



## English/Language Arts Department

Grade 12 - English IV

**Overarching Question:** Who am I and how do I use my identity and beliefs to affect change?

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**Effective Date:** September 2024

### Scope and Sequence

Month	Reading Workshop	Writing Workshop
September to early October	Unit 1: Cross Cultural Texts	
early October to Nov 6		Unit 2: Cross Cultural Literary Synthesis
November 7 to mid- Dec	Unit 3: Ethics, Morality, and Justice	
mid-Dec to January 23		Unit 4: Writing Ethical Arguments
January 24 to early March	Unit 5: Societal Issues in 21st Century Short Fiction	
mid-March to April 9		Unit 6: Writing Issue-Based Short Fiction (Narrative)
April 10 to Early May	Unit 7: Reflecting on Identity and Beliefs to Make Independent Reading Choices	
mid-May to June 14		Unit 8: Senior Capstone: Using Identity and Beliefs to Affect Change (Informational)

## Unit 1

### Reading: Cross Cultural Texts

#### Summary and Rationale

In this unit, students will be anchored in a whole class text centered on how a societal issue exists in a particular culture. In this unit, students will explore multiple perspectives in various cultures in order to make connections to societal issues. Using several sources, including mentor texts, students will develop an understanding about how societal issues exist across cultures. Students will select, analyze, and reflect on multiple interpretations of an issue discovered through their reading. Students will also utilize supplemental texts in order to build robust context around the cultures and issues in their reading. Teachers will utilize formative assessments along the way and provide feedback to the students. The unit will end in a culminating, summative assessment.

#### Recommended Pacing

6-8 weeks

#### Standards

##### Reading Domain

RL.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.TS.11-12.4	Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact.
RL.PP.11-12.5	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.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.MF.11-12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).
Speaking and Listening Domain	
SL.PE.11-12.1	<p>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>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.</p> <p>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.</p> <p>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.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
Interdisciplinary Connections	
Learning for Justice	
ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
ID.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias
Social Studies	
6.2 US History	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.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>

<ol style="list-style-type: none"> <li>1. Readers consider the impact that <b>varied perspectives</b> have on a cultural issue.</li> <li>2. Readers can uncover new understandings and look for patterns across texts as they <b>synthesize</b> information about cultural experiences.</li> <li>3. Readers will learn about the cultures in the texts by researching <b>contextual information</b> necessary for understanding the characters, cultures, and societal issues within the texts</li> </ol>	<ol style="list-style-type: none"> <li>1. How do readers examine a cultural issue from varied perspectives?</li> <li>2. How do readers deepen their understanding of an issue by examining it through the lens of multiple cultures?</li> <li>3. How do readers examine a culture through researching contextual information necessary for deeper understanding?</li> </ol>
<b>Evidence of Learning (Assessments)</b>	
Formative assessments Reading notebook entries Quizzes/activities that have readers apply skills learned to varied texts	
<b>Objectives (SLO)</b>	
Students will know: (Goals)	Students will be able to: (Teaching Points)
As readers, we reflect on our own experiences with culture and define our own culture(s) in order to effectively engage in our global society as proactive citizens	<ul style="list-style-type: none"> <li>● Readers will be able to identify, share, understand and describe different manifestations of culture (ID.9-12.5)</li> <li>● Readers will be able to critically analyze their own cultural norms and biases and describe how these affect their world-view and impact their interactions with others (JU.9-12.13, AC.9-12.16)</li> <li>● Readers will be able to identify and describe how power, positionality, privilege, and other socio-structural factors impact their own life circumstances and those of people in their community, around the country and on a global scale (ID.9-12.10)</li> </ul>
As readers, we analyze how an author’s portrayal of varied social, political, environmental, and societal issues impact a reader’s understanding of cultural experiences. ( <b>Understanding the Culture &amp; Issues</b> )	<ul style="list-style-type: none"> <li>● Readers discover the characteristics, beliefs, and values of the specific culture identified in the text.           <ul style="list-style-type: none"> <li>○ Consider:               <ul style="list-style-type: none"> <li>■ Who holds the power?</li> <li>■ Whose voice is missing?</li> <li>■ How is gender portrayed?</li> <li>■ How is race depicted?</li> <li>■ How is age described?</li> <li>■ What’s the political climate?</li> <li>■ How does the geographic location impact the characters? The events?</li> </ul> </li> </ul> </li> <li>● Readers can identify various systems and structures in society and analyze their impact on the people.</li> </ul>

	<ul style="list-style-type: none"> <li>● Readers wonder how people are impacted by the culture in which they live. <ul style="list-style-type: none"> <li>○ If necessary, teachers can conduct mini-lessons on writing effective questions to teach the students to question texts and the world around them.</li> </ul> </li> </ul>
<p>As readers, we analyze texts from varied lenses in order to understand new perspectives and deepen our understandings within texts. <b>(Synthesis)</b></p>	<ul style="list-style-type: none"> <li>● Readers look for <b>patterns</b> across a text and revise and shape their thinking about characters, themes, and cultures along the way. <ul style="list-style-type: none"> <li>○ If necessary, teachers can model how students can take notes in a differentiated format and revise their notes over time.</li> </ul> </li> <li>● Readers <b>record</b> their observations and reactions to texts, compiling textual evidence to support deeper understanding. <ul style="list-style-type: none"> <li>○ If necessary, the students can review the various (differentiated) formats that they can use to take notes. The students will ultimately choose their format for their notes.</li> </ul> </li> </ul>
<p>As readers, we research background information to gain understanding on varied cultural beliefs and experiences and world issues. <b>(Contextual Research)</b></p>	<ul style="list-style-type: none"> <li>● Readers research cultures and utilize this information to inform their reflection and analysis of cross-cultural and world perspectives. <ul style="list-style-type: none"> <li>○ If necessary, teachers can model how the students can use databases to research the cultures of the texts.</li> </ul> </li> </ul>
<p><b>Please note:</b> The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.</p>	
<p><b>NOTES FOR DIFFERENTIATION:</b> These suggestions can be used to support students who need accommodations, modifications, and/or extensions.</p>	
<p>If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.</p>	
<p><b>Suggested Resources/Technology Tools</b></p>	
<p><b>Full consultant notes - inclusivity, justice, and equity:</b> (learning goals, outcomes, accurate portrayals, “Own Voice” texts, thoughtful pairings - critical lens, teacher learning &amp; reflection questions)</p>	
<p><b><u>Consultant learning goals (especially applicable to this unit) to consider while crafting assessments:</u></b></p>	
<ul style="list-style-type: none"> <li>● Students will be able to identify, share, understand and describe different manifestations of culture.</li> </ul>	

- Students will be able to critically analyze their own cultural norms and biases and describe how these affect their world-view and impact their interactions with others
- Students will be able to draw upon personal experiences and class learning to develop common ground for interactions with those from other cultures.
- Students will be able to identify, describe, and analyze important social issues from multiple cultural perspectives.
- Students will be able to engage with diverse groups of people while recognizing cultural and individual differences in interaction and communication.
- Students will be able to identify and describe how power, positionality, privilege, and other socio-structural factors impact their own life circumstances and those of people in their community, around the country and on a global scale.

Craft objectives that take power, privilege, oppression, racism, sexism, classism, colorism, ageism, ableism, etc into consideration wherever applicable. **Consider how a resource serves as a mirror or window into a student's own world.**

May be helpful at the beginning of this unit: **Demystify and Destigmatize** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)

May be helpful when planning a whole class novel: **Example- Cross Cultural Text Breakdown** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)

**What's the difference between multicultural, intercultural, and cross-cultural communication? - Spring Institute**

**Texts to consider:**

- *Advanced Language and Literature: For Honors and Pre-AP English Courses* text by Renee H. Shea, John Golden, Lance Balla, et. al.
- *Tell Me Who You Are: Sharing Our Stories of Race, Culture, & Identity* by Winona Guo and Priya Vulchi
- Multicultural Voices textbook
- Scenes from *Roma*- Director: Alfonso Cuarón, 2018 (Netflix)
- Scenes from *Parasite* - Director: Bong Joon-ho, 2019
- Scenes from *Reservation Dogs* - Taika Waititi (Hulu)
- Scenes from *Never Have I Ever* - Mindy Kaling (Netflix)
- Scenes from *Ms. Marvel* - Bisha K. Ali (Disney +)
- "Paths upon Water" - Tahiri Naqvi (Short Story)
- Maya Angelou--*I Know Why The Caged Bird Sings*.
- Salman Rushdie--*Selected Short Stories*
- Chinua Achebe--*Things Fall Apart*
- Marjane Satrapi--*Persepolis*
- V.S. Naipaul--*A Bend in The River*
- Gene Luen Yang -- *American Born Chinese*
- Richard Wright -- *Black Boy*
- Toni Morrison -- *The Bluest Eye*
- Zora Neale Hurston - *Their Eyes Were Watching God*
- Junot Diaz-- *The Brief Wondrous Life of Oscar Wao*
- Gabriel Garcia Marquez -- *Chronicle of a Death Foretold*
- J.M. Coetzee - *Waiting for the Barbarians*
- Juan Gabriel Vasquez - *The Sound of Things Falling*
- Maxine Hong Kingston - *The Woman Warrior*
- Jhumpa Lahiri - *The Namesake*

- Jhumpa Lahiri - *The Interpreter of Maladies*
- Junot Diaz - *Drown*
- Sherman Alexie - *The Absolutely True Diary of a Part-Time Indian*

## **Modifications**

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

### **Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):**

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

### **Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):**

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
  - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc. as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
  - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
  - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
  - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.



- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- **More Differentiation Ideas** (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

### **English Language Learners (ELL):**

- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using “Think Aloud” strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction
    - Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - Wait Time
    - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - Clarifying Key Concepts in First Language
    - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - Application of Content and Language Knowledge
    - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

### **Gifted and Talented:**

- **Tiered Assignments:**
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**

- Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

### Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

## Unit 2

### Writing: Cross Cultural Literary Synthesis

#### Summary and Rationale

In this unit, students will be exposed to various mentor texts as they develop a claim that synthesizes a societal issue found in two or more texts that explore different cultures. Students will draft a complete response to the synthesis prompt. Students will revise their drafts with task, purpose, and audience in mind. Ultimately, writers will capture a compelling and unique idea using the cultural conditions and societal issues found in the texts.

## Recommended Pacing

3-4 weeks

## Standards

### Reading Domain

RL.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they 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).
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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.)
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RI.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
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RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
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### Writing Domain

W.AW.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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### Speaking and Listening Domain

SL.PE.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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SL.II.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually,
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	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.
Language Domain	
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Interdisciplinary Connections	
Learning for Justice	
ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
ID.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
DI.K-9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias
Integration of Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

### Instructional Focus

Enduring Understandings:	Essential Questions:
<ol style="list-style-type: none"> <li>1. Writers establish effective <b>claims</b> as they anchor themselves in their work and establish a focus for their synthesis essays (discussing societal issues found across different cultures).</li> <li>2. Writers <b>research</b> in advance and support their synthesis essays with information gleaned from literary and informational texts, as well as their own insights and perspectives.</li> <li>3. Writers used varied strategies to <b>draft</b> and <b>revise</b> their work with a focus on structure, cohesion, and development, while ensuring that the meaning is clear.</li> <li>4. Writers use powerful grammar moves to strengthen the clarity of their writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. How do writers establish <b>claims</b> and for their synthesis essays?</li> <li>2. How can writers consider compelling evidence and <b>synthesize</b> information gleaned from literary and informational texts with their own perspectives to support their claims?</li> <li>3. How do writers draft and revise their work, considering structure, cohesion, and development?</li> <li>4. How can writers study and apply grammar moves to use in their writing?</li> </ol>

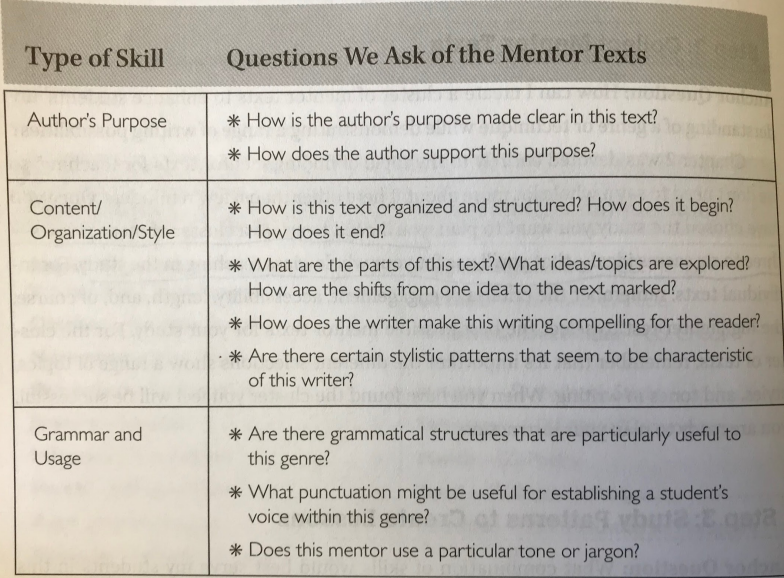
## Evidence of Learning (Assessments)

Argument Writing Rubric  
Argument Writing Checklist  
Formative assessments  
Quizzes/activities that have writers apply skills learned to varied texts  
Post Unit Assessment  
Writing “check ins” assessed using specific rubric elements

## Objectives (SLO)

### IMMERSION:

Prior to beginning the goals below, spend some time allowing students to look at varied mentor texts from a writer’s lens. The purpose is to begin to take on the role of the writer as you identify and analyze the characteristics of a literary synthesis. You might want to use the questions from the chart below to support this exploration:



Type of Skill	Questions We Ask of the Mentor Texts
Author's Purpose	<ul style="list-style-type: none"><li>* How is the author's purpose made clear in this text?</li><li>* How does the author support this purpose?</li></ul>
Content/ Organization/Style	<ul style="list-style-type: none"><li>* How is this text organized and structured? How does it begin? How does it end?</li><li>* What are the parts of this text? What ideas/topics are explored? How are the shifts from one idea to the next marked?</li><li>* How does the writer make this writing compelling for the reader?</li><li>* Are there certain stylistic patterns that seem to be characteristic of this writer?</li></ul>
Grammar and Usage	<ul style="list-style-type: none"><li>* Are there grammatical structures that are particularly useful to this genre?</li><li>* What punctuation might be useful for establishing a student's voice within this genre?</li><li>* Does this mentor use a particular tone or jargon?</li></ul>

**Figure 3.3** Questions We Ask of the Mentor Texts

Writers would benefit from understanding how to write literary synthesis by collaborating with others as they explore this genre. This would be best supported through shared reading and shared writing activities during immersion.

It would be helpful to explore *Beyond Literary Analysis* by Marchetti and O’Dell to locate mentor texts to support literary synthesis.

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### Grammar/Language Focus:

- Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Writers observe hyphenation conventions.
- Writers spell correctly.
- Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- Writers 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.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
As writers, we establish our claims for our synthesis essays.	<ul style="list-style-type: none"> <li>● Writers consider societal issues that are common across cultures in multiple texts (ID.9-12.5)</li> <li>● Writers make a strong, arguable, compelling claim about these connections, interjecting insight and perspective through development and evidence.               <ul style="list-style-type: none"> <li>○ If necessary, teachers can conduct mini-lessons on writing claims and supporting the claims with textual evidence.</li> </ul> </li> </ul>
As writers, we synthesize information gleaned from fiction and non-fiction texts with our own perspectives to support our claims.	<ul style="list-style-type: none"> <li>● Writers use textual evidence, blending sources to prove their claims and make cohesive and relevant connections.               <ul style="list-style-type: none"> <li>○ If necessary, teachers can conduct mini-lessons to model how to embed textual evidence within an essay and support this with examples from mentor texts.</li> </ul> </li> </ul>
As writers, we draft and revise our work, considering structure, cohesion, and development.	<ul style="list-style-type: none"> <li>● Writers develop a specific critical angle or argument that they use to structure the format of the final writing product.</li> <li>● Writers work to define and refine a specific critical angle through several versions of revision and editing.</li> <li>● Writers work toward refinement as a means to present or publish a product.</li> </ul>
As writers, we use powerful grammar moves to strengthen the clarity of our writing.	<p>8.2: Cite Everything: Citations with Paraphrased Content</p> <ul style="list-style-type: none"> <li>● “I cite other’s ideas, even when written in my own words, with the author’s last name(s) and a page number if there is one” (Patterns of Power 8.2)</li> </ul> <p>4.14: You Get the Idea: Ellipses to Replace Omitted Text</p> <ul style="list-style-type: none"> <li>● “I use ellipses to show removal of nonessential quoted information, making my point efficiently” (Patterns of Power 4.14)</li> </ul>

**Please note:** The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

**NOTES FOR DIFFERENTIATION:** These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

### Suggested Resources/Technology Tools

Chromebooks; Databases; Turnitin.com; Applications  
*Writing with Mentors* by Allison Marchetti and Rebekah O'Dell  
*Beyond Literary Analysis* by Allison Marchetti and Rebekah O'Dell  
Essay Rubrics: Narrative, Argument, & Informational  
Writing Process Learning Progressions

Idea for Cultural Synthesis - Texts & Hip Hop (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)

*Patterns of Power: Teaching Grammar Through Reading and Writing, Grades 9-12* by Jeff Anderson, Travis Leech, and Holly Durham

### Modifications

A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.

#### **Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):**

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
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- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques



- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

### **Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):**

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
  - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
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  - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
  - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- **More Differentiation Ideas** (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

### **English Language Learners (ELL):**

- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using “Think Aloud” strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning

- Use a variety of question types.
  - Ask open-ended questions that require true communication from and between students.
- Interaction
  - Allow student discussion and interaction to provide peer support and opportunities to practice language.
  - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
  - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
  - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
  - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

### **Gifted and Talented:**

- **Tiered Assignments:**
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
  - Student choice as to **how far** they take their **own** learning—making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation—in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

### Unit 3

Reading: Ethics, Morality, and Justice

#### Summary and Rationale

In this unit, students will be exposed to various texts as a means to comprehend various perspectives relating to ethics, morality, and the law. These experiences will allow students to also develop their own perspectives on ethical and moral dilemmas and the concept of justice. Students will consider global issues and examine how various issues impact different groups in different ways. Students will begin to ask questions around justice or fairness, leading them to further research. Students will explore the idea of empathy and reflect upon how empathy doesn't ask one to agree or disagree, but rather understand. During this reading unit, students will gather background information and awareness that will support and inform the direction that they want to explore as they move into the next unit and prepare a speech.

#### Recommended Pacing

5-6 weeks

## Standards

### Reading Domain

RL.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.TS.11-12.4	Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact.
RL.CT.11-12.8	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RI.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RI.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.AA.11-12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

### Speaking and Listening Domain

SL.PE.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.II.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the

	credibility and accuracy of each source and noting any discrepancies among the data.
Language Domain	
L.KL.11-12.2.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
Interdisciplinary Connections	
Learning for Justice	
ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias
AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.
Social Studies	

6.2 US History	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.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ol style="list-style-type: none"> <li>An author's portrayal of varied social, political, environmental, and societal issues impact a reader's understanding of ethical and moral dilemmas by exposing underlying truths/issues present in the world and considering how they impact people in an ethical/unethical manner.</li> </ol>	<ol style="list-style-type: none"> <li>How does an author's portrayal of varied social, political, environmental, and societal issues impact a reader's understanding of ethical and moral dilemmas?</li> <li>How do readers define their personal perspectives on certain moral and ethical issues?</li> </ol>

<p>2. Readers analyze texts to define our personal perspective on certain moral and ethical issues, and to enlarge our understanding of points of view that are both similar and different from what we currently believe.</p>	
<p><b>Evidence of Learning (Assessments)</b></p>	
<p>Formative assessments  Book club conversations  Reading notebook entries  Quizzes/activities that have readers apply skills learned to varied texts  Pre-Unit Assessment  Post Unit Assessment  Argument Rubric</p>	
<p><b>Objectives (SLO)</b></p>	
<p>Students will know: (Goals)</p>	<p>Students will be able to: (Teaching Points)</p>
<p>As readers, we consider the role of justice in society.</p>	<ul style="list-style-type: none"> <li>● Readers begin to define the idea of justice. (JU.9-12.11, 12, 13, 15)</li> <li>● Readers read through various lenses and/or theories and analyze the impact on perspective/interpretation and how this connects to the idea of justice.</li> <li>● Readers analyze what moral or ethical values prompt or inform people to make decisions. <ul style="list-style-type: none"> <li>○ Could it be a bias, a behavior, a tradition, etc.?</li> </ul> </li> </ul>
<p>As readers, we analyze how an author’s portrayal of varied social, political, environmental, and societal issues impact a reader’s understanding of ethical and moral dilemmas.</p>	<ul style="list-style-type: none"> <li>● Readers consider varied ways to empathize with others, even when their experiences or backgrounds are different from theirs. <ul style="list-style-type: none"> <li>○ Readers can understand other people’s feelings by connecting with a moment where they experienced that feeling.</li> <li>○ Readers can communicate the understanding of another person’s feelings and explain what and why they might be feeling a certain way.</li> </ul> </li> <li>● Readers recognize how the morals and ethics of a particular culture are depicted in various texts.</li> <li>● Readers can identify various systems and structures in society and analyze their impact on the justice system.</li> <li>● Readers analyze moral or ethical dilemmas presented in varied texts and reflect on the beliefs of a particular society/time period from which the text is written.</li> </ul>

	<ul style="list-style-type: none"> <li>● Readers consider how people are impacted by the ethical and moral customs and practices within their culture and other cultures.</li> <li>● Readers notice elements in texts that create an aesthetic impact and effectively communicate topics about which there are various perspectives and dilemmas.</li> <li>● Readers consider the aesthetic impact and determine why certain stories offer cross cultural classifications of ethical and moral dilemmas.</li> <li>● Readers consider how a text makes an impact on a large population in the context of the overall perspective of an established belief system.</li> <li>● Readers reflect upon their own perspectives, considering how they can affect change in society (AC.9-12.18)</li> </ul>
<p>As readers, we prepare for, and participate effectively in discussions by contributing our own thoughts and responding to the thoughts of others.</p>	<ul style="list-style-type: none"> <li>● Readers look for patterns across a text, listen to others perspectives, and revise and shape their thinking about characters/people, ideas, and cultures along the way.</li>   <li>● Readers ask powerful questions that can lead to powerful thinking. <ul style="list-style-type: none"> <li>○ What voices are overrepresented in this text?</li> <li>○ What cultural points of view are overrepresented in this text?</li> <li>○ What voices are missing in this text?</li> <li>○ What cultural points of view are missing?</li> <li>○ What social issue(s) or problem(s) is this text speaking to? Is it doing so intentionally?</li> <li>○ What social issue(s) might this text be unintentionally highlighting? <ul style="list-style-type: none"> <li>■ The above questions connect to Learning for Justice Standard ID.9-12.10</li> </ul> </li> <li>○ Conversations are opportunities to grapple with ideas that are new or challenge our current set of beliefs and thinking. <ul style="list-style-type: none"> <li>■ Effective Discussions (What it Looks Like and Sounds Like)</li> <li>■ How to make effective discussions Mini Lesson (Google Slides)</li> <li>■ Discussion Stems</li> <li>■ Discussion Rubric</li> <li>■ Post Discussion Self-Reflection</li> </ul> </li> </ul> </li> </ul>



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### Suggested Resources/Technology Tools

**Full consultant notes - inclusivity, justice, and equity:** (learning goals, outcomes, accurate portrayals, “Own Voice” texts, thoughtful pairings - critical lens, teacher learning & reflection questions)

*The Moral of the Story: An Introduction to Ethics* - Nina Rosenstand

*The Moral of the Story: An Anthology of Ethics Through Literature* - Peter Singer & Renata Singer (eds.)

*Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán

“The Ones Who Walk Away from Omelas” - Ursula K. LeGuin

“Cell One” - Chimamanda Ngozi Adichie

"The Way to Poppy Street" by Rachida el-Charni

Scenes from *Our Guys: Outrage in Glen Ridge* (Amazon Prime)

Scenes from *Oprah Winfrey Presents: When They See Us Now* (Netflix)

Scenes from *The Good Place*

Scenes from *Black Mirror*

*Erin Brokovich* - available on Swank

*Twelve Angry Men* - available on Swank

*Norma Rae* - available on Vimeo

*The Trial of the Chicago Seven* - Netflix

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### Modifications

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  - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
  - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

### **Gifted and Talented:**

- **Tiered Assignments:**
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

### Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

### Unit 4

#### Writing Ethical Arguments

#### Summary and Rationale

In this unit, students will explore argumentative texts present in the world in many different formats. Students will create a new understanding about social/moral/ethical issues that can also be found in literature to prove relevance and significance. Through this process, students will develop a claim about a topic of their choice considering texts and topics covered in the Ethics, Morality, and Justice reading unit and support it in a logical way with textual evidence from various sources and perspectives. Throughout the writing process, they will compose a written argument - following the proper structure and points as observed in existing argumentative texts. Students will present their ideas in order to persuade the viewer/reader to consider their point of view.

#### Recommended Pacing

3-4 weeks

#### Standards

##### Reading Domain

RI.CR.11-12.1

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

RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
Writing Domain	
W.AW.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience..
W.WR.11-12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.SE.11-12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
W.RW.WR.11-12.5	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.
Speaking and Listening Domain	

SL.PE.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.II.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.UM.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.AS.11-12.6	Adapt a speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language Domain	
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Interdisciplinary Connections	
Learning for Justice	
ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.

JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias
AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.
Integration of Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ol style="list-style-type: none"> <li>1. Writers construct a claim presenting a moral or ethical issue that is arguable by using information from various texts in order to inform the inquiry about the topic.</li> <li>2. Writers develop a claim using relevant evidence to anticipate audience values and possible bias.</li> <li>3. Writers present their arguments in a logical sequence establishing counterclaims, reasons, and evidence.</li> <li>4. Writers utilize drafting, revision, and feedback to establish the implications and significance of a topic while creating a cohesive, persuasive piece.</li> <li>5. Writers use powerful grammar moves to strengthen the clarity of their writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. How do writers establish the significance of a claim?</li> <li>2. How do writers develop a claim using the most relevant evidence while anticipating the audience’s values and possible bias?</li> <li>3. How do writers create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence?</li> <li>4. How do writers establish the implications and significance of a topic?</li> <li>5. How can writers study and apply grammar moves to use in their writing?</li> </ol>
<b>Evidence of Learning (Assessments)</b>	
<p>Formative assessments            Quizzes/activities that have writers apply skills learned to varied texts            Writing “check ins” assessed using specific rubric elements            Post Unit Assessment:</p>	
<b>Objectives (SLO)</b>	
<p><b>IMMERSION:</b>            Prior to beginning the goals below, spend some time allowing students to look at varied mentor texts from a writer’s lens. The purpose is to begin to take on the role of the writer as you identify and analyze the characteristics argument. Utilize published arguments in online newspapers, databases, etc. so that students can see argument out in the world. You might want to use the questions from the chart below to support this exploration:</p>	



Type of Skill	Questions We Ask of the Mentor Texts
Author's Purpose	<ul style="list-style-type: none"> <li>* How is the author's purpose made clear in this text?</li> <li>* How does the author support this purpose?</li> </ul>
Content/ Organization/Style	<ul style="list-style-type: none"> <li>* How is this text organized and structured? How does it begin? How does it end?</li> <li>* What are the parts of this text? What ideas/topics are explored? How are the shifts from one idea to the next marked?</li> <li>* How does the writer make this writing compelling for the reader?</li> <li>* Are there certain stylistic patterns that seem to be characteristic of this writer?</li> </ul>
Grammar and Usage	<ul style="list-style-type: none"> <li>* Are there grammatical structures that are particularly useful to this genre?</li> <li>* What punctuation might be useful for establishing a student's voice within this genre?</li> <li>* Does this mentor use a particular tone or jargon?</li> </ul>

Figure 3.3 Questions We Ask of the Mentor Texts

Writers would benefit from understanding how to write critical reviews by collaborating with others as they explore this genre. This would be best supported through shared reading and shared writing activities during immersion.

It would be helpful to explore Beyond Literary Analysis by Marchetti and O'Dell to locate mentor texts to support students who are writing literary analysis.

**Grammar/Language Focus:**

- Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Writers observe hyphenation conventions.
- Writers spell correctly.
- Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- Writers 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.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know: (Goals)

Students will be able to: (Teaching Points)

<p>As writers, we immerse ourselves in argument writing and consider topics of interest for exploration.</p>	<ul style="list-style-type: none"> <li>● Writers study mentor texts to determine the key characteristics of writing an argument. <ul style="list-style-type: none"> <li>○ If necessary, teachers can guide students to choose mentor texts according to their reading levels, skill sets, and interests.</li> </ul> </li> <li>● Writers consider topics of personal interest and/or significance and begin to generate and explore ideas for writing arguments. <ul style="list-style-type: none"> <li>○ Students may choose to write a literary argument OR an argument about a community or cultural based issue. Students should be encouraged to reflect upon who they are as seniors and what type of argument writing they should explore - considering future goals and aspirations.</li> </ul> </li> </ul>
<p>As writers, we write arguments to support a claim and revise for focus and impact.</p> <p>(Overall teaching points highlighted in blue are directly from the 11-12 argument standards and should be emphasized in this unit -- they are different from the 9-10 argument standards)</p>	<p><b>Establish the significance of the claim(s)</b></p> <ul style="list-style-type: none"> <li>● Writers must construct a claim presenting <b>a moral or ethical issue that is arguable</b> by using accurate information from various texts in order to inform the inquiry about the topic.</li> <li>● Writers using valid reasoning, and relevant and sufficient evidence to support their claim. Writers will establish the significance of the claim by considering the populations of people who are most affected by this moral or ethical issue in our world today.</li> <li>● When appropriate, writers use secondary sources-- various reviews and/or literary criticism-- to create and enhance a compelling argument.</li> </ul> <p><b>Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence</b></p> <ul style="list-style-type: none"> <li>● Writers ensure equity and cohesion when using sources to create balance and increase insight.</li> <li>● Writers create organization based on the chosen medium for their argument (see assessment options in the modifications section below)</li> </ul> <p><b>Choose the most <u>relevant</u> evidence</b></p> <ul style="list-style-type: none"> <li>● Writers use textual evidence from more than one text to explore a single idea.</li> <li>● Writers evaluate and critique the merits of various texts by citing textual evidence and evaluating the presented information/arguments. <ul style="list-style-type: none"> <li>○ Teachers can share tools, strategies, and organizers to help students evaluate evidence.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Writers utilize textual evidence from primary texts and/or real life experiences to form their own argument and support that argument.</li> </ul>
	<p><b><u>Anticipate the audience’s knowledge level, concerns, values, and possible biases</u></b></p> <ul style="list-style-type: none"> <li>Writers draft their arguments with a very specific audience in mind (writers should have this down prior to drafting). This specific audience should be researched - age, cultural background, profession, etc. Research will inform values and possible biases - writers should have data/evidence to support these ideas (JU.9-12.13)</li> </ul>
	<p><b>Articulate the implications or the significance of the topic</b></p> <ul style="list-style-type: none"> <li>Writers think about what lasting message they want to leave with their readers.</li> <li>Writers detail the potential effects of their argument based on populations affected - members of different ages, races, genders, socioeconomic backgrounds, (dis)abilities, locations, etc. (JU.9-12.11)</li> <li>Writers explain why their argument is significant in the context of our 21st century world - social media, culture, global community, etc. How does their argument help to better/make a significant statement about our world?</li> </ul>
<p>As writers, we write routinely over an extended time frame, creating opportunities to revise and edit along the way, maintaining appropriate language and grammatical conventions.</p>	<ul style="list-style-type: none"> <li>Writers utilize past resources and feedback as a means to self-evaluate prior to producing a piece. <ul style="list-style-type: none"> <li>If necessary, teachers can create writing folders to allow students to revisit their feedback. Teachers can also provide graphic organizers to assist students in implementing their feedback.</li> </ul> </li> <li>Writers initiate improvements to their work by utilizing reflective practices and implementing best writing practice.</li> <li>Writers self-evaluate their writing and consider how additional primary and critical texts will enhance their ideas and provide additional support. <ul style="list-style-type: none"> <li>Teachers can provide resources of rubrics and checklists to help students review their writing.</li> </ul> </li> </ul>

As speakers, we engage the audience through the production, publications and presentation of a coherent argument utilizing effective speech delivery techniques.

All writers will utilize mentor texts in their argument medium in order to inform their choices about **format, content, delivery, and/or publication** of their arguments.

- Based on their routine writing/self evaluation in the prior learning goal, writers will revise their finished drafts by paying close attention to audience, tone, and use of formal English when appropriate.

If students are delivering a **speech** for their argument, then teachers should use the following teaching points:

- Speakers will immerse themselves in mentor speeches to help them guide the format, content, and delivery of their speeches.
- Speakers will make use of necessary media and visuals displays to express information, enhance the understanding of the argument, and to add interest (based on the audience)
  - Teachers can model and share resources to help students select and understand when visuals can be used to enhance a presentation/speech.
- Speakers demonstrate elements of effective speech delivery technique.
  - Teachers can provide checklists and rubrics to help students prepare for their speech.
  - Teachers can share resources and model effective speech delivery technique to support students understanding.
- Speakers demonstrate command of formal English when appropriate.

As writers, we use powerful grammar moves to strengthen the clarity of our writing.

4.8: It's Always Better When We're Together: Semicolons to Combine

- "I use a semicolon to connect related sentences" (Patterns of Power 4.8)

**Please note:** The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

**NOTES FOR DIFFERENTIATION:** These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

### Suggested Resources/Technology Tools

Chromebooks; Databases; Turnitin.com; Applications  
*Writing with Mentors* by Allison Marchetti and Rebekah O'Dell  
*Beyond Literary Analysis* by Allison Marchetti and Rebekah O'Dell  
Essay Rubrics: Narrative, Argument, & Informational  
Writing Process Learning Progressions  
*Patterns of Power: Teaching Grammar Through Reading and Writing, Grades 9-12* by Jeff Anderson, Travis Leech, and Holly Durham

### Modifications

A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.

#### **Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):**

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

#### **Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):**

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
  - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.

- **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
- On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
- **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- **More Differentiation Ideas** (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

### **English Language Learners (ELL):**

- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using “Think Aloud” strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction
    - Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - Wait Time
    - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - Clarifying Key Concepts in First Language

- English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - Application of Content and Language Knowledge
    - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

**Gifted and Talented:**

- **Tiered Assignments:**
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

**Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

## Unit 5

### Societal Issues in 21<sup>st</sup> Century Short Fiction

#### Summary and Rationale

In this unit, readers will be exposed to 21<sup>st</sup> century (contemporary) short fiction of various styles, genres, and themes that encompass complex plot lines, themes, or character archetypes and structures. As they read, readers will focus on tracking a specific contemporary issue across a variety of contemporary texts. These contemporary societal issues can stem from reader experience/exposure in order to deepen engagement with the texts. Readers will also deepen their understanding of varied perspectives about these issues in texts by silencing personal biases and judgements in order to understand the perspective of others with understanding and empathy. Readers will think critically about how contemporary short fiction can affect their own perceptions as they reflect upon their own lives. Readers may also consider the following: how does the use of a fictional story help to expose real life societal issues to a broader (and possibly more empathetic) audience?

#### Recommended Pacing

6-7 weeks

#### Standards

##### Reading Domain

RL.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.TS.11-12.4	Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning



	as well as its aesthetic impact.
RL.PP.11-12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.CT.11-12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Writing Domain	
W.AW.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.IW.11-12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Speaking and Listening Domain	
SL.PE.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.II.11-12.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Language Domain	
L.KL.11-12.2.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Interdisciplinary Connections	
Learning for Justice	

ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias
AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.
Social Studies	
6.2 US History	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.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

### Instructional Focus

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Readers will recognize and identify the societal issues present in their own worlds and how these issues actively (or passively) impact their individual lives</li> <li>● Readers consider and reflect upon varied perspectives in contemporary short fiction and how these perspectives affect reader’s own perception of societal issues.</li> <li>● Readers think critically about contemporary societal issues and track their prevalence across texts/real life experiences.</li> <li>● Readers make connections between fictional stories/characters and their own lived experiences in order to develop empathy.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do readers identify the societal issues present in their own world and their collective impact?</li> <li>2. How do readers consider and reflect upon varied perspectives in contemporary short fiction and how these perspectives may affect their perceptions?</li> <li>3. How do readers make meaning when they encounter a contemporary societal issue in short fiction?</li> <li>4. How do readers build their capacity for empathy when engaging with fictional characters and stories?</li> </ol>

<b>Evidence of Learning (Assessments)</b>
Pre-Assessment Formative assessment Reading notebook entries Quizzes/activities that have readers apply skills learned to varied texts Post Assessment

Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<p>As readers we <b>recognize and identify the societal issues present in our own worlds</b> and consider how these issues actively (or passively) impact our own lives.</p> <p>.</p>	<ul style="list-style-type: none"> <li>● Readers are attuned to conversations around social issues in which they already have a vested interest <ul style="list-style-type: none"> <li>○ News</li> <li>○ Family</li> <li>○ Peers</li> <li>○ Social media</li> </ul> </li> <li>● Readers learn about societal issues that may not be immediately apparent to them through conversations, communication, spheres of influence in their personal lives (physical &amp; digital)</li> <li>● Readers choose to actively engage in stories that either directly or indirectly impact their lives, expanding outside of our spheres</li> </ul>
<p>As readers we consider and reflect upon varied perspectives in contemporary short fiction and how these perspectives affect our own <b>perception of societal issues</b>.</p>	<ul style="list-style-type: none"> <li>● Readers silence their biases and judgements when trying to understand someone's feelings or situations. <ul style="list-style-type: none"> <li>○ Readers make note of the perspective of others and recognize another's perspective as truth, seeing the world as others see it, even if it's not their perspective.</li> </ul> </li> <li>● When evaluating <b>perspective</b>, readers consider: <ul style="list-style-type: none"> <li>○ What is the narrator's viewpoint? Other characters' viewpoint(s)?</li> <li>○ Who holds the power in a given moment?</li> <li>○ Whose voice is missing?</li> <li>○ How is gender, race, and class portrayed by various characters?</li> <li>○ What's the political climate?</li> </ul> </li> </ul>
<p>As readers we think critically about contemporary societal issues and track their <b>prevalence</b> across both texts and real life experiences</p>	<ul style="list-style-type: none"> <li>● Readers recognize societal issues that speak to them in their <b>own lives</b>. Readers consider what about a particular issue grabs their attention (criteria).</li> <li>● Readers recognize societal issues in a particular <b>text</b>. Readers <b>track</b> a select societal issue in a text by... <ul style="list-style-type: none"> <li>○ Looking at how <b>characters</b> are impacted by the presence of this societal issue (identity, power, etc.)</li> <li>○ Looking at how the <b>society</b> within the text allows for this societal issue to exist. How does this society perpetuate this issue in order to keep certain people in power within this text?</li> </ul> </li> <li>● Readers track a particular societal issue across <b>multiple texts</b>. Readers consider how different authors portray the same issue in various ways over different texts. Readers analyze how these differences in portrayal affect the inherent meaning gleaned from the issue.</li> </ul>

As readers we make connections between fictional stories/characters and our own lived experiences in order to develop **empathy**, especially when we consider groups of people most affected by societal issues.

- Readers use texts as an opportunity for self reflection on future behavior and conduct by asking: **What is the author trying to say about the human condition?**
- Readers ask reflective questions to connect the characters' perspectives to their own lives, current events, or lives of others in order to make sense of the larger world.
- Readers consider varied ways to empathize with characters in short fiction, even when their experiences or backgrounds are different from the characters' (AC.9-12.16)
  - Readers can understand other people's feelings by connecting with a moment where they experienced that feeling.
  - Readers can communicate the understanding of another person's feelings and explain what and why they might be feeling a certain way.
- Readers consider what they have learned from texts and how this knowledge can shape and/or refine their thinking.
- Readers see that conversations are opportunities to grapple with ideas that are new or challenge our current set of beliefs and thinking.

**Please note:** The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

**NOTES FOR DIFFERENTIATION:** These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

### Suggested Resources/Technology Tools

21st Century Short Fiction titles available in Bedford textbooks:

[https://docs.google.com/document/d/1rCynz1wsvJ\\_evG2ThrJZb2RcnKM8dNcZQvtS\\_CsliWA/edit?usp=sharing](https://docs.google.com/document/d/1rCynz1wsvJ_evG2ThrJZb2RcnKM8dNcZQvtS_CsliWA/edit?usp=sharing)

Various Contemporary Short Stories

The Short Story Project: <https://www.shortstoryproject.com>

Literature & Composition, 2nd Edition

BIRCH by Thomas Chadwick (2017)

DRINKING COFFEE ELSEWHERE by ZZ Packer (2000)

And of Clay Are We Created (1989) by Isabel Allende (short story)

*Fresh Ink: An Anthology* - edited by Lamar Giles (co-founder of “We Need Diverse Books”)

Chromebooks; Databases; Turnitin.com; Applications

## Modifications

*A modification is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure.*

### **Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):**

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

### **Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):**

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
  - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
  - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
  - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
  - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.

- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- **More Differentiation Ideas** (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

### **English Language Learners (ELL):**

- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using “Think Aloud” strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction
    - Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - Wait Time
    - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - Clarifying Key Concepts in First Language
    - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - Application of Content and Language Knowledge
    - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

### **Gifted and Talented:**

- **Tiered Assignments:**
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.

- Open-Ended Assignments - **Extended Thinking**:
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

### Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence



## Unit 6

Writing Issue-Based Short Fiction (Narrative)

### Summary and Rationale

In this unit, students will be exposed to various mentor texts as they examine the characteristics of 21st century fiction. They will evaluate how writers utilize the characteristics of a contemporary narrative to convey meaning and create a story. Throughout the unit, students will learn from mentor writers and experiment with varied narrative techniques as they create and refine their own draft of a contemporary issue-based narrative. To begin, students will generate various ideas for their short stories and experiment with writing multiple entries prior to choosing one idea to formally move forward with. Writers will choose their focus from various 21st century societal issues discussed in previous reading units or select a new 21st century societal issue to examine. Writers will also deepen their understanding of varied perspectives about these issues in texts by silencing personal biases and judgements in order to understand the perspective of others with understanding and empathy. Writers will think critically about how contemporary short fiction can affect perceptions as they reflect upon their own lives. Ultimately, writers will draft, review, and edit a compelling and unique story focused around 21st century societal issues.

### Recommended Pacing

3-4 weeks

## Standards

### Reading Domain

RL.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.TS.11-12.4	Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact.
RI.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RI.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

### Writing Domain

W.NW.11-12.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>3. 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).</li> <li>4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
W.WP.11-12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience..

Speaking and Listening Domain	
SL.PE.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.II.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Language Domain	
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Interdisciplinary Connections	
Learning for Justice	
ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias
AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.
Integration of Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
Instructional Focus	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>

<ol style="list-style-type: none"> <li>1. Writers study different mentor texts that feature a contemporary narrative not only provides clarity of the particular conventions and characteristics of both the protagonist and the journey, but it enables writers to utilize real-life experiences and connections they have to other people to inform and inspire their writing. Writers also understand and analyze the structure and development of the contemporary short story and how it impacts meaning.</li> <li>2. Writers <b>construct</b> a problem, situation, or observation and its significance related to a 21st century societal issue, as well as establish other narrative elements including characterization, plot and point of view.</li> <li>3. Writers use a variety of <b>techniques</b> to create a final product and build toward a particular tone and outcome.</li> <li>4. Writers use the <b>editing</b> and revision process to clarify the overall message of a contemporary short narrative.</li> <li>5. Writers use powerful grammar moves to strengthen the clarity of their writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can studying different mentor texts featuring a contemporary narrative provide clarity of the genre and generate ideas for our own narrative writing?</li> <li>2. How do writers create a problem, situation, or observation and its significance related to 21st century societal issues?</li> <li>3. How do writers use a variety of techniques to build on one another to create a coherent whole and build toward a particular tone and outcome?</li> <li>4. How do writers utilize the revision process to clarify the overall message of contemporary short fiction?</li> <li>5. How can writers study and apply grammar moves to use in their writing?</li> </ol>
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**Evidence of Learning (Assessments)**

Formative assessments  
 Quizzes/activities that have writers apply skills learned to varied texts  
 Post Unit Assessment  
 Writing “check ins” assessed using specific rubric elements

**Objectives (SLO)**

**IMMERSION:**  
 Prior to beginning the goals below, spend some time allowing students to look at varied mentor texts from a writer’s lens. The purpose is to begin to take on the role of the writer as you identify and analyze the characteristics of narrative writing. You might want to use the questions from the chart below to support this exploration:

Type of Skill	Questions We Ask of the Mentor Texts
Author's Purpose	<ul style="list-style-type: none"> <li>* How is the author's purpose made clear in this text?</li> <li>* How does the author support this purpose?</li> </ul>
Content/ Organization/Style	<ul style="list-style-type: none"> <li>* How is this text organized and structured? How does it begin? How does it end?</li> <li>* What are the parts of this text? What ideas/topics are explored? How are the shifts from one idea to the next marked?</li> <li>* How does the writer make this writing compelling for the reader?</li> <li>* Are there certain stylistic patterns that seem to be characteristic of this writer?</li> </ul>
Grammar and Usage	<ul style="list-style-type: none"> <li>* Are there grammatical structures that are particularly useful to this genre?</li> <li>* What punctuation might be useful for establishing a student's voice within this genre?</li> <li>* Does this mentor use a particular tone or jargon?</li> </ul>

Figure 3.3 Questions We Ask of the Mentor Texts

Writers would benefit from understanding how to write narrative by collaborating with others as they explore this genre. You could even utilize (contemporary short stories) narratives so that students can see how this theme is explored by various author/perspectives. This would be best supported through shared reading and shared writing activities during immersion.

**Grammar/Language Focus:**

- Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Writers observe hyphenation conventions.
- Writers spell correctly.
- Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- Writers 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.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
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<p>Writers of contemporary narratives read and analyze different <b>mentor texts</b> to gain clarity of the genre and its structure.</p>	<ul style="list-style-type: none"> <li>● Writers study mentor texts to determine the key characteristics of writing short stories. <ul style="list-style-type: none"> <li>○ If necessary, teachers will guide students to choose mentor texts according to reading levels, skill levels, and interests.</li> </ul> </li> <li>● Writers study mentor contemporary narratives to review the structure and writers’ choices in an effort to inspire their own.</li> </ul>
<p>As writers, we construct a <b>problem, situation, or observation (and its significance)</b> related to a significant 21st century societal issue and establish the <b>elements</b> of a narrative, including characterization, plot, and point of view.</p>	<ul style="list-style-type: none"> <li>● Writers generate different ideas or purposes for a contemporary narrative and consider things that inspire them. <ul style="list-style-type: none"> <li>○ Writers may want to consider writing about... <ul style="list-style-type: none"> <li>■ Events that triggered a realization of a life lesson</li> <li>■ People/places that matter</li> <li>■ Moments of strong emotion</li> <li>■ Genres that inspire</li> <li>■ Moments of change in our lives</li> <li>■ Future aspirations</li> <li>■ Social issues</li> </ul> </li> </ul> </li> <li>● Writers may use their experience(s) to shape their decisions as they create a fictional world.</li> <li>● Writers reflect on moments of maturity and growth in their own lives or instances of ethics/integrity they have witnessed to portray a narrative short story. <ul style="list-style-type: none"> <li>○ If necessary, teachers can guide students to brainstorm acts of personal humanist growth in the form of a whole group lesson.</li> <li>○ If necessary, teachers can provide graphic organizers to assist students in organizing their thoughts.</li> </ul> </li> <li>● Writers develop characterization by incorporating indirect characterization elements (speech, thoughts, actions, reactions, etc.)</li> <li>● Writers develop a coherent plot which includes an exposition, rising action, climax, falling action, and a resolution. Writers establish a clear point of view</li> </ul>
<p>Writers use a variety of <b>techniques</b> to create a final product and <b>build toward a particular tone and outcome</b>.</p>	<ul style="list-style-type: none"> <li>● Writers use narrative techniques to develop experiences, events, and/or characters, such as: <ul style="list-style-type: none"> <li>○ Dialogue</li> <li>○ Pacing</li> <li>○ Description</li> <li>○ Reflection</li> <li>○ Multiple plot lines</li> </ul> </li> <li>● Writers use a variety of techniques to sequence events so that they build on one another to create a coherent whole and <b>build toward a particular tone and outcome</b>, including: <ul style="list-style-type: none"> <li>○ Sense of mystery</li> <li>○ Suspense</li> <li>○ Growth/moments of change</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Resolution</li> <li>○ Stagnation</li> </ul>
<p>Writers use the revision process to clarify the overall message of a contemporary narrative.</p>	<ul style="list-style-type: none"> <li>● Writers self-reflect and receive specific feedback in order to strengthen writing.</li> <li>● Writers commit to revision in order to enhance their overall structure and development of their stories. .</li> <li>● Writers choose revision strategies to help with cohesion: <ul style="list-style-type: none"> <li>○ Checklist/Rubric</li> <li>○ Partner</li> <li>○ Teacher conference</li> <li>○ Stations</li> <li>○ Passing notes activities</li> </ul> </li> <li>● Writers edit their work before considering it finished. <ul style="list-style-type: none"> <li>○ “There are many methods to choose from. It is up to each writer to decide for himself what the most effective strategy is. I will remind you of a few editing strategies you have learned before and then send you off to do as many of them as you see fit.” <ul style="list-style-type: none"> <li>■ Edit drafts with focus on: <ul style="list-style-type: none"> <li>● Spelling</li> <li>● Punctuation</li> <li>● Grammar</li> <li>● Diction</li> </ul> </li> </ul> </li> </ul> </li> <li>● Writers publish their work and share their writing.</li> </ul>
<p>Writers use powerful grammar moves to strengthen the clarity of their writing.</p>	<p>4.6: Ellipses to Introduce</p> <ul style="list-style-type: none"> <li>● Writers use ellipses to build anticipation (Patterns of Power 4.6)</li> </ul> <p>4.11: Dashes to Enclose</p> <ul style="list-style-type: none"> <li>● Writers use dashes to enclose extra details within a sentence (Patterns of Power 4.11)</li> </ul>
<p><b>Please note:</b> The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.</p> <p><b><u>NOTES FOR DIFFERENTIATION:</u></b> These suggestions can be used to support students who need accommodations, modifications, and/or extensions.</p>	



If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

### Suggested Resources/Technology Tools

Chromebooks; Databases; Turnitin.com; Applications

*Writing with Mentors* by Allison Marchetti and Rebekah O'Dell

*Beyond Literary Analysis* by Allison Marchetti and Rebekah O'Dell

Essay Rubrics: Narrative, Argument, & Informational

Writing Process Learning Progressions

*Patterns of Power: Teaching Grammar Through Reading and Writing, Grades 9-12* by Jeff Anderson, Travis Leech, and Holly Durham

### Modifications

*A modification is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure.*

#### **Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):**

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

#### **Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):**

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
  - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.

- **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
- On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
- **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- **More Differentiation Ideas** (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

### **English Language Learners (ELL):**

- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using “Think Aloud” strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction
    - Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - Wait Time
    - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - Clarifying Key Concepts in First Language

- English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - Application of Content and Language Knowledge
    - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

**Gifted and Talented:**

- **Tiered Assignments:**
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

**Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

## Unit 7

### Reflecting on Identity and Beliefs to Make Independent Reading Choices

#### Summary and Rationale

In this unit, students will reflect on their identities and how those identities have informed and shaped their beliefs. The next step is to use that information to begin to figure out their “post high school” reading identity and start to make independent non-fiction reading choices centered around those passions and interests. While light “beach reads” are fun and a valid component of independent reading, students will be able to differentiate between this type of independent reading versus reading for a specific, socially minded purpose. Students may also reflect on the types of issues they are engaging with in various forms of media: people they follow on social media, series/documentaries they watch on streaming services, etc. This may help inform students’ independent reading choices. Students may also want to access shorter texts (academic journals, podcasts, YouTube videos, articles, etc.) to focus their lens before ultimately committing to a full length nonfiction independent reading book that will become the anchor for their capstone project in the final unit.

#### Recommended Pacing

4-5 weeks

#### Standards

##### Reading Domain

RI.CR.11-12.1.	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11-12.2.	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RI.IT.11-12.3.	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11-12.4.	Evaluate the author’s choices concerning the structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11-12.5.	Analyze an author’s purpose in a text, distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11-12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).
RI.AA.11-12.7.	Describe and evaluate the reasoning in seminal US and global texts and the premises, purposes, and arguments in these works.
RI.CT.11-12.8.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
Speaking and Listening Domain	
SL.PE.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
SL.II.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.ES.11-12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.PI.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.AS.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language Domain	
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of

	strategies.
Interdisciplinary Connections	
Learning for Justice	
ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
Social Studies	
6.2	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.
6.3	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.
Integration of Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

### Instructional Focus

Enduring Understandings:	Essential Questions:
<ol style="list-style-type: none"> <li>1. Readers make personalized independent reading <b>choices</b> by reflecting on their current media choices and considering the societal issues that they are engaging with in their lives.</li> <li>2. Readers <b>locate</b> and <b>select</b> texts that serve to develop their identities, interests, and passions about specific, socially minded purposes by utilizing various resources.</li> <li>3. Readers <b>engage</b> independently and <b>actively</b> with a text using a specific lens or purpose that they have chosen as a means of exploring their own identity. This lens should be centered around a specific, socially minded purpose.</li> </ol>	<ol style="list-style-type: none"> <li>1. How do readers <b>make</b> personalized independent reading choices?</li> <li>2. How do readers <b>locate</b> and <b>select</b> quality texts that serve to develop their identities, interests, and passions about specific, socially minded purposes?</li> <li>3. How do readers read <b>actively</b> with a specific lens or purpose?</li> </ol>

### Core Reading Enduring Understandings and Essential Questions

<ul style="list-style-type: none"> <li>● Readers uncover words they do not know and the author’s intent by using various strategies to record thinking and comprehension.</li> <li>● Readers listen and collaborate to understand others’ thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>● How do readers track their thinking to uncover lessons from text, unknown words, and understand implicit meaning?</li> <li>● How is my understanding of a text expanded, explained, or challenged by my conversation with others?</li> </ul>
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### Evidence of Learning (Assessments)

Formative assessments  
Group conversations  
Reading notebook entries  
Quizzes/activities that have readers apply skills learned to varied texts

**Objectives (SLO)**

Students will know (Goals):

Students will be able to (Teaching Points):

As readers we make personalized independent reading **choices** by reflecting on our current media choices and considering the societal issues that we are engaging with in our lives.

- Readers differentiate between different **types** of reading (for pleasure vs enriching)
  - Readers will recognize that reading for fun is a valid component of independent reading; however, readers will identify and recognize the **criteria** of a more **rigorous** read.
- Readers consider the kinds of ideas, themes, and stories that **already** grab their **interest** by reflecting on what they consume on streaming services, on social media, and from other sources
- Readers engage in whole class and small group **conversations** in order to brainstorm/gather **options** for their own independent reading choices

As readers we **locate** and **select** texts that serve to develop our identities, interests, and passions about specific, socially minded purposes by utilizing various resources.

- Readers locate texts by utilizing **resources** such as Goodreads, New York Times Bestseller lists, reviews on websites, BookTok, local library recommendation lists, etc.
  - Readers actively **compare** reviews in order to make independent reading selections
- Readers effectively use search **engines** and **catalogs** to narrow down their independent reading selections
  - Teachers can model how to use **databases** such as EBSCO Host & Gale
  - Teachers can model how to use **BCCLS** library catalog (eBooks and physical books)

As readers we **actively engage** with an independent text by reading and annotating with a specific **lens** or purpose that we have chosen as a means of exploring our own identities, interests, and passions about specific, socially minded purposes.

- Readers **annotate** and/or track their thinking to uncover the driving purpose of a text and how that text reflects or possibly challenges their beliefs.
- Readers ask effective **questions** while reading texts as a means to:
  - Focus their reading
  - Delve deeper into the text
  - Clarify meaning
  - Critically reflect on what they have read
- Readers utilize **conversations** with others to sharpen the ideas they are formulating from their independent reading books, bearing in mind the ultimate goal of creating their capstone in the following unit.
- Readers consider how the information elicited from a text is shaping the type of **change** (actions they can



take in response to the societal issue) they may want to affect in the world.

**Please note:** The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Mini Lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

**NOTES FOR DIFFERENTIATION:** These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

### Suggested Resources/Technology Tools

Non Fiction Social Issues Books

Short articles

Academic databases (Ebsco, Gale)

Podcasts

YouTube

Streaming services (Netflix, Hulu, Prime, etc.)

Teachers may utilize any texts for this unit that are available in the book room.

### Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

#### **Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):**

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    - Use a variety of question types.

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### **Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.

- Utilize critical thinking to make sense of problems and persevere in solving them.
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- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence

## Unit 8

Senior Capstone: Using Identity and Beliefs to Affect Change (Informational)

### Summary and Rationale

Building off of the previous unit, students will select a global or local topic/issue, informed by their reading and research in the previous unit. Students will study mentor texts and ultimately write and present an informational capstone for a specific audience base. Early on, students will reflect upon who might need to hear this information and strategically choose an audience - it might be themselves, a brother, a friend, or a larger group. Students will experiment with the following idea: Does changing your audience change your message? To support their ability to write an effective capstone for a specific audience, students will examine models of capstones, and prepare and present their own informational capstone through reading, research, planning, rehearsing, editing, and revising their capstone through feedback. Students will effectively incorporate visual and multimedia aids/tools. Students will also consider the ethics of presenting a capstone during the research, writing, and execution of their capstone presentation. Ultimately, students will develop a capstone that responds to the course's overarching question: Who am I, and how do I use my identity and beliefs to affect change?

### Recommended Pacing

3-4 weeks

### Standards

#### Writing Domain

W.IW.11-12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.11-12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience..
W.WR.11-12.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11-12.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
Speaking and Listening Domain	
SL.PI.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.AS.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Interdisciplinary Connections	
Social Studies	
6.2	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.
Integration of Technology	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
Learning for Justice	
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias
AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>Writers understand the components of informational writing and performing an effective capstone.</li> <li>Writers make choices so that each new element of their piece builds on that which precedes it to create a unified whole.</li> <li>Writers manage the complexity of their topic through precise language choices as well as</li> </ul>	<ul style="list-style-type: none"> <li>What are the components (verbal and written) of an effective informational capstone?</li> <li>How do writers examine and convey complex ideas, concepts, and information clearly and accurately?</li> <li>How do writers make language choices to manage the complexity of their topic?</li> <li>How do writers utilize drafting and revision techniques to engage their audience with a particular</li> </ul>

<p>techniques such as metaphor, simile, and analogy.</p> <ul style="list-style-type: none"> <li>● Writers utilize drafting and revision techniques to engage their audience with a particular topic and structure an effective informational capstone by captivating their audience through the use of storytelling, questioning, and, when necessary, humor.</li> <li>● Writers utilize feedback and edit prior to finalizing their informational capstone by considering other perspectives and making meaningful changes.</li> </ul>	<p>issue and structure an effective informational capstone?</p> <ul style="list-style-type: none"> <li>● How do writers utilize feedback and editing prior to finalizing their digital publication of the informational capstone?</li> </ul>
<b>Core Writing Enduring Understanding and Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.</li> <li>● Writers need to understand who their audience is so they can make specific stylistic choices.</li> <li>● Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.</li> </ul>	<ul style="list-style-type: none"> <li>● How does a writer’s command of English grammar, mechanics, and usage contribute to effective written communication?</li> <li>● How can specific awareness of an audience affect stylistic and mechanical choices?</li> <li>● How can one most effectively utilize technology to produce, refine, publish and share writing?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>Pre-assessment Post-assessment Formative checks</p>	
<b>Objectives (SLO)</b>	
<p><b>IMMERSION:</b> Prior to beginning the goals below, spend some time allowing students to look at varied mentor texts from a writer’s lens. The purpose is to begin to take on the role of the writer as you identify and analyze the characteristics of powerful capstone. You might want to use the questions from the chart below to support this exploration:</p>	



Type of Skill	Questions We Ask of the Mentor Texts
Author's Purpose	<ul style="list-style-type: none"> <li>* How is the author's purpose made clear in this text?</li> <li>* How does the author support this purpose?</li> </ul>
Content/ Organization/Style	<ul style="list-style-type: none"> <li>* How is this text organized and structured? How does it begin? How does it end?</li> <li>* What are the parts of this text? What ideas/topics are explored? How are the shifts from one idea to the next marked?</li> <li>* How does the writer make this writing compelling for the reader?</li> <li>* Are there certain stylistic patterns that seem to be characteristic of this writer?</li> </ul>
Grammar and Usage	<ul style="list-style-type: none"> <li>* Are there grammatical structures that are particularly useful to this genre?</li> <li>* What punctuation might be useful for establishing a student's voice within this genre?</li> <li>* Does this mentor use a particular tone or jargon?</li> </ul>

Figure 3.3 Questions We Ask of the Mentor Texts

Writers would benefit from understanding how to write a capstone by collaborating with others as they explore this genre. This would be best supported through shared reading and shared writing activities during immersion.

**Grammar/Language Focus:**

- Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Writers observe hyphenation conventions.
- Writers spell correctly.
- Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- Writers acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know (Goals):	Students will be able to (Teaching Points):
As writers, we understand the <b>components</b> of writing and <b>performing</b> an <b>effective</b> informational capstone	<ul style="list-style-type: none"> <li>● Writers will study mentor texts to unpack the <b>purpose</b> of an effective informational capstone. <ul style="list-style-type: none"> <li>○ If necessary, teachers can guide students to review mentor texts according to their reading levels and interests.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Writers will study mentor texts of informational capstones and may notice the following characteristics: <ul style="list-style-type: none"> <li>○ Informational speakers start by making their audience care, using a relatable example or an intriguing idea.</li> <li>○ Informational speakers explain their ideas clearly and with conviction.</li> <li>○ Informational speakers describe their evidence and how and why their idea could be implemented.</li> <li>○ Informational speakers end by addressing how their idea could affect their audience if they were to accept it. <ul style="list-style-type: none"> <li>■ If necessary, teachers can review the ways (formats) in which students can take notes to record the characteristics.</li> </ul> </li> </ul> </li> </ul>
<p>As writers, we create a capstone that <b>engages</b> the <b>audience</b> utilizing the components of an effective informational text.</p>	<ul style="list-style-type: none"> <li>● Writers <b>carefully choose</b> a topic to create a stance on the issue and purposely select a specific audience. <ul style="list-style-type: none"> <li>○ If necessary, the teacher can conduct a mini-lesson to assist students in choosing an issue.</li> <li>○ Students might ask themselves: <ul style="list-style-type: none"> <li>■ What do I think is unjust? Why?</li> <li>■ What is unjust?</li> <li>■ Who needs to hear more about it?</li> </ul> </li> </ul> </li> <li>● Writers choose a specific audience for their capstone. <ul style="list-style-type: none"> <li>○ They might ask: Who is lacking this information and who could benefit from it?</li> </ul> </li> <li>● Writers consider the characteristics of an informational capstone and create a plan. <ul style="list-style-type: none"> <li>○ If necessary, teachers can provide graphic organizers to assist students in applying the characteristics of an informational capstone</li> </ul> </li> </ul>
<p>As writers, we utilize <b>drafting and revision</b> techniques to engage their audience with a particular issue and structure an effective informational capstone.</p>	<ul style="list-style-type: none"> <li>● Writers consider varied ways to structure a capstone so that it has a desired impact on the intended audience.</li> <li>● Writers understand who their audience is so they can make specific stylistic choices. <ul style="list-style-type: none"> <li>○ Tone</li> <li>○ Syntax</li> <li>○ Diction</li> <li>○ Imagery</li> <li>○ Visual aids</li> </ul> </li> <li>● Writers reflect upon the ideas of culture, ethics, and justice when drafting a capstone in order to revise the</li> </ul>

	product and craft it in a manner that is most effective for the audience.
As writers, we utilize feedback and edit prior to finalizing their informational capstone for oral presentation.	<ul style="list-style-type: none"> <li>● Writers seek and apply feedback to strengthen their capstone. <ul style="list-style-type: none"> <li>○ Peer-to-peer</li> <li>○ Teacher conference</li> <li>○ Self-reflection</li> </ul> </li> </ul>
As readers, writers, and thinkers we engage our audience through the production, publications and presentation of a coherent capstone by utilizing effective presentation and publication techniques. .	<ul style="list-style-type: none"> <li>● Writers will make use of necessary media and visuals displays to express information, enhance the understanding of the topic, and to add interest (based on the audience) <ul style="list-style-type: none"> <li>○ Teachers can model and share resources to help students select and understand when visuals can be used to enhance a presentation/speech.</li> </ul> </li> <li>● Writers demonstrate elements of effective capstone presentation and publishing. <ul style="list-style-type: none"> <li>○ Teachers can provide checklists and rubrics to help students prepare for finalizing the capstone.</li> <li>○ Teachers can share resources and model effective capstone building and revision techniques to support students' understanding.</li> </ul> </li> <li>● Writers demonstrate command of formal English when appropriate.</li> <li>● Writers deliver their capstone by keeping the following in mind: <ul style="list-style-type: none"> <li>○ Timing</li> <li>○ Posture</li> <li>○ Vocal Tones</li> <li>○ Gestures</li> <li>○ No use of fillers like, “uh,” “um,” and “like”</li> <li>○ Slides with pictures, graphs, infographics, tables (no text)</li> </ul> </li> </ul>

**Please note:** The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

**NOTES FOR DIFFERENTIATION:** These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing

process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

### Suggested Resources/Technology Tools

Chromebooks; databases; applications

Writing with Mentors by Allison Marchetti and Rebekah O'Dell

Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell

Essay Rubrics: Narrative, Argument, & Informational

Writing Process Learning Progressions

*Patterns of Power: Teaching Grammar Through Reading and Writing, Grades 9-12* by Jeff Anderson, Travis Leech, and Holly Durham

### Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

#### **Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):**

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

#### **Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):**

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
  - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.

- **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
- On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
- **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- **More Differentiation Ideas** (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

### **English Language Learners (ELL):**

- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using “Think Aloud” strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction
    - Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - Wait Time
    - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - Clarifying Key Concepts in First Language

- English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - Application of Content and Language Knowledge
    - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

**Gifted and Talented:**

- **Tiered Assignments:**
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

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