

GRADE 11 ADVANCED ENGLISH

BOARD APPROVAL DATE: August 2020

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

Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	RL.11-12.1., RL.11-12.2., RL.11-12.6. RI.11-12.1., RI.11-12.2. RI.11-12.3. RI.11-12.6. W.11-12.1., W.11-12.4., W.11-12.5., W.11-12.9., W.11-12.10 SL.11-12.1. L.11-12.1., L.11-12.2.	This Land Is Your Land: The American Identity	<ul style="list-style-type: none"> Read closely to determine the literal meaning and the theme of a text. State the theme of a text in clear and concise language. Support a claim about theme with sufficient and relevant textual evidence orally and in writing. Effectively participate in one-on-one, group, and teacher-led discussions 	First Marking Period (Sept-Nov.)
Unit 2	RL.11-12.3., RL.11-12.5., RL.11-12.6., RL.11-12.7., RL.11-12.9 RI.11-12.3., RI.11-12.4., RI.11-12.7. W.11-12.2., W.11-12.6. SL.11-12.1., SL.11-12.2 L.11-12.1., L.11-12.2., L.11-12.3.	Song of Myself: Individuality, Conformity, and Society	<ul style="list-style-type: none"> Compare how multiple texts, including different interpretations of the same story, examine similar themes Analyze how characters develop and shape theme over the course of a text. Explain the impact of an author's choices on the development of a story Write explanatory texts to compare and contrast the treatment or a topic or theme across texts 	Second Marking Period (Nov.-Jan.)
Unit 3	RL.11-12.2, RL.11-12.4 RI.11-12.5, RI.11-12.6, RI.11-12.8, RI11-12.9	American Dreams and Nightmares	<ul style="list-style-type: none"> Analyze how speaker, audience, and purpose influence the use of rhetorical strategies in a text. Determine the effectiveness of rhetorical strategies 	Third Marking Period (Jan.-Apr.)

	W.11-12.1, W.11-12.4, W.11-12.7, W.11-12.8,		<ul style="list-style-type: none"> • Consider and address opposing viewpoints • Utilize multiple sources of information in order to make decisions • Organize, develop, and produce a presentation in a style appropriate to the purpose and audience • Present information clearly, concisely, and logically 	
Unit 4	<p>RL.11-12.1., RL.11-12.2., RL.11-12.3., RL.11-12.4., RL.11-12.5, RL.11-12.6., RL.11-12.9.</p> <p>RI.11-12.1., RI.11-12.2., RI.11-12.3., RI.11-12.4., RI.11-12.5., RI.11-12.6., RI.11-12.7.</p> <p>W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.5., W.11-12.9.</p> <p>SL.11-12.1., SL.11-12.2., SL.11-12.3., SL.11-12.4</p>	The American Imagination	<ul style="list-style-type: none"> • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Listen to and evaluate multiple sources of information in diverse formats and media • Engage as an active listener and participant • Consider and assess the speaker, argument, organization, diction, and tone • Explain the impact of an author’s choices on the development of a story • Write narratives that effectively apply understandings of character, plot, and style 	Fourth Marking Period (Apr.-Jun.)

This document outlines in detail the answers to the following four questions:

1. What do we want our students to know?

2. How do we know if they learned it?
3. What do we do if they did not learn it?
4. What do we do when they did learn it?

Unit 1 ENGLISH 11/COLLEGE PREP

Content & Practice Standards (write in full)	Interdisciplinary Standards	Critical Knowledge & Skills
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>NJSLS SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<ul style="list-style-type: none"> ● Read closely to determine the literal meaning and the theme of a text. <ul style="list-style-type: none"> ○ Effectively summarize main idea, characters, and plot ○ Make inferences about what is implied by the text ● Analyze how an author or character’s point-of-view impacts the theme or main idea of a text. <ul style="list-style-type: none"> ○ Every author/narrator has a unique point-of-view ○ Authors/characters are shaped by their backgrounds, their experiences, and their biases ○ The message of a story can change based on the author/narrator’s point of view ● State the theme of a text in clear and concise language. <ul style="list-style-type: none"> ○ Differentiate between a topic and a theme ○ Texts can have more than one theme ○ Theme is a universal idea expressed as an arguable, complete thought. ○ Conventions of grammar, usage, and spelling must be followed in order to communicate effectively ● Support a claim about theme with sufficient and relevant textual evidence orally and in writing. <ul style="list-style-type: none"> ○ Determine the difference between strong and insufficient evidence ○ Explain how evidence from the text can be used to support a claim about theme ○ Use correct grammar and usage to embed evidence into written analysis

<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<ul style="list-style-type: none"> o Writing is a process that involves planning, revising, editing, and rewriting continually over time. • Effectively participate in one-on-one, group, and teacher-led discussions <ul style="list-style-type: none"> o Prepare for discussions o State an opinion clearly and concisely o Draw from and build on the ideas of others
Unit 1 ENGLISH 11/COLLEGE PREP		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
“This Land Is Your Land: The American Identity”	Novels:	

This unit will cover the idea of the American Dream and Identity, focusing on what it means to be an American, how we create an American identity, why people came to America in the past, and why people still come to America (to achieve the American Dream). These ideas will be explored from multiple viewpoints, allowing students to understand that the American Dream and an American Identity are not a “one-size-fits-all” concepts. At the conclusion of the unit, students should be able to describe one or more themes of a text, with regard to the American Dream or American identity, and use textual evidence to support their analysis of that theme.

Summer reading novels

The Crucible

I Am Not Your Perfect Mexican Daughter

The Sun is Also a Star

Long Way Down

Dear Martin

The Hate U Give

Short Stories/Excerpts:

“Mammon and the Archer” by O. Henry

Excerpt from *The Absolutely True Diary of a Part-Time Indian*

Tim O’Brien’s “On the Rainy River”

Non-fiction:

“Lifelong Dreamer: Vietnam Boat Person” by Mary-Beth McLaughlin

“Roberto Acuna Talks about Farm Workers” by Studs Terkel

“Nickel and Dime: On (Not) Getting By in America” by Barbara Ehrenreich

“Is the American Dream Still Possible?” by David Wallechinsky

“The Right to Fail” by William Zinsser

“They Live the Dream” by Dan Rather

Excerpt: Keynote Address from 2004 DNC by Barack Obama

<http://www.zocalopublicsquare.org/2017/09/11/idea-home-key-american-identity/chronicles/who-we-were/>

Self-Reliance by Ralph Waldo Emerson

Civil Disobedience excerpts by Henry David Thoreau

A Letter from a Birmingham Jail by Dr. Martin Luther King Jr.

Poetry:

“I Hear America Singing” by Walt Whitman

“I Too” by Langston Hughes

“Who Burns for the Perfection of Paper” by Martin Espada

“On the Pulse of the Morning” Maya Angelou

“Song of Myself” by Walt Whitman

Audio/Visual

	<p>Song/Music Video: “American Dream” by MKTO Song: “Harlan Man” by Steve Earle Song: “Another Brick in the Wall” Pink Floyd Film: <i>Antz</i> Film: <i>Money, Power, and Wall Street</i> (PBS)</p>
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UNDERSTANDINGS

<p>Students will understand that...</p> <ul style="list-style-type: none"> • Different people may define being an American differently • Each individual’s “American identity” may be different and Individuals may achieve the American Dream differently • Authors communicate in a variety of genres for a variety of purposes, including reasons for coming to America, the struggles with creating a new society, and the challenges in establishing an American identity. • Authors employ literary devices to convey the literary theme of a text.

Students will know...	Students will be able to...
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<p style="text-align: center;"><i>What content will be covered that students must master?</i></p> <p>Reading</p> <ul style="list-style-type: none"> • Texts have more than one theme. • An author or narrator’s point-of-view impacts the message of a story. • Theme is an arguable, universal message that is stated as a complete sentence. • Authors make choices about setting, plot, characters. • Analysis (explicit and inferred) must be supported by textual evidence. • The meanings of words change based on context. <p>Writing</p> <ul style="list-style-type: none"> • Writing requires appropriate organization and style based on purpose and audience. • Writing can convey complex ideas, concepts and information clearly and accurately. 	<p style="text-align: center;"><i>What should students be able to accomplish to demonstrate understanding?</i></p> <ul style="list-style-type: none"> • State two or more themes of a text • Select appropriate and effective textual evidence to support a statement of theme • Analyze and evaluate an author’s use of conflict. • Analyze and evaluate an author’s use of symbolism. • Analyze and evaluate an author’s use of figurative language. • Use revision strategies to refine writing. • Use editing strategies to refine writing.
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Stage 2 – Assessment Evidence

<p>Performance Tasks:</p> <p>Thematic Analysis:</p> <p>In a multiparagraph essay, students identify and analyze a central theme of a text from the unit. Students will discuss how the author utilizes literary devices such as characterization, symbolism, conflict in an effort to construct theme. The essay should establish a clear thesis and then</p>	<p>Other Evidence (Alternate Assessments):</p> <ul style="list-style-type: none"> • In-class writings • Small and large group discussion • Reading logs • Presentations • Socratic seminars
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work to validate and substantiate it. Each novel addresses the American identity.

The writing will be assessed using writing rubrics along with written feedback.

- Tests/Quizzes
- Informal writing assignments

Stage 3 – Learning Plan

Over the course of this unit, students will explore the reasons why people immigrate to the United States and how their American identities are formed. They are asked the question: What is an American? The definition is complex and ever-changing. Students will read, discuss, and analyze a variety of nonfiction and fiction texts that explore this idea.

The unit provides ample opportunities to incorporate 21st Century Learning strategies. Podcasts, Video blogging, TED talk videos, and other online content will likely be incorporated into lessons and add to teachers' modeling.

After exploring the lives of prominent and everyday Americans, students will write a literary analysis essay about a theme in one of the texts studied. These texts address the American identity in a variety of ways. Since students will write a literary analysis focused on theme, they should consider when and how does the author perpetuate society's norms? When and how does the author challenge that set of norms? What themes are communicated about society through these decisions? Students will address a theme based on a societal norm, including, but not limited to, race, gender, social class, and religion. Thematic analysis is important in many situations, not only in analyzing literature. Ability to analyze literature for theme translates to better analysis of real-life situations, creating more thoughtful, analytical citizens.

PROGRESS MONITORING

Formative assessments, teacher observation, student conferences

Addressed by Planned Differentiation and Interventions listed below

Formal and informal assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, review directions, conferences

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

Gifted & Talented: The regulations require that district boards of education provide appropriate K-12 services for gifted and talented students. This includes appropriate curricular and instructional modifications for gifted and talented students indicating content, process, products, and learning environment. District boards of education must also take into consideration the PreK-Grade 12 National Gifted Program Standards of the National Association for Gifted Children in developing programs for gifted and talented students. A copy of those standards is available at www.nagc.org. In addition, information can be found at www.state.nj.us/education/aps/ccs/gandt. These modifications may include some of the following:

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

Tier I: Students thought to be achieving mastery will be given alternative and more in-depth assignments in the classroom by the teacher and support staff. Data on these interventions will be tracked and if sufficient progress is not demonstrated the student may need tier two interventions. These interventions may include some of the following:

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

Tier II: Students thought to be in need of more support for achieving mastery will be given interventions in the classroom by the teacher and support staff. Data on these interventions will be tracked and if sufficient progress is not demonstrated the student may need tier three interventions. These interventions may include some of the following:

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

Tier III: Students thought to be at risk for failing or not achieving mastery will be given interventions in the classroom by the teacher and support staff. Data on these interventions will be tracked and if sufficient progress is not demonstrated, that student may be referred to the I&RS team. These interventions may include some of the following:

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.
- Provide visual and verbal directions
- Simplify directions into one-step
- Check back after two steps have been completed
- Model self-talk to complete tasks
- Discuss organizational plans for work and work completion
- Allow for multiple methods of demonstrating learning and competence
- Enforce opportunities to correct work
- Provide 1:1 instructional time
- Provide physical manipulatives whenever possible
- Assess and provide optimal seating arrangement
- Customized Learning Intervention Activities resources
- Intensive Intervention resource
- Systematic Assessments to focus on specific deficits

ELL:

- At beginning to intermediate levels of proficiency, English Language Learners should be shown examples of a completed assignment to model the correct format.
- Assignments and directions should be printed on the board and given to the student.
- A bilingual assistant/interpreter

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

504: General program accommodations/adjustments or services are always made on a case-by-case basis and individualized.

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

Environmental Strategies

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

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Tailor homework assignments toward student strengths

- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills
- Schedule before or after school tutoring/homework assistance

Behavioral Strategies

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

Presentation Strategies

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

- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

Assignments

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

Evaluation Methods

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

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

A. Setting Accommodations

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

B. Scheduling Accommodations

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

C. Test Materials Modifications

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

D. Test Procedure Modifications

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

E. Response modifications

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

Unit 2 ENGLISH 11/COLLEGE PREP

Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<ul style="list-style-type: none"> ● NJSLS SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ● NJSLS SS 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. 	<ul style="list-style-type: none"> ● Compare how multiple texts, including different interpretations of the same story, examine similar themes <ul style="list-style-type: none"> ○ Differences in characters, plot, and setting alter different texts’ approaches to a topic/theme ● Analyze how characters develop and shape theme over the course of a text. <ul style="list-style-type: none"> ○ Characters are analyzed through their traits ○ Character traits are revealed directly and indirectly ○ Character traits must be supported with evidence from the text ○ Character traits and their corresponding textual evidence can be linked to the “big idea” themes of a text ● Explain the impact of an author’s choices on the development of a story. <ul style="list-style-type: none"> ○ Authors make specific choices about setting, structure, word choice, and other story components. ● Write informational/explanatory pieces to compare and contrast.

<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.7. 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.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.2</p> <p>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.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
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<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>		
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Unit 2 ENGLISH 11/COLLEGE PREP

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>“Song of Myself: Individuality, Conformity, and Society”</p> <p>This unit will cover how individuals shape their own American Dream. It also uncovers how individuality can be snuffed out by conformity when a society determines the American Dream for its members rather than fostering individuality among people. At the conclusion of the unit, students will understand how the tension between individuality and conformity influences a character’s motivation and actions, and therefore impacts the theme of a story. Students will write explanatory texts on the topics of conformity/non-conformity and their impact on various aspects of American life.</p>	<p>Drama/Play: <i>The Crucible</i> by Arthur Miller</p> <p>Short Stories: “The Lottery” by Shirley Jackson “The Sneetches” by Dr. Seuss “Yertle the Turtle” by Dr. Seuss “The Minister’s Black Veil” by Nathaniel Hawthorne “Shooting an Elephant” by George Orwell</p> <p>Excerpts: <i>Uglies</i> and excerpts by Scott Westerfield <i>The 100</i> excerpts by Kass Morgan <i>The Things They Carried</i> by Tim O’Brien</p> <p>Audio/Visual: Song: “Ohio” Crosby Stills Nash and Young Song (Lyrics Only): “Cut The Strings” Gatsby’s American Dream</p>

UNDERSTANDINGS

Students will understand that...

- The tension between the individual and society has shaped American literature and values.
- Civil disobedience has had a great impact on many facets of American society.
- People decide to conform or not to conform for a variety of complex reasons.
- Literature can be used to highlight social and political issues.

- Literary themes remain relevant throughout time periods.

Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p> <p>Reading</p> <ul style="list-style-type: none"> • Characters are developed through details, including speech and actions, that reveal their traits and biases • Characters need to develop in order to propel a story forward and develop theme • Authors use narrative techniques <p>Writing</p> <ul style="list-style-type: none"> • Writing must have a purpose to be effective • To write effectively, we must have a plan • Every story has a biased author, narrator, speaker, etc. • Writers use tone and word choice to reveal their attitude toward a subject 	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <p>Reading</p> <ul style="list-style-type: none"> • Analyze and evaluate an author’s use of character development and motivation. • Analyze and evaluate an author’s use of conflict. • Analyze and evaluate an author’s use of symbolism. • Incorporate textual evidence from the novel • Identify textual evidence that supports character and theme development <p>Writing</p> <ul style="list-style-type: none"> • Plan and outline an explanatory text • Gather relevant information from multiple sources • Select the most significant and relevant examples to illustrate a topic • Develop and strengthen writing through revision and editing

Stage 2 – Assessment Evidence

<p>Performance Tasks:</p> <p>Informational/Explanatory Writing</p> <p>Students will demonstrate their understanding of the different ways in which conformity/non-conformity play a role in American life by writing a multi-paragraph essay that identifies and analyzes how the topic is addressed in various texts, through analysis of character, theme and plot.</p>	<p>Other Evidence (Alternate Assessments):</p> <ul style="list-style-type: none"> • Classroom Discussion • Do Now/Exit Tickets • Short Informational Writing • Graphic Organizers • Whole Group, Small Group, and Independent Analysis of Non-fiction, Prose Fiction, and Poetry • Tests and Quizzes
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Stage 3 – Learning Plan

Over the course of this unit, students will explore the tension between individuality and conformity in the development of an American identity. Students will be introduced to the idea of conformity through social experiments and video examples. The anchor text and supplemental texts (short stories, poetry, children’s literature) will be used to make connections to themes about conformity. Important questions in this unit include: what are the different reasons for conforming? What happens to those who do not conform?

The unit provides ample opportunities to incorporate 21st Century Learning strategies. Podcasts, Video blogging, TED talk videos, and other online content will likely be incorporated into lessons and add to teachers’ modeling.

After exploring themes related to conformity in multiple texts, from multiple characters’ perspectives, students will be able to compare and contrast the role that conformity and nonconformity play in American life. By looking at examples of character, plot, setting, and the themes derived from those elements, students will demonstrate a thorough understanding of a complex topic.

PROGRESS MONITORING

Formative assessments, teacher observation, student conferences

Addressed by Planned Differentiation and Interventions listed below

Formal and informal assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, review directions, conferences

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

Gifted & Talented: The regulations require that district boards of education provide appropriate K-12 services for gifted and talented students. This includes appropriate curricular and instructional modifications for gifted and talented students indicating content, process, products, and learning environment. District boards of education must also take into consideration the PreK-Grade 12 National Gifted Program Standards of the National Association for Gifted Children in developing programs for gifted and talented students. A copy of those standards is available at www.nagc.org. In addition, information can be found at www.state.nj.us/education/aps/ccs/gandt. These modifications may include some of the following:

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

Tier I: Students thought to be achieving mastery will be given alternative and more in-depth assignments in the classroom by the teacher and support staff. Data on these interventions will be tracked and if sufficient progress is not demonstrated the student may need tier two interventions. These interventions may include some of the following:

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

Tier II: Students thought to be in need of more support for achieving mastery will be given interventions in the classroom by the teacher and support staff. Data on these interventions will be tracked and if sufficient progress is not demonstrated the student may need tier three interventions. These interventions may include some of the following:

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

Tier III: Students thought to be at risk for failing or not achieving mastery will be given interventions in the classroom by the teacher and support staff. Data on these interventions will be tracked and if sufficient progress is not demonstrated, that student may be referred to the I&RS team. These interventions may include some of the following:

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

- Check back after two steps have been completed
- Model self-talk to complete tasks
- Discuss organizational plans for work and work completion
- Allow for multiple methods of demonstrating learning and competence
- Enforce opportunities to correct work
- Provide 1:1 instructional time
- Provide physical manipulatives whenever possible
- Assess and provide optimal seating arrangement
- Customized Learning Intervention Activities resources
- Intensive Intervention resource
- Systematic Assessments to focus on specific deficits

ELL:

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

504:General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting

point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.

Environmental Strategies

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

Organizational Strategies

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

Behavioral Strategies

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

Presentation Strategies

- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
 - a) lecture plus overhead/board demonstration support
 - b) small groups required to produce a written product

- c) large groups required to demonstrate a process
- d) computer-assisted instruction
- e) peer tutors or cross-age tutors
- f) demonstrations, simulations
- g) experiments
- h) games

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

Assignments

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

Evaluation Methods

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

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

A. Setting Accommodations

- Administering the assessment:
- individually in a separate room

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

B. Scheduling Accommodations

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

C. Test Materials Modifications

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

D. Test Procedure Modifications

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

E. Response modifications

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

- allowing separate additional continuation pages for writing tasks

Unit 3 ENGLISH 11/COLLEGE PREP

Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>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).</p> <p>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</p>	<ul style="list-style-type: none"> ● NJSLS SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ● NJSLS SS 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. 	<ul style="list-style-type: none"> ● Analyze how speaker, audience, and purpose influence the use of rhetorical strategies in a text. <ul style="list-style-type: none"> ○ Explain the relationships among speaker, audience, and purpose ○ Describe how a change in speaker/audience/purpose affects the choices made in the rhetoric ● Determine the effectiveness of rhetorical strategies <ul style="list-style-type: none"> ○ Explain why a specific strategy may/may not work, depending on the speaker/audience/purpose ● Consider and address opposing viewpoints <ul style="list-style-type: none"> ○ Recognize and explain a counterclaim ○ Provide evidence that directly addresses or refutes the counterclaim ● Organize, develop, and produce a presentation in a style appropriate to the purpose and audience <ul style="list-style-type: none"> ○ Conduct research to gather relevant, credible evidence in support of an argument, claims, and subclaims ○ Select the most effective evidence in support of a claim ○ Organize argument, claims, counterclaims, reasoning, and evidence effectively ○ Use rhetorical strategies to present an argument persuasively ● Present information clearly, concisely, and logically

<p>features, including primary source documents relevant to U.S. and/or global history.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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).</p>		
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Unit 3 ENGLISH 11/COLLEGE PREP

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>In this unit, students will analyze how the American Dream and Identity has changed over time because of social and economic changes. The unit will also cover how the challenges of fighting for the American Dream create divisions among members of our society and the ways in which each side on any given issue uses language and rhetoric to argue for their cause. At the end of the unit, students</p>	<p>Novels: <i>UnWind</i> <i>Beloved</i> by Toni Morrison</p> <p>Excerpts: “Speech to the Virginia Convention”</p>

will understand how, regardless of the issue at hand, speakers/writers use a common set of tools to craft and deliver arguments and that, as an audience, we must be critical of the ways in which language is being manipulated to convince, coerce, and, sometimes, divide. Students will apply their understanding of rhetorical techniques through research-based argumentative writing/presentations.

“Sinners in the Hands of An Angry God” Jonathan Edwards

Non-Fiction:

Articles in line with *UnWind*

UN Speech on Climate Change by Leonardo DiCaprio

“ReKindling Human Contact in the Digital Age” by David Bornstein

“How the Bubble Destroyed the Middle Class”

“Four Personal Stories of the Great Recession”

“‘The Big Short’ Falls Short on Explaining The Housing Collapse”

“Ain’t I a Woman?” by Sojourner Truth

Short Stories:

“The Devil and Tom Walker”

“The Man From The South”

Poetry:

“We Wear the Mask” Paul Lawrence Dunbar

“War is Kind” Stephen Crane

“the mother” by Gwendolyn Brooks

“A dream deferred” by Langston Hughes

Audio/Visual:

Current TV Commercials and Political Ads

TV Show: “Chicago Med”

TV Show: “The 100”

TED Talk: “Grit” Angela Duckworth

TED Talk: “Forget What You Know” Jacob Barnett

TED Talk: “The New American Dream” Courtney E. Martin

TED Talk: “What Do You Think When You Look At Me?” Dalia

Mogahed

Song: “This Old House” Crosby, Stills, Nash, and Young

Colonel Miles Quaritch Speech on Safety from *Avatar*

William Wallace’s “Freedom Speech” in *Braveheart*

Air Force One President Marshall’s Speech on Terrorism

The Burning House <http://theburninghouse.com/>

UNDERSTANDINGS

Students will understand that...

- Every argument is crafted with the speaker, audience, and purpose in mind
- Persuasion is based on the ability to make the audience think (logos), feel (pathos), and/or trust (ethos)
- Rhetorical devices are used to appeal to logos, pathos, and ethos, often in combination
- Effective arguments recognize, address, and refute opposing viewpoints

Students will know...

What content will be covered that students must master?

- Authors use specific strategies to build an argument.
- Specific strategies have specific effects on an audience’s reception of an argument.
- Writing requires appropriate organization and style based on purpose and audience.
- Writing can convey complex ideas, concepts, and information clearly and accurately.

Students will be able to...

What should students be able to accomplish to demonstrate understanding?

- Explain how the speaker, audience, and purpose are related
- Identify the use of rhetorical devices in writing/speech
- Describe the appeal (to logos/pathos/ethos) of a particular rhetorical device
- Explain why a writer/speaker’s rhetorical choices are/are not effective with regard to the audience and/or purpose
- Conduct research in support of an argument
 - Evaluate the credibility of a source
 - Accurately cite relevant evidence in support of claims and sub-claims
-

Stage 2 – Assessment Evidence

Performance Tasks:

Argumentative Writing Task

Students will apply their understanding of rhetorical appeals and strategies by developing a presentation in which they argue their position on a controversial topic. Students will be expected to use evidence from outside research to support their position, as well as rhetorical strategies that appeal appropriately to an audience.

Other Evidence (**Alternate Assessments**):

- Classroom Discussion
- Do Now/Exit Tickets
- Short Informational Writing
- Graphic Organizers
- Whole Group, Small Group, and Independent Analysis of Non-fiction, Prose Fiction, and Poetry
- Tests and Quizzes

Stage 3 – Learning Plan

In order to be informed consumers of information, students need to be critical of the ways in which language is used to convince, persuade, and manipulate. After introducing students to the concepts of logos, pathos, and ethos, and the rhetorical devices that are used to create these appeals, they will analyze increasingly complex examples of rhetoric, with scaffolding, as necessary. By the end of the unit, the goal is for students to be able to conduct a rhetorical analysis of a grade level text and then to apply their understanding of rhetorical appeals to a piece of argumentative writing of their own.

Students will initially be introduced to the central concepts of the unit through video clips--first of humorous and familiar commercial ads, then of powerful and moving movie speeches, and finally of controversial speeches from public and political figures. These real-world examples of how rhetoric is used upon them in daily life serve to engage and motivate students’ learning.

Students' exposure to a variety of texts, speeches, etc. will prepare them to consider their own positions on a variety of topics, of which they will choose one to prepare an argument for. Students will use technology to conduct research, organize information, and prepare a presentation on their argument.

PROGRESS MONITORING

Formative assessments, teacher observation, student conferences

Addressed by Planned Differentiation and Interventions listed below

Formal and informal assessments; written and verbal feedback; peer- and self-assessment

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- Provide peer tutoring
- Simplify and repeat instructions about in-class and homework assignments
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
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- circling answers in the test booklet
- allowing separate additional continuation pages for writing tasks

Unit 4 ELA ENGLISH 11/COLLEGE PREP		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>NJSLS SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>NJSLS SS 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>NJSLS SS 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<ul style="list-style-type: none"> ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Listen to and evaluate multiple sources of information in diverse formats and media <ul style="list-style-type: none"> ○ Compare and contrast the way similar techniques are used to convey different themes ○ Evaluate ● Utilize multiple sources of information in order to make decisions ● Engage as an active listener and participant ● Consider and assess the speaker, argument, organization, diction, and tone ● Write narratives that effectively apply understandings of character, plot, and style. <ul style="list-style-type: none"> ○ Use plot structure, dialogue, imagery, and other narrative techniques to engage a reader and develop a story ○ Sequence events to build on one another in a meaningful way

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).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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.11-12.5. Analyze and evaluate the effectiveness of

<p>the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>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.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.9. Draw evidence from literary or</p>		
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informational texts to support analysis, reflection, and research.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

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

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and

nuances in word meanings.		
Unit 4 ENGLISH 11/COLLEGE PREP		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<p>“In Search of America”</p> <p>In this unit, students will look to the future of America and where the American Dream and American Identity will go from here by analyzing works of fiction and non-fiction. Students will see the value in finding their own individual American Dream instead of the ‘typical’ American Dream. By the end of the unit, students will understand that the American Dream and American Identity can be and should be different for different people based on their values and beliefs. They will write a narrative in order to apply their understanding of how authors’ choices about character development shape theme.</p>	<p>Novels: <i>Enrique’s Journey</i> Sonia Nazario <i>The Art of Racing in the Rain</i> Garth Stein <i>13 Reasons Why</i> Jay Asher <i>The Things They Carried</i> Tim O’Brien <i>Ready Player One</i> Ernest Cline <i>The Secret Life of Bees</i> Sue Monk Kidd <i>My Sister’s Keeper</i> Jodi Picoult</p> <p>Graphic Novels: “<i>The American Dream: A Journey on Route 66</i>” Shing Yin Khor</p> <p>Poetry: “<i>Mirror</i>” Sylvia Plath</p> <p>Short Stories: “<i>The Individual and Society</i>” and Short Stories “<i>Button, Button</i>” Richard Matheson</p> <p>Non-Fiction: “<i>One Woman’s Journey to American Dream Includes a Crusade</i>” CNN.com “<i>Stop the Bleeding: One Entrepreneur’s Journey to Find the American Dream</i>” Huffington Post.com Essay/Blog: “<i>Does Society Shape Who We Are?</i>” TeenLink.com Essay/Blog: “<i>Shape Your Identity or It Will Shape You</i>” reidhoffman.com Essay/Blog: “<i>How Stories Shape Our Culture</i>” FeelingGoodFeelingGreat.com</p> <p>Audio/Visual: Song: “<i>Savage Journey to the American Dream</i>” Stalley – language Video: “<i>A Journey to Achieve the American Dream</i>” https://www.scholastic.com/teachers/videos/teaching-content/journey-achieve-american-dream/ TV Series: “<i>The American Dream Project</i>” Netflix TED Talk: “<i>The Danger of a Single Story</i>” Chimamanda Ngozi Adichi Video: “<i>Journey for the American Dream</i>” https://vimeo.com/118876322</p>	
UNDERSTANDINGS		

Students will understand that...

- We relate to others as families, communities, societies, etc. and each of these relationships impacts not only our American Dream but also the American Dream of our family, community, society, etc.
- Our personal journeys impact who we become.
- Authors often provide insights about human experience and inner life through fictional means.
- Writers use a variety of stylistic techniques to engage and persuade their readers.
- Literary themes remain relevant throughout time periods.
- Literature can be used to highlight social and political issues.

Students will know...

- The effective characteristics of a narrative.
- The key elements of a narrative.
- There may be a dual role of the narrator as a character and as a storyteller.
- An author's particular point of view or cultural experience is reflected through the work of literature.
- The ways that authors use language to create tone and develop characterization throughout a story.

Students will be able to...

- Analyze and evaluate the impact of the author's literary choices in a memoir.
- Apply effective narrative techniques including but not limited to reflection and descriptive language in writing.
- Cite textual evidence to support the analysis of what the text says explicitly and what is inferred.
- Determine an author's point of view and purpose for writing the text
- Use the literary techniques studied in the creation of a memoir.
- Use revision and editing strategies to refine writing.
- Determine the tone appropriate for a memoir.

Stage 2 – Assessment Evidence

Performance Tasks:

Students will apply their understanding of an author's choices regarding style, structure, point-of-view, etc to write a narrative with a clear beginning, middle, and end

Other Evidence (Alternate Assessments):

- In-class writings
- Small and large group discussion
- Reading logs
- Presentations
- Socratic seminars
- Tests/Quizzes
- Formal and informal writing assignments

Stage 3 – Learning Plan

Over the course of the year, students have explored how American identities are formed. This particular unit will address their places in society. After engaging with and analyzing a variety of memoirs, students will examine their own journeys or that of someone they admire and formulate their place in American society.

In addition to the assigned texts, students will listen and engage with *The Moth* website and podcast that provides rich personal narratives. Students respond to several self-selected stories from the website and/or podcast, and then they discuss and share the stories with their classmates. This activity allows them to explore 21st century learning and technology.

Students will work in groups to discuss and analyze the memoirs studied to recognize the effective writing and speaking strategies the authors employed. Eventually, students will write their own memoirs, employing the narrative strategies and techniques they have observed and studied in their reading. A narrative assignment allows students to work through their own bias and identity as a character in a story who can change, learn, and develop with time. This freedom in writing also allows students a safe place to express themselves while maintaining the integrity of the unit by exposing and better understanding bias and identity.

PROGRESS MONITORING

Formative assessments, teacher observation, student conferences, and reading logs

Addressed by Planned Differentiation and Interventions listed below

Formal and informal assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, review directions, conferences

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

Gifted & Talented: The regulations require that district boards of education provide appropriate K-12 services for gifted and talented students. This includes appropriate curricular and instructional modifications for gifted and talented students indicating content, process, products, and learning environment. District boards of education must also take into consideration the PreK-Grade 12 National Gifted Program Standards of the National Association for Gifted Children in developing programs for gifted and talented students. A copy of those standards is available at www.nagc.org. In addition, information can be found at www.state.nj.us/education/aps/ccs/gandt. These modifications may include some of the following:

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

Tier I: Students thought to be achieving mastery will be given alternative and more in-depth assignments in the classroom by the teacher and support staff. Data on these interventions will be tracked and if sufficient progress is not demonstrated the student may need tier two interventions. These interventions may include some of the following:

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

Tier II: Students thought to be in need of more support for achieving mastery will be given interventions in the classroom by the teacher and support staff. Data on these interventions will be tracked and if sufficient progress is not demonstrated the student may need tier three interventions. These interventions may include some of the following:

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

Tier III: Students thought to be at risk for failing or not achieving mastery will be given interventions in the classroom by the teacher and support staff. Data on these interventions will be tracked and if sufficient progress is not demonstrated, that student may be referred to the I&RS team. These interventions may include some of the following:

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.
- Provide visual and verbal directions
- Simplify directions into one-step
- Check back after two steps have been completed
- Model self-talk to complete tasks
- Discuss organizational plans for work and work completion
- Allow for multiple methods of demonstrating learning and competence
- Enforce opportunities to correct work
- Provide 1:1 instructional time
- Provide physical manipulatives whenever possible
- Assess and provide optimal seating arrangement
- Customized Learning Intervention Activities resources
- Intensive Intervention resource
- Systematic Assessments to focus on specific deficits

ELL:

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

- Allow scaffolding with the native language
- Address culturally unique vocabulary
- Use sentence frames to provide practice with academic language
- Pre-teach
- Research the cultural background of student

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

Environmental Strategies

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

Organizational Strategies

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

Behavioral Strategies

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

Presentation Strategies

- Tape lessons so the student can listen to them again; allow students to tape lessons

- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
 - a) lecture plus overhead/board demonstration support
 - b) small groups required to produce a written product
 - c) large groups required to demonstrate a process
 - d) computer-assisted instruction
 - e) peer tutors or cross-age tutors
 - f) demonstrations, simulations
 - g) experiments
 - h) games
- Ask student to repeat/paraphrase context to check understanding
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