



# English III Honors: Advanced Language and Literature

English Language Arts Department

**Developed By:** Evan Dickerson, Michael Gurrieri

**Effective Date:** September 2024

Scope and Sequence

Month	Unit
September - Early October	Unit 1: Rhetorical Analysis of Media
Late October	Unit 2: Multimedia project
November - December	Unit 3: Critical Literary Lenses
January	Unit 4: Understanding the Canon
February	Unit 5: Disrupting the Canon
March	Unit 6: Fiction Writing
April - May	Unit 7: Syntopic Reading & Writing
June	Unit 8: Writing the College Essay

## Unit 1

### Dissecting Cultural Discourse - Rhetorical Analysis of News/Nonfiction

#### Summary and Rationale

In this introductory nonfiction unit, students will review and be introduced to various principles of composition and rhetoric. Students will begin by analyzing basic concepts including rhetorical situations and the “rhetorical triangle” (speaker, audience, subject). Students will use this information to further dissect various nonfiction texts to understand how authors use certain techniques depending on the situation. This might include using varied types of claims and evidence, rhetorical appeals, multimedia, and/or elements of style. Rather than focusing solely on argumentative nonfiction, students will use their skills of observation to determine the extent to which the lines are blurred between argumentative, persuasive, informational, and narrative texts--especially within modern news media.

#### Recommended Pacing

6 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.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.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.

##### Writing Domain

W.AW.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid
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	reasoning and relevant and sufficient evidence
Speaking & 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.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.
Language Domain	
L.SS.11-12.1.	<p>Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p>
L.VL.KL.11-12.2	<p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
Interdisciplinary Connections	
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
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• Readers identify and describe components of a rhetorical situation: the exigence, audience, writer, purpose, context, and message.</li> <li>• Readers explain how writers' choices reflect the components of various rhetorical and contextual situations (e.g. advertisements vs. social media campaigns vs. speeches).</li> <li>• Readers identify and describe the claims and evidence of any given argument.</li> <li>• Readers explain how a text (especially an argument) demonstrates understanding of an audience's beliefs, values, or needs.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we make connections and observations between what an author says and why they're saying it?</li> <li>• How do authors of news and nonfiction make specific choices to make a text more persuasive, impactful, and or cogent?</li> <li>• How do readers distinguish between different types of claims and use of evidence, and evaluate their efficacy?</li> <li>• How can an author's rhetorical choices reflect and influence the beliefs, values, or needs of a society?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	

Formative rhetorical analysis prompts  
 Routine exit slips/formative check-ins  
 “Philosophical Chairs” activity  
 Summative rhetorical analysis response

**Objectives (SLO)**

<ul style="list-style-type: none"> <li>● Readers identify and describe components of a rhetorical and contextual situation: the exigence, audience, writer, purpose, context, and message.</li> </ul>	<ul style="list-style-type: none"> <li>● Articulate and define the expectations, demands, and limitations of various rhetorical and contextual situations:           <ul style="list-style-type: none"> <li>○ Speeches</li> <li>○ Op-eds</li> <li>○ “Think Pieces”</li> <li>○ Advertisements</li> <li>○ Social media campaigns</li> <li>○ Informational news</li> </ul> </li> <li>● Analyze the exigence of a text using the “rhetorical triangle” (audience, speaker, subject)</li> <li>● Identify and evaluate the use of various rhetorical devices in a text in achieving the author’s purpose.</li> </ul>
<ul style="list-style-type: none"> <li>● Readers explain how writers’ choices reflect the components of various rhetorical and contextual situations (e.g. advertisements vs. social media campaigns vs. speeches).</li> </ul>	<ul style="list-style-type: none"> <li>● Identify how various rhetorical appeals (ethos, pathos, logos) can be used to examine the implications and impact of a text--including its exigence.</li> <li>● Analyze how authors of nonfiction use elements of style in various ways depending on their audience and purpose.           <ul style="list-style-type: none"> <li>○ Diction</li> <li>○ Figurative language</li> <li>○ Syntax</li> <li>○ Tone</li> </ul> </li> <li>● Analyze the strengths, limitations and implications of various modalities in nonfiction and news writing           <ul style="list-style-type: none"> <li>○ Images</li> <li>○ Social media posts</li> <li>○ Television</li> <li>○ Advertisements</li> <li>○ Multimedia</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Readers identify and describe the claims and evidence of any given argument.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and define various types of claims in an argument. E.g., claims of: <ul style="list-style-type: none"> <li>○ Fact</li> <li>○ Value</li> <li>○ Policy</li> </ul> </li> <li>● Identify and define various types of evidence in an argument. E.g.: <ul style="list-style-type: none"> <li>○ Personal experience</li> <li>○ Anecdotes</li> <li>○ Current Events</li> <li>○ Historical Information</li> <li>○ Expert Opinion</li> <li>○ Quantitative evidence</li> </ul> </li> <li>● Determine when and how various types of claims and evidence are used across writing styles</li> <li>● Analyze the ways in which various claims and types of evidence impact a text and influence an audience</li> </ul>
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<ul style="list-style-type: none"> <li>● Readers explain how a text (especially an argument) demonstrates understanding of an audience’s beliefs, values, or needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Synthesize multiple contemporaneous texts for use of rhetoric in order to make observations about an audience’s audience, beliefs, values, or needs.</li> <li>● Utilize historical research in order to make connections between what nonfiction authors write about, and how they write.</li> <li>● Make reasoned hypotheses about the impact of various forms of rhetoric on cultures and societies.</li> <li>● Identify and analyze logical fallacies (including visual fallacies) and examine how/why they can invade cultural/historical discourse.</li> </ul>
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**Suggested Resources/Technology Tools**

*American Literature and Rhetoric*  
NYTimes.com  
Vox.com  
The Atlantic

**Tier 1 Modifications and Accommodations**  
*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

- IEP/504:**
- 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.)

### **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 members 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

### Shaping Cultural Discourse - Multimedia Project

#### Summary and Rationale

In this creation-focused unit, students will utilize the concepts and techniques they've observed in Unit One in order to create their own multimedia project on the subject of their choosing. Students will select a topic, the context, and the method for communicating their ideas. Specifically, students will determine, based on the exigence and their own personal relationship with the topic, the extent to which their project is argumentative, informative, and/or narrative. Students are encouraged to explore the boundaries of each of these forms and blend them however is necessary to achieve their purpose. Students will work with mentor texts in order to find techniques that can help them achieve their own communicative goals. Finally, students will be expected to blend modalities for specific effects. Such modalities include written text, photography, video, graphic design (infographics), illustration/art, or visual presentation software.

#### Recommended Pacing

3 weeks

#### Standards

##### 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.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.NW.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
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; seeking out feedback and reflecting on personal writing progress; 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.
Speaking & Listening Domain	
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.
Interdisciplinary Connections	
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	
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Career Readiness, Life Literacies and Key Skills	
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<b>Enduring Understandings:</b>	<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>● Readers recognize and explain the use of patterns of development to accomplish a purpose.</li> <li>● Writers make strategic choices in a text to address a rhetorical situation.</li> <li>● Writers analyze and select evidence to develop and refine a claim.</li> <li>● Writers utilize multiple modalities simultaneously to achieve specific effects.</li> <li>● Writers use powerful grammar moves to strengthen the clarity of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● How do creators of news and nonfiction pull from multiple forms of writing (e.g. argumentative, informative, narrative) in order to achieve a specific purpose?</li> <li>● How do writers determine the strategies they use depending on the context and rhetorical situation of their writing?</li> <li>● How do writers decide on the types of evidence and claims they use in a given piece?</li> <li>● How do creators utilize various modalities like image, video, and graphics to enhance speaking and/or writing?</li> <li>● How can writers study and apply grammar moves to use in their writing?</li> </ul>		
<p><b>Evidence of Learning (Assessments)</b></p>			
<p>Immersion/mentor text study          Planning document/ "one sheet"          Frequent use of exit slips/formative check-ins          Summative multimedia project</p>			
<p><b>Objectives (SLO)</b></p>			
<ul style="list-style-type: none"> <li>● Readers recognize and explain the use of patterns of development to accomplish a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between different patterns of development in order analyze the structure of a nonfiction text             <ul style="list-style-type: none"> <li>○ Narration</li> <li>○ Description</li> <li>○ Process Analysis</li> <li>○ Exemplification</li> <li>○ Comparison/Contrast</li> <li>○ Definition</li> <li>○ Cause and Effect</li> </ul> </li> <li>● Make connections between the structure of a text and the purpose/occasion</li> <li>● Compare/contrast different narrative structures in order to determine the most</li> </ul>		

	<p>effective way of communicating a central idea in a nonfiction text</p>
<ul style="list-style-type: none"> <li>● Writers make strategic choices in a text to address a rhetorical situation.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize the “rhetorical triangle” to determine the specific craft moves they would need to achieve their purpose <ul style="list-style-type: none"> <li>○ Types of claims and evidence to include</li> <li>○ Experimenting with different openers</li> <li>○ Using paragraphing to develop and enhance cohesion</li> <li>○ Implementing techniques from various writing forms in order to achieve a specific effect <ul style="list-style-type: none"> <li>■ Figurative language</li> <li>■ Anecdotes</li> <li>■ Rhetorical appeals</li> <li>■ Defining/reformulating</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Writers analyze and select evidence to develop and refine a claim.</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize and synthesize multiple sources in order to develop a central idea or claim</li> <li>● Analyze quantitative evidence in order to refine claims and evidence</li> <li>● Utilize research, evidence, and data to formulate supporting claims</li> <li>● Cite sources appropriately within the given context of a piece</li> </ul>
<ul style="list-style-type: none"> <li>● Writers utilize multiple modalities simultaneously to achieve specific effects.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize visual texts as evidence or to support claims</li> <li>● Implement visual and or aural texts in order to achieve specific effects <ul style="list-style-type: none"> <li>○ Rhetorical appeals: <i>e.g. an image as an appeal to pathos</i></li> <li>○ Engaging readers</li> <li>○ Organization or development</li> </ul> </li> </ul>

- Writers use powerful grammar moves to strengthen the clarity of their writing.

- Commas to Enclose (Patterns of Power 4.10)
- Dashes to Enclose (Patterns of Power 4.11)

### Suggested Resources/Technology Tools

*Patterns of Power: Teaching Grammar Through Reading and Writing, Grades 9-12*

*Writing With Mentors*

*Beyond Literary Analysis*

Prezi/Canva

iMovie & other Editing software

Multimedia mentor texts

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

#### **IEP/504:**

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- Provide due date on written assignments
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### **Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

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- 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**

### **Critical Literary Lenses**

#### **Summary and Rationale**

In this literary analysis unit, students will focus on creating meaningful interpretations of fictional texts through critical reading lenses. Students will first examine a single text through various literary lenses in order to determine how we can find multiple interpretations of a text by changing our focal lens. Next, students will focus on a few chosen lenses more deeply in order to analyze how a story comments on social norms, issues, and ideas of that specific time. Ultimately, students will complete a literary analysis of a text using a lens (or lenses) and a text of their choosing.

#### **Recommended Pacing**

6 weeks

#### **Standards**

##### **Reading Domain**

RL.CR.11-12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text
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	leaves matters uncertain.
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.
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.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Speaking & 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.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.
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.VI.11-12.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Interdisciplinary Connections	
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
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> <li>● Readers select and apply specific critical lenses in order to develop multiple interpretations of a text.</li> <li>● Readers study and explore how characters reflect a range of values, beliefs, assumptions, biases and cultural norms represented by those characters.</li> <li>● Readers analyze how setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li> <li>● Readers analyze how a narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.</li> <li>● Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● How can applying different critical lenses allow for multiple readers of a text?</li> <li>● How can we use characterization to start discussions about conscious and unconscious values, beliefs, and perspectives?</li> <li>● How can we use setting to make claims about the value system of cultures and societies both in the past and present?</li> <li>● How do levels of perspective influence the ways in which we make meaning of a text? <ul style="list-style-type: none"> <li>○ Perspective of characters</li> <li>○ Perspective of the author</li> <li>○ Perspective of the reader/world</li> </ul> </li> <li>● How can we use critical literary lenses to argue for and against interpretations of a fictional text?</li> </ul>

<b>Evidence of Learning (Assessments)</b>	
<p>Pre-assessment: perspective work on characters and author in a cold read fiction text</p> <p>Formative assessments:</p> <p>Mini-lessons and guided practice using fiction and non-fiction.</p> <p>Graphic organizers and note-catchers</p> <p>Activities/ written responses that have readers apply skills learned to varied texts</p> <p>Summative literary analysis response</p>	
<b>Objectives (SLO)</b>	
<ul style="list-style-type: none"> <li>● Readers select and apply specific critical lenses in order to develop multiple interpretations of a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Define multiple critical literary lenses <ul style="list-style-type: none"> <li>○ Feminist theory</li> <li>○ Postcolonial theory</li> <li>○ Marxist theory</li> <li>○ Ecocriticism</li> <li>○ Disability studies</li> <li>○ Structuralism/Poststructuralism</li> <li>○ Reader Response theory</li> </ul> </li> <li>● Apply the questions of a given critical lens in order to develop new interpretation of a text</li> <li>● Develop multiple interpretations of a text using multiple distinct critical lenses</li> </ul>
<ul style="list-style-type: none"> <li>● Readers study and explore how characters reflect a range of values, beliefs, assumptions, biases and cultural norms represented by those characters.</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between direct and indirect characterization and analyze how these elements reveal perspective, values, and/or beliefs.</li> <li>● Utilize literary criticism as well as historical context to understand how characters can reflect specific time periods and/or perspectives.</li> <li>● Compare/contrast how conflict between characters can be used to explore larger systemic and societal issues and conversations.</li> </ul>
<ul style="list-style-type: none"> <li>● Readers analyze how setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct research that can be used to inform dominant ideologies and perspective of given time periods, cultures, and societies.</li> <li>● Record and annotate a fictional text for multiple elements of setting including time and place.</li> </ul>

<ul style="list-style-type: none"> <li>● Readers analyze how a narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze a text through multiple levels of perspective in order to develop multiple readings of a text. <ul style="list-style-type: none"> <li>○ <i>E.g. how a character’s perspective on racial injustice may differ from the author’s perspective</i></li> </ul> </li> <li>● Differentiate between implicit and explicit elements of a text, and use them to form multiple specific interpretations. <ul style="list-style-type: none"> <li>○ <i>E.g. how satire and/or irony could be misunderstood to perpetuate problematic ideology</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● Use critical lenses to formulate and develop specific literary arguments.</li> <li>● Incorporate specific textual evidence to support the reasoning associated with a specific critical lens.</li> </ul>

**Suggested Resources/Technology Tools**

*How to Interpret Literature*  
*American Literature & Rhetoric*  
Fairy Tales  
Short pop culture pieces (short films, music videos, songs, etc.)

**Tier 1 Modifications and Accommodations**  
*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

- IEP/504:**
- 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.)

### **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 members 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

### Understanding the Canon - Reading to Evaluate Fiction

#### Summary and Rationale

In this unit, readers will discover ways to evaluate texts taking into consideration the characteristics of the medium, the way it is written, the intended audience/ message, and its overall contribution to society. For this, we will read a whole class text for the purpose of modeling this type of thinking. We will discuss and challenge the notions of “classics” in order to make sense of why certain texts withstand the test of time, and the cultural, political, and aesthetic factors involved in determining the value and merit of fiction. During this unit, readers will not only think about their own experience with the text but will also consider how this text serves humans in general.

## Recommended Pacing

6 weeks

## Standards

### Reading Domain

RL.KL.11-12.2.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.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, 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.
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### Speaking & 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.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.

### Language Domain

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.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

Interdisciplinary Connections	
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
<b>Enduring Understandings:</b>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• Readers develop specific criteria for evaluating a text, and use those criteria to narrow the scope of their reading.</li> <li>• Readers determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, and they analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a book great?</li> <li>• How do authors use different literary techniques and elements to make more writing more complex, engaging, or beautiful?</li> </ul>

<ul style="list-style-type: none"> <li>• Readers analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</li> <li>• Readers discover who the author is writing for and the author’s intended message through the text.</li> <li>• Readers utilize historical and cultural context to determine the cultural capital of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• How do authors decide on how they structure a narrative, and how do those choices impact the reading experience?</li> <li>• How can a text be considered socially significant/ impactful to better understand ourselves and the world around us?</li> <li>• How does the time and place in which a text was written impact the way it is received, and its cultural/historical value?</li> </ul>
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**Evidence of Learning (Assessments)**

Notebook entries/checks  
 Formative exit slips/check-ins  
 Whole-class novel critique  
 Socratic seminar “*Does this whole class text withstand the test of time? To what extent is it still relevant today?*”

**Objectives (SLO)**

<ul style="list-style-type: none"> <li>• Readers develop specific criteria for evaluating a text, and use those criteria to narrow the scope of their reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the complexity of a character       <ul style="list-style-type: none"> <li>○ Nuance</li> <li>○ Motivation</li> <li>○ Development (e.g. static vs. dynamic)</li> </ul> </li> <li>• Evaluate the significance of the conflict, and how they can be used to further the narrative and/or reflect larger societal/cultural conversations.</li> <li>• Evaluate the development of the setting, and how it can be used to achieve specific effects       <ul style="list-style-type: none"> <li>○ Worldbuilding</li> <li>○ cultural/historical commentary</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• Readers determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, and they analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and define literary techniques and devices in a piece of fiction.</li> <li>• Analyze and evaluate the impact and effectiveness of specific literary techniques and devices</li> <li>• Utilize observations about style, tone, and techniques in order to make claims about the author’s writing style.</li> </ul>
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<ul style="list-style-type: none"> <li>● Readers analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and define multiple narrative structures in a piece of fiction <ul style="list-style-type: none"> <li>○ Linear vs. nonlinear narratives</li> <li>○ Epistolary novels</li> <li>○ Novels in verse</li> <li>○ First, second, third person perspective</li> </ul> </li> <li>● Make claims about the plot of a novel based on observations about the author’s structural choices</li> </ul>
<ul style="list-style-type: none"> <li>● Readers discover who the author is writing for and the author’s intended message through the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify multiple themes throughout the course of a text and the intended audience. <ul style="list-style-type: none"> <li>○ Who was this text written for?</li> <li>○ What group perspective is missing?</li> </ul> </li> <li>● Evaluate the gravity, relevance, and urgency of a theme. <ul style="list-style-type: none"> <li>○ Readers consider the issues being tackled by the text and explore the significance/ accuracy of the social representation.</li> </ul> </li> <li>● Explore and assess the author’s intent through story-telling techniques and if it matches the impact culturally, socially, and personally. <ul style="list-style-type: none"> <li>○ Readers reflect through critically evaluating the text and its social purpose in society. <ul style="list-style-type: none"> <li>■ How does this text mirror your experience? How does this text act as a window into a different experience from your own? How is this allowing you to learn about groups of people/ their experiences? (DI.9-12.9)</li> </ul> </li> </ul> </li> </ul>

- Readers utilize historical and cultural context to determine the cultural capital of a text.

- Conduct research into significant cultural and literary movements in order to determine how a text fits within a larger literary discourse.
- Make connections between a text and significant historical/cultural events and movements.

### Suggested Resources/Technology Tools

*The Great Gatsby* (whole class novel)

Short fiction for mini lessons

Examples of literary criticism (modern and classic)

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

#### **IEP/504:**

- 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.)

#### **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 members 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

### Disrupting The Canon - Writing Critiques (Choose a medium)

#### Summary and Rationale

In this writing focused unit, students will apply the concepts of evaluating fiction from Unit Four to texts within a medium of their choosing. Students will begin by immersing themselves in a specific medium (i.e. poetry, plays, graphic novels, film, television). They will then complete research to collect several texts that they believe are “noteworthy” in their given medium, and will be able to communicate why these chosen texts are so impactful. This will provide a baseline for established criteria as they relate to evaluating text within their chosen medium. Students will then spend the majority of the unit crafting an argumentative review of a chosen text in order to argue its place within the canon. This might include arguing why a text is “overrated,” “underrated,” or may possess some sort of specific cultural, social, political, or aesthetic value.

#### Recommended Pacing

4 weeks

#### Standards

##### Reading Domain

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.

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.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
Speaking & 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.
Language Domain	
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.VI.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
Interdisciplinary Connections	
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
<b>Enduring Understandings:</b>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• Readers conduct research into the significant and popular texts within a given genre and/or medium.</li> <li>• Readers study multiple popular texts within a given genre/medium in order to establish specific criteria for evaluation.</li> <li>• Writers use specific, established criteria to evaluate a text within a given medium and/or genre.</li> <li>• Writers incorporate research into literary, cultural and historical movements in order to make claims about the cultural capital of a text.</li> <li>• Writers use powerful grammar moves to strengthen the clarity of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we write effective critiques of a piece of fiction?</li> <li>• What are the most popular texts within a specific genre or medium, and what makes them so timeless or significant?</li> <li>• How can we use specific criteria to organize and develop a critique of a specific text?</li> <li>• What are the factors that make a text timeless and significant, and how can we use them to strengthen our arguments about the merit of any given text?</li> <li>• How can writers study and apply grammar moves to use in their writing?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
Medium research project Small group discussions Prewrite/"one-sheet" for critique Final critique	
<b>Objectives (SLO)</b>	
<ul style="list-style-type: none"> <li>• Readers conduct research into the significant and popular texts within a given genre and/or medium.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and compile lists of significant texts within a given genre, and formulate ideas or hypotheses about why they're considered worthy of merit.</li> </ul>

<ul style="list-style-type: none"> <li>• Readers study multiple popular texts within a given genre/medium in order to establish specific criteria for evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the dominant characteristics or features of a given medium. <ul style="list-style-type: none"> <li>◦ <i>E.g. evaluating a television show might include studying characterization, cinematography, art direction, dialogue, etc.</i></li> <li>◦ <i>Evaluating poetry might include use of figurative language, poetic structure, theme</i></li> </ul> </li> <li>• Look across texts to find patterns that can be used to establish criteria for evaluation</li> </ul>
<ul style="list-style-type: none"> <li>• Writers use specific, established criteria to evaluate a text within a given medium and/or genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize textual evidence from a fictional text in order to support and strengthen argumentative claims.</li> <li>• Appropriately cite and reference texts from specific modalities.</li> <li>• Consider and plan for how focus criteria can be used to organize an extended critique.</li> </ul>
<ul style="list-style-type: none"> <li>• Writers incorporate research into literary, cultural and historical movements in order to make claims about the cultural capital of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research into major literary, cultural, and historical movements.</li> <li>• Make connections between research and specific elements of a text. <ul style="list-style-type: none"> <li>◦ <i>E.g. how and why the character in a film could impact a culture or society beyond the scope of the film itself.</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• As writers, we use powerful grammar moves to strengthen the clarity of our writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Works Cited or References Page (Patterns of Power 8.4)</li> <li>• Differentiating References (Patterns of Power 8.5)</li> </ul>

**Suggested Resources/Technology Tools**

Jamboard/community posting board for sharing resources  
Mentor texts in various modalities  
Running Google docs for shared note taking

**Tier 1 Modifications and Accommodations**

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

**IEP/504:**

- 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.)

**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 members 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 Fiction

#### Summary and Rationale

In this writing focused unit, students will apply the concepts studied in the previous two units to the creation of their own fictional short story. In Units Four and Five, students will have explored how we evaluate writing, and what makes writing important or influential--whether that's socially, culturally, politically, or aesthetically. Students will focus on the craft of narrative fiction writing in order to write a piece that they would consider important or influential. This will require students to generate original themes and characters, explore the limits and opportunity of narrative structure, and refresh themselves on the conventions and style of narrative fiction writing. The summative goal is for students to understand how literary elements like theme and character are not only avenues for analysis, but can also be catalysts for creation.

#### Recommended Pacing

4 weeks

#### Standards

##### Writing Domain

W.NW.11-12.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience..

##### Speaking & 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.

##### 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.

##### Interdisciplinary Connections

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.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Writers of fiction develop dynamic, complex, and nuanced characters.</li> <li>● Writers of fiction consider how the structure of a text can impact the plot and the reading experience.</li> <li>● Writers experiment with elements of style including figurative language, diction, and syntax to consider the ways in which we craft narratives.</li> <li>● Writers consider how themes can be used to develop and impact other aspects of a short story, including plot and characterization.</li> <li>● Writers use powerful grammar moves to strengthen the clarity of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● How can we develop characters that are dynamic, complex and nuanced?</li> <li>● How can we decide on a structure for a narrative, and how will that structure impact the reading experience?</li> <li>● How can my style, diction, and syntax impact the way my story is told?</li> <li>● How can I use a theme, or a “central dramatic argument,” to develop an idea for a short story?</li> <li>● How can writers study and apply grammar moves to use in their writing?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>Short, targeted writing prompts for formative assessments</p> <ul style="list-style-type: none"> <li>● Scene exercises</li> <li>● Character profiles</li> <li>● Theme-related activities</li> </ul> <p>Writer’s workshop mini lessons  Writer’s notebook check-ins  Summative short story  Peer review/revision</p>	
<b>Objectives (SLO)</b>	

<ul style="list-style-type: none"> <li>Writers of fiction develop dynamic, complex, and nuanced characters.</li> </ul>	<ul style="list-style-type: none"> <li>Generate ideas for characters.</li> <li>Utilize strategies like freewriting and outlining to inform both direct and indirect characterization in a narrative.</li> <li>Experiment with elements including description, action, and dialogue to find interesting and unique ways to establish character.</li> </ul>
<ul style="list-style-type: none"> <li>Writers of fiction consider how the structure of a text can impact the plot and the reading experience.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize observations from mentor texts to experiment with multiple narrative structures before selecting one to organize a narrative.</li> <li>Consider the relationship between structure and point-of-view in a narrative.</li> </ul>
<ul style="list-style-type: none"> <li>Writers experiment with elements of style including figurative language, diction, and syntax to consider the ways in which we craft narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate various literary elements in order to achieve specific stylistic or tonal effects.</li> <li>Experiment with various style moves to consider their impact on elements like pace, mood, and tone.</li> </ul>
<ul style="list-style-type: none"> <li>Writers consider how themes can be used to develop and impact other aspects of a short story, including plot and characterization.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize mentor texts to draw make connections between theme, plot, and characterization.</li> <li>Generate ideas for themes and use those themes to develop a narrative</li> <li>Consider how Aristotelian narrative structure can be used to organize and draft a narrative.</li> </ul>
<ul style="list-style-type: none"> <li>Writers use powerful grammar moves to strengthen the clarity of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Parentheses to Enclose (Patterns of Power 4.12)</li> <li>Quotation Marks to Enclose Dialogue (Patterns of Power 4.13)</li> </ul>

### Suggested Resources/Technology Tools

*Consider This* - Chuck Palahniuk  
*Imaginative Writing* - Janet Burroway  
Short story mentor texts

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

### **IEP/504:**

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

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  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
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    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
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      - 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.
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  - 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 members 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

### Syntopic Reading & Writing

#### Summary and Rationale

Syntopic reading involves reading many texts involving the same topic and comparing and contrasting ideas, vocabulary, and arguments. In this capstone unit, students will reflect back on multiple units of study and incorporate multiple choice texts from throughout the course in order to practice looking “across” texts to find thematic connections. Students will first practice this with a whole class novel and a range of supplemental texts, then complete a multifaceted final project in which they select the texts and the topics they are interested in exploring. Though this will be a largely reading focused unit, students will complete multiple writing, speaking, and creation tasks in order to assess their progress as syntopic readers, but also to practice their ability to synthesize multiple fiction and nonfiction texts at once.

#### Recommended Pacing

7 weeks

#### Standards

##### Reading Domain

RL.CR.11-12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
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RL.CI.11-12.2.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
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##### 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.
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##### Speaking & 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.
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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.
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
Interdisciplinary Connections	
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



<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Readers synthesize and connect various multi-genre texts to insightfully analyze how a particular theme relates to their lives.</li> <li>● Readers acknowledge and analyze that effective writers use textual evidence from more than one text to explore a single idea.</li> <li>● Readers prepare for and participate effectively in, a range of conversations by contributing our own thoughts about thematic connections in texts and responding to the thoughts of others.</li> <li>● Writers synthesize and connect various multi-genre texts to insightfully analyze a particular theme by drafting, refining, and understanding the various elements of unbiased, fact-based writing.</li> <li>● Writers understand that effective writing of literary essays is composed of arguments emulating a variety of different stylistic techniques and structures in order for a writer to develop a unique voice.</li> <li>● Writers receive and utilize feedback to edit literary essays by ensuring that the perspective is clear and the details assert the claim in an effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>● How do readers identify, evaluate, and synthesize themes in various genres?</li> <li>● How do readers evaluate textual evidence from varied texts to explore a single idea?</li> <li>● How do readers prepare for and participate effectively in, a range of conversations by contributing our own thoughts and responding to the thoughts of others?</li> <li>● How can writers synthesize and connect various multi-genre texts to insightfully analyze a particular theme in a literary essay?</li> <li>● How can writers create arguments to support a claim in an analysis of a substantive topic as they craft literary essays?</li> <li>● How do writers give, receive, and consider feedback to strengthen and edit their literary essays?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>Formative assessments tied to whole-class novel and supplemental texts</p> <p>Frequent reading notebook check-ins</p> <p>Final syntopic project</p> <ul style="list-style-type: none"> <li>● Writing component</li> <li>● Visual/presentation component</li> <li>● Speaking/Listening component</li> </ul> <p>Mini-lessons on reading syntopically</p> <p>Mini-lessons on writing syntopically</p>	
<b>Objectives (SLO)</b>	
<ul style="list-style-type: none"> <li>● Readers synthesize and connect various multi-genre texts to insightfully analyze how a particular theme relates to their lives.</li> </ul>	<ul style="list-style-type: none"> <li>● Readers seek out and make strategic choices of texts to cultivate an aspect of a theme that is personally relevant.</li> <li>● Readers apply a thematic lens in order to make connections to identify universal ideas and issues.</li> <li>● Readers note the similarities and differences that occur between texts as they evaluate an author’s statement on a particular theme. <ul style="list-style-type: none"> <li>○ If necessary, teachers will review various formats of how to take meaningful notes to make connections between texts.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Readers analyze and articulate the nuances and variations of the writer’s portrayal and presentation of a theme throughout various texts.</li> </ul>
<ul style="list-style-type: none"> <li>● Readers acknowledge and analyze that effective writers use textual evidence from more than one text to explore a single idea.</li> </ul>	<ul style="list-style-type: none"> <li>● Readers consider an author’s stance on a particular theme and then identify compelling evidence to support the stance.</li> <li>● Readers evaluate a single idea through consideration of counterclaims and all parts of the unified whole.</li> <li>● Readers use the text in a unique way as means to challenge the norm and focus on an innovative, insightful stance.</li> </ul>
<ul style="list-style-type: none"> <li>● Readers prepare for, and participate effectively in, a range of conversations by contributing our own thoughts and responding to the thoughts of others.</li> </ul>	<ul style="list-style-type: none"> <li>● Readers record our observations and reactions to texts, compiling textual evidence to support our view of the book’s merit.</li> <li>● Readers monitor overall meaning, important concepts and themes as they read, understanding that their thinking evolves in the process.</li> </ul>
<ul style="list-style-type: none"> <li>● Writers synthesize and connect various multi-genre texts to insightfully analyze a particular theme by drafting, refining, and understanding the various elements of unbiased, fact-based writing.</li> </ul>	<ul style="list-style-type: none"> <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>
<ul style="list-style-type: none"> <li>● Writers understand that effective writing of literary essays is composed of arguments emulating a variety of different stylistic techniques and structures in order for a writer to develop a unique voice.</li> </ul>	<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 theme and cultural commentary.</li> <li>● Writers utilize textual evidence from primary texts to form their own argument and support that argument.</li> <li>● Writers use secondary sources--various reviews and/or literary criticism-- to create and enhance a compelling argument.</li> <li>● Writers using valid reasoning, and relevant and sufficient evidence to support their claim.</li> <li>● Writers ensure equity and cohesion when using sources to create balance and increase insight.</li> </ul>

- Writers receive and utilize feedback to edit literary essays by ensuring that the perspective is clear and the details assert the claim in an effective manner.

- Writers utilize past resources and feedback as a means to self-evaluate prior to producing a piece.
  - 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.
- Writers initiate improvements to their work by utilizing reflective practices and implementing best writing practice.

### Suggested Resources/Technology Tools

*Passing - Nella Larson (whole class novel)*  
 Supplemental text set for synthesis with *Passing*  
 Various presentation software for final project  
 Big List of Topics

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

#### **IEP/504:**

- 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.)

#### **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 members 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 8**

### **Writing the College Essay**

#### **Summary and Rationale**

In the final unit, students will practice the skills of narrative nonfiction writing in order to prepare to write their college essays. Students who do not plan on attending college or will not need a college essay will be given the opportunity to write a standalone personal narrative. Students will reflect on personal experience and insights gained in their lives, and understand how to craft those experiences into a college essay while adhering to the demands and expectations of the mode.

#### **Recommended Pacing**

4 weeks

#### **Standards**

Writing Domain

W.NW.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience..
Speaking & 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.
Language Domain	
L.SS.11-12.1.	Demonstrate command of the system and structure of the English language when writing or speaking.
Interdisciplinary Connections	
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
<b>Enduring Understandings:</b>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>Writers consider experiences and moments that have had an impact on their lives and identify a central focus for writing a narrative essay by anchoring in moments that matter and uncovering patterns.</li> <li>Writers revise for focus and impact, thinking about what lasting message they want to leave with their readers so that their thesis is clear and supported with a cohesive, well-developed essay.</li> <li>Writers utilize feedback to edit their narrative essays prior to publication by ensuring the essay clearly communicates meaning.</li> <li>Writers use powerful grammar moves to strengthen the clarity of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>How do writers consider experiences and moments that have had an impact on their lives and identify a central focus for writing a narrative essay?</li> <li>How do writers revise for focus and impact, thinking about what lasting message they want to leave with their readers?</li> <li>How do writers utilize feedback to edit their narrative essays prior to publication?</li> <li>How can writers study and apply grammar moves to use in their writing?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
Brainstorming reflections Immersion activities College Essay draft(s)	
<b>Objectives (SLO)</b>	
<ul style="list-style-type: none"> <li>Writers consider experiences and moments that have had an impact on their lives and identify a central focus for writing a narrative essay.</li> </ul>	<ul style="list-style-type: none"> <li>Essayists deconstruct different types of college essay prompts and make determinations about how best to structure the essay and select a genre/mode of writing or create a multi-genre piece.</li> <li>Essayists consider moments that have had an impact in their lives and looks for patterns as they work to develop a thesis/big idea for the essay. <ul style="list-style-type: none"> <li>If necessary, teachers can brainstorm in the form of a whole class lesson of various moments of impacts they have</li> </ul> </li> </ul>

read about freshmen, sophomore, and junior year.

- Essayists often find ideas for writing by thinking about issues that matter and finding stories from their lives to support the issue.
- Essayists consider moments of change in their lives and ask themselves:
  - How did things used to be?
  - How are things now?
  - How do I feel about this change?
- Essayists look for patterns to connect moments from their lives in a logical, succinct manner.
  - If necessary, teachers will provide mentor texts to guide students in developing their writing.

- Writers revise for focus and impact, thinking about what lasting message they want to leave with their readers.

- Essayists experiment with writing their “story” in different modes/genres.
- Essayists study the work of mentor authors to inform and inspire their own writing.
  - If necessary, teachers will guide students to choose mentor texts according to reading levels, skill sets, and interests.
- Essayists use narrative stories in their essays to make the writing more personal, vivid, and engaging.
  - If necessary, the teachers can conduct mini-lessons of narrative elements to assist students in developing their writing.
- Essayists angle their story to prove their thesis by underlining only the parts that support the big idea.
- Writers find the connection between their anecdotal stories to make each flow naturally and logically into the next. One way to do this is by...
  - Thinking about the most effective order of the stories.
  - Determining how one story links to the next
  - Finding the right transitional phrases to link our stories



	<ul style="list-style-type: none"> <li>● Essayists engage their readers with a clear, meaningful introduction</li> <li>● Essayists conclude their essay in an effective manner that leaves the reader with closure and a lasting impression</li> <li>● Essayists incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection</li> <li>● Essayists sequence events so that they build on one another to create a whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</li> <li>● Essayists use precise words and phrases, telling details, and sensory language.</li> <li>● Essayists vary their sentence beginnings and lengths.</li> </ul>
<ul style="list-style-type: none"> <li>● Writers utilize feedback to edit their narrative essays prior to publication.</li> </ul>	<ul style="list-style-type: none"> <li>● Essayists engage in constructive peer-review of narrative essays. <ul style="list-style-type: none"> <li>○ If necessary, teachers can conduct mini-lessons on how to provide meaningful and constructive feedback for their peers.</li> <li>○ If necessary, teachers can provide rubrics and checklists to assist the students in providing their peers with feedback.</li> </ul> </li> <li>● Essayists take out parts that don't fit or don't support the main thesis.</li> <li>● Essayists produce writing that is appropriate to task, purpose, and audience .</li> <li>● Essayists practice speaking and listening skills in preparation for a college interview</li> </ul>
<ul style="list-style-type: none"> <li>● Writers use powerful grammar moves to strengthen the clarity of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Dashes to Introduce (Patterns of Power 4.5)</li> <li>● Ellipses to Introduce (Patterns of Power 4.6)</li> </ul>
<p>Suggested Resources/Technology Tools</p>	

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