness
- ★ Relationship Skills
- ★ Responsible Decision Making

[New Jersey Social and Emotional Competencies](#)

Instructional Plan

Pre-Assessment and Reflection

Potential Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Expository Prompts Guided Draft NoRedInk	<ul style="list-style-type: none"> → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				
W.11-12.1 – WALT arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)	<ul style="list-style-type: none"> <input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming 	<ul style="list-style-type: none"> <input type="checkbox"/> Class discussion <input type="checkbox"/> graphic organizers <input type="checkbox"/> Bell-ringers/Exit Tickets 	Building Arguments Quick Write NoRedInk	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.1 – WALT arguments include an analysis of substantive topics or texts	<ul style="list-style-type: none"> <input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming 	<ul style="list-style-type: none"> <input type="checkbox"/> Class discussion <input type="checkbox"/> graphic organizers <input type="checkbox"/> Bell-ringers/Exit Tickets 	Building Arguments Quick Write NoRedInk	<ul style="list-style-type: none"> → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
W.11-12.1 – WALT identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases in argumentative writing	<input type="checkbox"/> Examine mentor texts (<i>NYTimes</i>) <input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming	<input type="checkbox"/> Class discussion <input type="checkbox"/> graphic organizers <input type="checkbox"/> Bell-ringers/Exit Tickets	Counterargument Paragraphs Modules Assignment Library NoRedInk Thesis Statements Modules Assignment Library NoRedInk	application → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.2 – WALT informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content	<input type="checkbox"/> Examine mentor texts <input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Student check-in & conferencing	Create a pamphlet to introduce the major concepts and themes in <i>Clap When You Land</i> .	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech application
W.11-12.8 – WALT gather relevant information from multiple sources requires effective search techniques and selectivity	<input type="checkbox"/> graphic organizers <input type="checkbox"/> brainstorming	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Student check-in & conferencing	Create a pamphlet to introduce the major concepts and themes in <i>Clap When You Land</i>	→ Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → text to speech

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
W.11-12.8 – WALT gather relevant information from multiple authoritative print and digital sources	MackinVIA database advanced search Noodle Tools	<input type="checkbox"/> Student check-in & conferencing	Create a pamphlet to introduce the major concepts and themes in <i>Clap When You Land</i>	application → Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
W.11-12.8 – WALT assess the validity of each source relative to the task, purpose and audience	■ CRAAP test.pdf	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback <input type="checkbox"/> Student check-in & conferencing	Create a pamphlet to introduce the major concepts and themes in <i>Clap When You Land</i>	Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application
SL.11-12.5 – WALT strategically use digital media in presentations to enhance understanding of findings, reasoning, and evidence	<input type="checkbox"/> Google Slides <input type="checkbox"/> Prezi <input type="checkbox"/> Canva	<input type="checkbox"/> Teacher feedback on Google Docs/Google Classroom <input type="checkbox"/> Rubric feedback <input type="checkbox"/> Student check-in & conferencing	Create a pamphlet to introduce the major concepts and themes in <i>Clap When You Land</i>	Google Classroom → As determined appropriate re: IEP/504/I&RS/RTI → Extra time → modified length → dictionary tool → <u>text to speech</u> application

Benchmark Assessment 1

Potential Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Rhetorical Analysis Guided Draft NoRedInk	<ul style="list-style-type: none">→ As determined appropriate re: IEP/504/I&RS/RTI→ Extra time→ modified length→ dictionary tool→ <u>text to speech</u> application

Benchmark Assessment 2

Potential Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Expository Text Sets Guided Draft NoRedInk	<ul style="list-style-type: none">→ As determined appropriate re: IEP/504/I&RS/RTI→ Extra time→ modified length→ dictionary tool→ <u>text to speech</u> application

Summative Assessments (add rows as needed)

Potential Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
expository essay - How can we maintain our ethnic identity and still be American?	<ul style="list-style-type: none">→ As determined appropriate re: IEP/504/I&RS/RTI→ Extra time→ modified length→ dictionary tool→ <u>text to speech</u> application

Interdisciplinary Connections

Interdisciplinary Connections

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

→ As determined appropriate re: IEP/504/I&RS/RTI

