

Kenilworth Public Schools

Curriculum Guide

Content Area: English
Grade: 9
BOE Approved: 10/15/2013

Revision Date: January 2023
Submitted by: Jill Minarik
BOE Revision Approved: 2/13/23

English One Scope and Sequence

Grade Level: Ninth
2022-2023

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| Unit 1- Narrative Writing through Short Stories and Writing Workshop | Unit 2- Dystopian Fiction through Book Clubs and Argumentative Writing Workshop | Unit 3- Exploring Human Nature Through <i>Lord of the Flies</i> and Literary Analysis Writing Workshop | Unit 4- Introduction to Research through Drama and Shakespeare |
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| Weeks 1-8 | Weeks 9-20 | Weeks 21-28 | Weeks 29-38 |
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| <p><i>Unit Description:</i></p> <p>This unit will help students see that they have plenty of stories to tell because <i>they are already telling them</i>. Learning how to do it well on paper is simply a matter of studying good models, then imitating what those writers do.</p> <p>The unit starts with two weeks of structured lessons, where students study a story arc, read and analyze sample stories, and brainstorm topics until they settle on one for their own</p> | <p><i>Unit Description:</i></p> <p>Dystopian novels can challenge readers to think differently about current social and political climates and, in some instances, even inspire action. This unit aims to guide students in making connections between the individual and the society to which the individual belongs. During the unit, readers will develop skills in reading more complex fiction texts: analyzing symbolism, deepening character analysis,</p> | <p><i>Unit Description:</i></p> <p>William Golding’s classic novel, <i>Lord of the Flies</i>, will serve as the central novel of this unit. Students will also read a number of non-fiction articles, poems, and short pieces of fiction that investigate the human condition. A quotation from William Golding—“Look out. The evil is in all of us.”—acts as the central question of the unit, with students debating his statements about human nature and considering their positions on the fundamental goodness/evilness of human beings. Some of the thematic topics</p> | <p><i>Unit Description:</i></p> <p>Students explore how patterns and contrasts in language (diction, imagery, figurative language) reveal central ideas in texts and develop various motifs (light vs. dark, dreams vs. reality, high vs. low, etc.) in <i>Romeo and Juliet</i>. They come to understand how those motifs emphasize internal and external conflicts that result from love, hate, loyalty, and friendship. Students examine the extent to which characters’ reactions to conflict and opposition dictate</p> |
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| <p>piece of writing. For the remaining three weeks, students move into workshop mode, where each class begins with a mini-lesson—offering another opportunity to improve their drafts—followed by independent writing time.</p> | <p>understanding story arcs, and reading critically with questions in mind. Meanwhile, they will build on their work with reading notebooks, strengthening their ability to transfer their skills from one context to another, and supporting their increasing independence as readers and thinkers.</p> | <p>addressed are: the nature of evil, survival, order versus chaos and loss of innocence.</p> | <p>the outcomes of a situation and learn about the science and psychology behind the way teenagers think about choice, conflict, and consequence.</p> |
| <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Identify and analyze the structure of a short story (exposition, complication, climax, falling action, resolution) ● create realistic conversations using dialogue <ul style="list-style-type: none"> ○ punctuation and formatting dialogue ● use sensory details and figurative language to describe things. ● choose precise nouns and vivid verbs, a variety of sentence lengths, transitional words and phrases | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● establish discussion norms and practice questioning and discussion strategies amongst peers ● recognize and interact with the characteristics of a dystopian society ● make arguments about the impacts that society and individuals have on each other ● Maintain a readers’ notebook with dialectical journaling methods on a variety of topics: <ul style="list-style-type: none"> ○ theme ○ symbolism | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Analyze character development over time ● Identify at least two discourses seen in <i>The Lord of the Flies</i>, (good vs evil, loss of innocence, Christianity, authority vs free reign, human instinct vs morality) and use these discourses as a lens to make better meaning of the novel. ● Define what a microcosm is and how it functions in <i>The Lord of the Flies</i> to mirror our own society. ● Define literary terms seen in <i>The Lord of the Flies</i> such as imagery, point of view, symbolism, and allusion. | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Recognize characteristics of a drama. ● Analyze how an author’s choices concerning how to manipulate time create tension. ● Determine the figurative meaning of words and phrases. ● Interpret figures of speech and analyze their role in the text. ● Determine a theme in a text based on evidence. ● Analyze how complex characters develop, interact |

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| <ul style="list-style-type: none"> ● revise the content of their piece of writing ● edit, where they make changes to the mechanics of their writing | <ul style="list-style-type: none"> ○ character development ● Interact with graphic organizers to transfer skills from anchor-text work to book club ● Participate in both informal and formal discussion with both book club and full class | <ul style="list-style-type: none"> ● Consider the significance of repeated elements, themes, and symbols, ● Formulate different interpretations of author's intentions | <p>with others and advance the plot, or develop the theme.</p> <ul style="list-style-type: none"> ● Identify and explain character foil. ● Identify and explain rhetorical devices such as verbal and dramatic irony. ● Analyze how an author's choices can create such affects as mystery, tension, or surprise. ● Analyze Shakespeare's use of foreshadowing, metaphor, personification, comic relief, or oxymoron/paradox. ● Compare a drama to similar stories in different types of media. ● Write an analysis of the development of a theme or changes in a character throughout the course piece of literature. |
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Class Name: English One

Grade Level: Ninth Grade

Revision Date: 2022-2023

Unit & Title: Unit One, Narrative Writing through Short Stories and Writing Workshop

Pacing/Days: 6-8 Weeks

Unit Summary: This unit will help students see that they have plenty of stories to tell because *they are already telling them*. Learning how to do it well on paper is simply a matter of studying good models, then imitating what those writers do.

The unit starts with two weeks of structured lessons, where students study a story arc, read and analyze sample stories, and brainstorm topics until they settle on one for their own piece of writing. For the remaining three weeks, students move into workshop mode, where each class begins with a mini-lesson—offering another opportunity to improve their drafts—followed by independent writing time.

Learning Targets

Unit Big Idea: Narrative writing can help students both better understand their own identity, and express that identity to others

Unit Enduring Understandings:

- How authors use point of view and narrative voice to influence readers' interpretation
- The ways in which reading fiction deepens our interest and appreciation of life
- How exploring narrative writing can help readers better come to terms with their own identity
- How a story comes alive with literary elements like sensory language, realistic dialogue,

Unit Essential Questions:

- What role does a story's structure take part in literary interpretation?
- How does reading deepen humans' understanding of each other?
- How can analyzing literary characters' identity provide insight into your own identity?

Student Learning Targets:

Students will be able to...

- Identify and analyze the structure of a short story (exposition, complication, climax, falling action, resolution)
- create realistic conversations using dialogue

Evidence of Learning:

- Summative Assessment (narrative writing workshop assignment)
- Formative Assessments (assessing learning on each mini-unit and parts of the writing process)
- Readers Notebook
- Graphic Organizers

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| <ul style="list-style-type: none"> o punctuation and formatting dialogue ● use sensory details and figurative language to describe things. ● choose precise nouns and vivid verbs, a variety of sentence lengths, transitional words and phrases ● revise the content of their piece of writing ● edit, where they make changes to the mechanics of their writing | |
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Unit Summative Assessment:

Narrative Writing Assignment: Students will compose their own narratives, choosing from the following options:

- A student can tell a true story from their own experience, but write it as if it were a fiction piece, with fictional characters, in third person.
- A student can create a completely fictional story, but tell it in first person, which would give it the same feel of a personal narrative.
- A student can tell a true story that happened to someone else, but write it in first person, as if they were that person.

The narrative will be graded based on the following criteria:

Development

Starts with an attention-getting opening.

Includes all elements of the story arc: exposition, conflict, rising action, climax, falling action, and resolution.

Includes enough *relevant* exposition to set up the context, introduce the characters, and establish a point of view.

Uses dialogue to capture dramatic moments and develop experiences, events, and characters; avoids insignificant dialogue.

Conclusion shows how the conflict has been resolved and suggests how things will be different.

Organization

Sequences events so they unfold naturally and logically.

Gives important moments more time and “shrinks” less important time periods.

Uses a variety of transition words, phrases, and clauses to show the sequence of events and shifts from one time frame or setting to another.

Style

Uses precise words and phrases, *relevant* descriptive details, and sensory language to capture the action and convey experiences and events.

Uses a variety of sentence styles and dialogue structures.

Uses both showing *and* telling when each one is most effective.

Mechanics

Grammar, usage, capitalization, spelling, and punctuation are correct.

New Jersey State Learning Standards

NJSLS Standards:

SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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| <p>they study a story arc diagram, then analyze a few sample stories to identify the story arc elements in them</p> | |
| <p>Students are introduced to the actual narrative assignment. They review the rubric and read a completed model of a story similar to the one they will write. Then they choose a likely topic for their narrative and complete a story arc for their story.</p> | <p>1 week</p> |
| <p>Writing Workshop</p> | |
| <p>Students write quick drafts of their stories without worrying about the details. Next, they study how writers pace stories—expanding some events and shrinking others to create drama and keep things moving. Students then plan out the pacing for a longer version of their stories.</p> | <p>3 days</p> |
| <p>The rest of the unit is spent in a writer's workshop, where students work through a series of mini-lessons that help them develop different elements of narrative writing, such as dialogue, interior monologue, description, and exposition.</p> | <p>3 weeks</p> |
| <ul style="list-style-type: none"> ● Mini Lessons: <ul style="list-style-type: none"> ○ The Story Arc ○ Story Planning ○ Drafting and Pacing ○ Modes of Storytelling ○ Exposition ○ Dialogue ○ Description ○ Internal Monologue ○ Transitions ○ Opening-Ending-Title ○ Word Choice - Sentence Variety ○ Revision | |
| <p>Students shift into self-review and peer review of their stories and work toward final drafts.</p> | |
| <ul style="list-style-type: none"> ● Skills for writing workshop: <ul style="list-style-type: none"> ○ weaving exposition into a story ○ creating realistic conversations using dialogue | <p>3 days</p> |

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| <ul style="list-style-type: none"> ■ punctuation and formatting dialogue ○ using sensory details and figurative language to describe things. ○ choosing precise nouns and vivid verbs, a variety of sentence lengths, transitional words and phrases ○ how to revise, where they edit the content of the piece ○ how to edit, where they make changes to the mechanics of their writing | |
| <i>Teacher Resources & Student Tools</i> | <i>Teacher Note</i> |
| <p>Possible Essays for Mentor Texts:</p> <ul style="list-style-type: none"> ● “What White Food Meant to Me as First Generation Kid” - Lisa Ko ● “Two Kinds” - Amy Tan ● “How Watching Football Helped Me Understand People Who Deny Climate Change” - Daniel Glick ● “Black Superheroes Matter: Why a Black Panther Movie is Revolutionary” - Tre Johnson <p>Possible Essays for Short Stories:</p> <ul style="list-style-type: none"> ● “The Rights to the Streets of Memphis” Richard Wright ● Excerpts from <i>The House on Mango Street</i> - Sandra Cisneros ● “Fish Cheeks” by Amy Tan ● “A Christmas Memory” by Truman Capote | <p>Links to these essays: https://docs.google.com/spreadsheets/d/1Emub7XvbtnLAINho6GRd8-E29dx31nmKglkZlrNru7s/edit#gid=0</p> |
| Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students | |
| <p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content, student products, and assessment tools (rubrics for example) • Testing accommodations | |

- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

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| Unit & Title: Unit Two, Dystopian Fiction through Book Clubs and Argumentative Writing | |
| Pacing/Days: 10-12 Weeks | |
| Unit Summary: Dystopian novels can challenge readers to think differently about current social and political climates and, in some instances, even inspire action. This unit aims to guide students in making connections between the individual and the society to which the individual belongs. During the unit, readers will develop skills in reading more complex fiction texts: analyzing symbolism, deepening character analysis, understanding story arcs, and reading critically with questions in mind. Meanwhile, they will build on their work with reading notebooks, strengthening their ability to transfer their skills from one context to another, and supporting their increasing independence as readers and thinkers. | |
| Learning Targets | |
| Unit Big Idea: Students will explore the importance of societies' and individual's impacts on each other, which will be applied to an anchor text, book club text, and current society. | |
| Unit Enduring Understandings: <ul style="list-style-type: none"> ● Students learn from each other when they properly communicate through meaningful discussion ● Dystopian fiction often comments on present circumstances in society and warns against possible futures. ● investigating diverse governing methods and societal structures helps better understand the motives of the individuals in those societies ● examinations of fictional societies develop a better understanding of human nature | Unit Essential Questions: <ul style="list-style-type: none"> ● How can we sustain meaningful discussions with our peers about a topic? ● What does dystopian fiction teach or reveal to readers about their own society? ● How can researching the governing bodies in different societies help us better understand our own motives and beliefs? ● How do dystopian and utopian societies reveal both the positive and negative aspects of humanity? |
| Student Learning Targets: Students will be able to... <ul style="list-style-type: none"> ● establish discussion norms and practice questioning and discussion strategies amongst peers ● recognize and interact with the characteristics of a dystopian society ● make arguments about the impacts that society and individuals have on each other ● Maintain a readers' notebook with dialectical journaling methods on a variety of topics: <ul style="list-style-type: none"> o theme | Evidence of Learning: <ul style="list-style-type: none"> ● Summative Assessments (one-pager and socratic seminar) ● Formative Assessments (shorter and extended writing prompts, research assignment) ● Readers notebook ● Informal and formal discussions |

- o symbolism
- o character development
- Interact with graphic organizers to transfer skills from anchor-text work to book club
- Participate in both informal and formal discussion with both book club and full class

Unit Summative Assessment:

Dystopian Book Club One-Pager on Theme: Students will explore the following ideas in a one-pager creative assignment on an 11x 18” piece of paper:

- What are the rules/laws of this society, and how have these gone awry?
- Who has power, and who doesn’t? How do characters interact with that power (seek, submit, challenge)?
- What pressures or motivations do the characters have? How do they change?

The one-pager should include:

- An illustration of the most important image/symbol in the text
- A theme, stated and illustrated
- Quotes that communicate the theme
- illustrations or discussion of character motivations and pressures

Graded Discussions

Students will participate in a series of graded discussion, both within their group and as a full class, which will be assessed as two formative and one summative assessment.

Shortened and Extended writing assignments:

- exploring characteristics of dystopia
- making arguments about the use of technology in society
- researching current societies that display elements of dystopia and utopia
- the impact that societies and individuals have one another



NJSLS Standards:

SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Career Readiness, Life Literacies, and Key Skills (CLKS):

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

Primary Interdisciplinary Connections: (Use Font: Times, Size:12, Not Bold) (List content areas and standards)

Social Studies:

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

Computer Science and Design Thinking Standards: (Use Font: Times, Size:12, Not Bold)
 (List the standards to show integration, all K-12 curricula)

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Climate Change Standards:

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation and new forms of energy brought about social, economic and cultural changes in the world.

| Lesson Plans | |
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| <i>Teaching Points & Learning Activities</i> | <i>Timeframe</i> |
| <ul style="list-style-type: none"> ● Students establish discussion norms and practice questioning and discussion strategies <ul style="list-style-type: none"> ○ As a class we will make a list of norms that should be in place when having discussion, either within groups or as a full class ○ Norms will be posted in classroom at all times ○ Students will practice short discussions in small groups on a variety to casual topics in order to build up to more sustained discussion on their texts ● Students will recognize and interact with the characteristics of a dystopian society <ul style="list-style-type: none"> ○ Students will complete a hyderdoc webquest to explore characteristics of both a utopia and a dystopia, focusing on these elements of dystopia: <ul style="list-style-type: none"> ■ set in a future world gone awry | <p>Throughout the unit</p> |

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| <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ a society with many rules and customs characters much follow ■ characters who challenge the rules and customs ■ characters who respond in different ways to power (resist, seek, exert, submit) ■ characters that face systematic obstacles (DEI) ■ details are revealed slowly ■ archetypes ■ symbols ○ Students will explore the anchor text “The Lottery” by Shirley Jackson” as a class to find these characteristics and discover their purpose in a text <ul style="list-style-type: none"> ● Maintain a readers’ notebook with dialectical journaling methods on a variety of topics: <ul style="list-style-type: none"> ○ Activities for Readers’ notebook: <ul style="list-style-type: none"> ■ Conflict Chart (types, effects, analysis) ■ Characterization Frames ■ Story Arc Charts ■ Figurative Language ■ Word Study ■ Topic vs. Theme ■ Symbol Tracking ■ Quote analysis <ul style="list-style-type: none"> ● Make arguments about the impacts that society and individuals have on each other <ul style="list-style-type: none"> ○ Students will have 2-3 mini writing workshops throughout the unit where we come together as a class and work on creating strong claims about the societies in which their novels are taking place and the effect that individuals have on that society. Each writing workshop will take approximately 3 days, and be done as a full class, where students can get help from their groups. One of these can be a group writing activity, and given a group grade. | <p style="text-align: center;">2 weeks</p> <p style="text-align: center;">4 weeks during book club section of unit</p> <p style="text-align: center;">1-2 weeks</p> |
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| <ul style="list-style-type: none"> ● Participate in both informal and formal discussion with both book club and full class <ul style="list-style-type: none"> ○ Each book club will come up with their own topics for book-club only discussions, which will be recorded using flip grid and graded both individually (prep for discussion) and as a group (recorded discussion) ○ Students will be given a series of questions in advance, and will have time to record and prep answers to the questions. Students will have 2-3 days to complete the fishbowl discussion as a class, Students will be individually graded on prep, observations during discussion, and participation during discussion | <p>1.5 weeks</p> |
| <p><i>Teacher Resources & Student Tools</i></p> | <p><i>Teacher Note</i></p> |
| <p>Novels for the book club:</p> <ul style="list-style-type: none"> ○ The Hunger Games by Suzanne Collins ○ Scythe by Neal Shusterman ○ Legends ○ Dry by Neal Shusterman ○ Cinder by Marissa Meyer ○ The Grace Year by Kim Liggett <p>Anchor Texts:</p> <p>“The Lottery” by Shirley Jackson</p> <p>‘The Veldt’ by Ray Bradbury</p> <p>“2 B R 0 2 B” by Kurt Vonnegut</p> <ul style="list-style-type: none"> ● Tools <p>Google Classroom, Pear Deck, FlipGrid, Kami, Freckle, No Red Ink, Newsela</p> | <p>Consider using the first two parts of Scythe as an anchor text, completed over two weeks before beginning book clubs</p> |
| <p>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students</p> | |
| <p>Examples of Strategies and Practices that Support Students with Disabilities:</p> | |

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit & Title: Unit Three, Exploring Human Nature Through *Lord of the Flies* and Literary Analysis Writing Workshop

Pacing/Days: 5-7 Weeks

Unit Summary: William Golding’s classic novel, *Lord of the Flies*, will serve as the central novel of this unit. Students will also read a number of non-fiction articles, poems, and short pieces of fiction that investigate the human condition. A quotation from William Golding—“Look out. The evil is in all of us.”—acts as the central question of the unit, with students debating his statements about human nature and considering their positions on the fundamental goodness/evilness of human beings. Some of the thematic topics addressed are: the nature of evil, survival, order versus chaos and loss of innocence.

Learning Targets

Unit Big Idea: The society in which you live influences your personality, behavior, interests, and reactions to situations.

Unit Enduring Understandings:

- Power and control dynamics between individuals in society
- How the circumstances of the characters influence their behavior.
- The attractive nature of power and how individuals gain power
- How isolation can have dangerous effects on the human psyche
- The effect of a society on an individual's behavior.
- The age when an individual can be held responsible for his or her actions
- What happens to an individual when his or her society is interrupted or changed.
- What humans need in order to not only survive, but function in a society.
- What happens to civilized citizens when taken away from civilization

Unit Essential Questions:

- Is power, by its nature, corruptive? Why is it so attractive? How does one acquire power?
- Do individuals create society, or does society create individuals? How does society change individuals?
- Can a society function without authority? Who holds the power and why?
- What do you view as “evil” and do you think it is human nature to express these evil tendencies?
- Without societal norms, will humans revert back to chaos and evil instincts? How does society help individuals maintain a certain level of morality?
- How should citizens be involved in governance and leadership?
- What do humans require to do more than just survive?

Student Learning Targets:

Students will be able to...

- Analyze character development over time
- Identify at least two discourses seen in *The Lord of the Flies*, (good vs evil, loss of innocence, Christianity, authority vs free reign, human instinct vs morality) and use these discourses as a lens to make better meaning of the novel.
- Define what a microcosm is and how it functions in *The Lord of the Flies* to mirror our own society.
- Define literary terms seen in *The Lord of the Flies* such as imagery, point of view, symbolism, and allusion.
- Consider the significance of repeated elements, themes, and symbols,

Evidence of Learning:

- Summative Assessment (Essay)
- Formative Assessments:
 - Quizzes for comprehension and analysis
 - Symbol Tracking
 - Smaller Writing Assignments
 - Class Discussion
 - Readers Notebook Responses

- Formulate different interpretations of author's intentions

Unit Summative Assessment: The summative assessment for this unit will be an essay that provides learners with three choices:

1. William Golding has said that his novel *Lord of the Flies* was symbolic from the beginning until the end when the boys are rescued. During the course of the novel these symbols are constantly changing, giving us a new interpretation of the island society. Write an essay that discusses three different significant symbols from the book. Explain the significance of the symbol, why it is symbolic and how over the course of the novel that symbol changes. Make sure to explain why the changes to the symbol are significant to the interpretation of the novel.
2. Throughout the unit you have been responsible for tracking Ralph, Simon, Piggy, Jack and others.. Choose three of the characters and discuss how they develop (or don't) as the novel progresses. Does the island change them? How?
3. Throughout the novel, William Golding constantly has the reader questioning the true nature of humans-whether it is good or bad. Write an essay that discusses the idea that humans are essentially *good* **or** that humans are essentially *evil*. Choose **one side** and convince your audience with **two** detailed examples from the text and **one** detailed example from the last 50 years in history that humans are essentially *good* **or** that humans are essentially *evil*.

Other Assessments

Socratic Discussion
 Mapping out the island
 Symbolism Tracking
 Reading Check Quizzes
 Journal Responses
 Prediction Charts
 NY Times Articles' Activities

New Jersey State Learning Standards

NJSLS Standards:

SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Career Readiness, Life Literacies, and Key Skills (CLKS):

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Computer Science and Design Thinking Standards:

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

| Lesson Plans | |
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| <i>Teaching Points & Learning Activities</i> | <i>Timeframe</i> |
| Day One: Survival Quiz – would you survive in the wilderness? 25 questions to show the savvy of the survivalist. This will help students see how much their current society takes care of them, and how they would do if they suddenly lost all of this. Day Two- Day Three: <u>The Age of Responsibility</u> . Students will start by filling out a sheet that asks them to | 5 weeks |

discuss the legal age for different things in our society (voting, owning a handgun, serving in the military, etc). We will then discuss why these ages were chosen. Who decides at what age a human is responsible? We will then use two NYTimes articles that follow the trial of a 14 year-old boy who was convicted of murdering his English teacher. He was sentenced to life in prison – is he too young for such a conviction? Can you be aware of your actions at that age? What age is too young to be held accountable? Does everyone mature at the same rate? Questions to accompany the article are provided. Two days for activities, reading, and discussion.

HW: Observe the student population in your school and the various groups that exist. Look at characteristics that define and distinguish each group, such as mannerisms or clothing preferences. What do these groups have in common? In what ways do individuals behave differently when in a group versus alone? Does each group have a leader? What distinguishes the leader from other group members?

Day Four: Background information day and first reading day. First, the teacher will provide a handout with background information on Golding. Discussion of his teaching methods, his reasoning behind the novel. Students will then take notes on the historical context of the novel (1954 – post WWII) and the trend of novels at this time period. If there is time, we will begin to read Chapter One as a class. For HW, students will read to Page 20.

Day Five:Initial characterization: Direct vs. Indirect. For Day Five, students will be given a packet of characterization charts for Piggy, Ralph, Jack, Maurice and Simon. The packet will also have a map to fill out of the island, and a place to discuss setting, as well as vocab for each chapter. Today will be spent providing an initial description of each main character, using both direct and indirect characterization. We will discuss the introductory meeting of Ralph and Piggy, and analyze the beginning of their relationship. What roles are each of the boys immediately taking? What part of their personalities determines these roles?

HW for the weekend is to finish reading Chapter One, start Chapter 2 and complete vocabulary for Chapters 1-3. They will also continue working on character charts

Day Six: Symbolism Project Assigned. Today, students will be split into six groups, and each group will be assigned a symbol to follow and analyze. The symbols are the conch, Piggy's glasses, the conch, the Beast, the signal fire, and savagery (paint, hair, spear). Each group will track these symbols through the entire novel. They will be responsible for noting every time their symbol is employed, and how that symbol is creating meaning within those specific scenes. Their performance task at the end of the novel will be an essay that focuses on their specific symbol. At various times during the unit, students will get together with their groups for discussions of their symbols, and the symbol's changing significance. Students will spend the second half of class meeting with their groups and beginning the symbol tracking
HW read Chapter 3 and continue symbol tracking

Day Seven: Maslow's Hierarchy, Applied. This lesson will center around Maslow's hierarchy, which will be introduced in the first 10 minutes of class. Once the theory is explained, students will journal about which of the level's they have achieved thus far, and examples of how they knew it was achieved. We will then briefly compare answers and reasoning, before applying it to the novel. Which of the boys' basic needs are being met? What happens when the basic levels cannot be achieved? Students will discover how it applies to the level of growing chaos in the novel. How does one's community provide for some of our basic needs?
HW Chapter Four should be read by Day Nine

Day Eight: The Outsider - The first 25-30 minutes of class will be dedicated to a combination of a vocabulary quiz and questions on theme and symbols thus far in the novel. Students that finish early can work on either character charts or symbol tracking (Students should be through Chapter 4 by tomorrow. The last 15-20 minutes will be a discussion of the idea of the outsider or Other in society. It will begin with a review of various reality shows that show a confrontation with the outsider of the group.

Day Nine: Struggle for Power: Students will assess the changing relationship between Ralph and Jack as their struggle for power increases. The separation between Simon/Piggy/Ralph and Jack/ Roger/ Maurice is displayed

through their treatment of littluns, Jack's obsession with hunting, the fight over the signal fire, and Jack's abuse of Piggy. The class will split up into groups and each group will do a close reading for the previously mentioned issues. Through the reading, groups will decide who has more power in the boys' community, and why. What do these previously mentioned issues show about the struggle for power?

Day Ten: Symbol Tracking and Group Discussion.

Students will spend this class period in their symbol tracking groups. They will discuss their tracking thus far in the novel, and will also create questions for discussion of their symbol, which the entire class will answer.

HW: Read through Chapter 6 by Monday

Day Eleven: Essay Assigned – Today, the teacher will spend the first 15 minutes of class assigning an essay, based on symbol tracking assignment. Students will sign up for a mandatory writing conference.

The Nature of the Beast – We will spend the latter half of class having a discussion on the beast, and our attempt to characterize it. The class discussion will start with a presentation by the best symbol tracking group on their findings thus far, while others take notes. Then, as a class we will discuss the different things the beast can represent (devil (physical demons) or the id (inner demons)). How does Jack use the idea of the beast to his advantage?

Day Twelve – Ralph Loses Control. The class will be split up so that different groups of students use close reading skills to assess Ralph's loss of power over the boys. This day will also be about England at War and how the dead parachutist reminds the reader about the current war that the children were escaping. How does the war mirror the disintegrating society on the island? How does war symbolize disintegration of our civilization?

HW: Read Chapter 7 and finish the second half of vocab.

Thesis statements and outlines due Friday

Day Thirteen – Ralph Joins the Hunt. This lesson will cover Chapter Seven, where the boys almost kill Robert in a mockery of their unsuccessful boar/best hunt. Here Golding implies that every individual, however strong his or her instinct toward civilization and order, has an

undeniable, innate drive toward savagery. Here Jack has almost completely replaced Ralph as the head of the community, and he goes up the mountain alone. The importance of the figure of the beast in the novel cannot be overstated, for it gives Jack's tribe a common enemy (the beast), a common system of belief (their conviction that the mythical beast exists), a reason to obey Jack (protection from the beast), and even a developing system of primitive symbolism and iconography (face paint and the Lord of the Flies).

HW – Read Chapter 8. Thesis statements and outlines due Friday

Day Fourteen – The Lord of the Flies: Today will start with a 15-minute quiz on themes, symbols, and plot from Chapters 1-7. Then, the class will work on questions that have to do with Simon's discussion with LOTF. Why do the boys place the sow's head on the spear? What does this determine in terms of Jack's power, and the level of savagery on the island? In a society where the beast is real, the disintegration of civilization is complete. The class will read an article where the confrontation with the beast is biblical – is Simon the Christ figure? What does his natural goodness show the reader? Is Jack the Id, Ralph the Ego, and Piggy the SuperEgo?

HW – Essay thesis statements and outlines due tomorrow

Day Fifteen – Essay Peer Review and Workshop: The class will spend the first 20 minutes with their symbol tracking groups to discuss theses and outlines for the symbolism essay.

HW – Read Chapters 9 and 10 by Monday

Day Sixteen – Murder: Students will spend today comparing and contrasting the death of Simon and the death of Jesus Christ. We learn a great deal about the different boys' characters through their reactions to Simon's death. Piggy finds it impossible to accept any guilt for what happened. Instead, he sets his mind to rationalizing his role in the affair. Ralph refuses to accept Piggy's easy rationalization that Simon's death was accidental and insists that the death was a murder. Murder, a term associated with the rational system of law and a civilized moral code, now seems strangely at odds with the collective madness of the killing. The foreignness of the word in the context of the savagery on the island

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| <p>reminds us how far the boys have traveled along the moral spectrum since the time when they were forced to follow the rules of adults. The uselessness of the conch and the theft of Piggy’s glasses further proves that Ralph no longer holds any power. HW – Read Chapter 11, and work on final draft of essay (due next week)</p> <p>Day Seventeen –<u>Battle at Castle Rock</u> –Fight between Jack and Ralph, Sam’nEric tortured, and the death of Piggy.</p> <p>Day Eighteen – <u>Rescued</u>: As a class we will explore the culminating chapter in the novel where Jack and Ralph are rescued.</p> <p>Days Nineteen and Twenty – Viewing of the 1963 film adaptation of <i>LOTF</i>, which will be accompanied by viewing notes/discussion questions</p> <p>Day Twenty-One <u>Socratic Discussion</u></p> | |
| <p style="text-align: center;"><i>Teacher Resources & Student Tools</i></p> | <p style="text-align: center;"><i>Teacher Note</i></p> |
| <ul style="list-style-type: none"> ● Acting your Age New York Times Activities ● Copies of William Golding’s <i>Lord of the Flies</i> ● The Stanford Prison Experiment ● Freud's Theory of Id, Ego, Superego ● Maslow's Hierarchy of Needs ● Tools : - Google Classroom, Kami, CommonLit | |
| <p>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students</p> | |
| <p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content, student products, and assessment tools (rubrics for example) • Testing accommodations • Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change) | |

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit & Title: Unit Four, Introduction to Research through Drama and Shakespeare

Pacing/Days: 8 Weeks

Unit Summary: Students explore how patterns and contrasts in language (diction, imagery, figurative language) reveal central ideas in texts and develop various motifs (light vs. dark, dreams vs. reality, high vs. low, etc.) in Romeo and Juliet. They come to understand how those motifs emphasize internal and external conflicts that result from love, hate, loyalty, and friendship. Students examine the extent to which characters' reactions to conflict and opposition dictate the outcomes of a situation and learn about the science and psychology behind the way teenagers think about choice, conflict, and consequence.

Learning Targets

Unit Big Idea: How patterns and contrasts reveal meaning, the tragedy of anger and rage, the power and dangers of young love

Unit Enduring Understandings: Each enduring understanding should have an accompanying Essential Question

- Depending upon the response of the character to the conflict, and whether or

Unit Essential Questions:

- What are the ways in which a person may be shaped by conflict?
- How is speech able to define the personality of a character?

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| <p>not the end result is favorable, a character is always changed by conflict.</p> <ul style="list-style-type: none"> ● Speech is often a reflection of the inner thoughts of a character and therefore the only method in which to obtain insight into that individual. ● Action is an integral part of the performance aspect of drama and analysis of it is required to obtain a complete perspective on a character. | <ul style="list-style-type: none"> ● Why are the actions of a character integral in understanding their goals/objectives? ● How are elements of Shakespearean drama still relevant today? |
| <p>Student Learning Targets: Students will be able to...</p> <ul style="list-style-type: none"> ● Recognize characteristics of a drama. ● Analyze how an author's choices concerning how to manipulate time create tension. ● Determine the figurative meaning of words and phrases. ● Interpret figures of speech and analyze their role in the text. ● Determine a theme in a text based on evidence. ● Analyze how complex characters develop, interact with others and advance the plot, or develop the theme. ● Identify and explain character foil. ● Identify and explain rhetorical devices such as verbal and dramatic irony. ● Analyze how an author's choices can create such affects as mystery, tension, or surprise. ● Analyze Shakespeare's use of foreshadowing, metaphor, personification, comic relief, or oxymoron/paradox. ● Compare a drama to similar stories in different types of media. ● Write an analysis of the development of a theme or changes in a character throughout the course piece of literature. | <p>Evidence of Learning:</p> <ul style="list-style-type: none"> ● Summative Assessment (Tic-Tac-Toe) ● Research Assignments (webquest and writings) ● Questions for comprehension and analysis of each act ● sticky notes for each scene ● Anticipation Guide and Discussions |

Unit Summative Assessment: Romeo and Juliet Tic-Tac-Toe with the following nine options:

1. If you could change places with one of the characters in the play which one would it be? Why would you pick this character? Use specific examples and details from the story and write a short explanation of 5-6 sentences.
2. If you could give any character in the play a present to help them in the story what would you give them and why? Explain using details from the story how this would help the character using 5-6 sentences
3. *Move* the setting of the story by changing the time and the place from Verona in the 1590s. Would the play be different if the time period was more modern, or if it was in America? Describe your changes and explain how this would change the play in 5-6 sentences
4. Create two memes that relate to the play, and write an explanation of 2-3 sentences for each meme. You CANNOT use memes for this play that already exist online
- 5. Which character is the most at fault for the tragedy of the play, which ends in the death of both main characters and many others? Write ONE analytical paragraph that states who is responsible and why, talking about specific scenes to support your point. Make sure to follow the five steps of an analytical paragraph that we have been using this year (topic sentence, context, textual evidence, analysis, conclusion). 8-10 sentences**
6. Create a new character to add to the play. Describe this character and tell what role they would fill in the play, using detail. Provide examples from the play where they would be added or make an impact (6-8 sentences).
7. Create a bookmark that illustrates the story. On the back of the book mark pick 5 words that describe the play and write a sentence explaining each word. Make sure the title and author of the play are on the bookmark. You can either create this digitally, or draw it and upload a picture.
8. Write a poem that tells about a piece of the story: the plot, a character, the setting, or the conflict. The poem should be at least 10 lines in length. Write a brief explanation of the poem (3-4 sentences) and what it means to the play.
9. Write a letter to William Shakespeare explaining your thoughts about the play. What you liked, what you did not like and how you connected to the characters in the play. The letter should be 8-10 sentences long.

New Jersey State Learning Standards

NJSLS Standards: (Use Font: Times, Size:12, Not Bold) (List the standards for the subject area)

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Career Readiness, Life Literacies, and Key Skills (CLKS):

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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| <ul style="list-style-type: none"> ○ Tragic Flaw/Hero ● Prologue and Act One: Exposition <ul style="list-style-type: none"> ○ Explore Conflicts between families ○ Explore Foreshadowing with the Prince ○ Analyze Romeo’s dilemma ○ Expectations for Juliet, relationship to mother and nurse ○ Find Foils in the characters ○ Examine language in the party scene ○ Set up Protagonist/Antagonist ○ Quiz on Act One ● Act Two: Rising Action <ul style="list-style-type: none"> ○ Examine the wooing scene between R&J in terms of language and societal expectations ○ Explore rising conflict between Tybalt and Romeo ○ Analyze Friar Lawrence, his warnings and plans ○ Wedding scene: the beginning of the end ○ Research Writing Assignment ● Act Three: Climax (Turning Point) <ul style="list-style-type: none"> ○ Examine climax (deaths of Mercutio and Tybalt) and how it complicates storylines, plays with fate, sets up downfall of other characters ○ Plot complications continue with Paris and Mr. Capulet, Romeo’s banishment ● Act Four: Falling Action <ul style="list-style-type: none"> ○ Analyze and make predictions about the Friar’s plan ○ Explore Dramatic Irony in these scenes (Juliet’s ‘death’) ○ Analyze audience sympathy for characters ○ Research Writing Assignment ● Act Five: Resolution | <p style="text-align: center;">5-6 Days</p> <p style="text-align: center;">4-5 days</p> <p style="text-align: center;">3 days</p> <p style="text-align: center;">3-4 days</p> <p style="text-align: center;">2 days</p> |
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| <ul style="list-style-type: none"> ○ Fate: The mistakes with the letter, the timing of Romeo, the death of Paris, the death of Juliet ○ Examine Prince Escalus’s speech at the end, and discuss who is really punished <ul style="list-style-type: none"> ● Socratic Discussion based on Anticipation Guide ● Tic-Tac-Toe Project | <p style="text-align: center;">2 Days</p> <p style="text-align: center;">3 Days</p> |
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| <i>Teacher Resources & Student Tools</i> | <i>Teacher Note</i> |
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| <ul style="list-style-type: none"> ● Copies of <i>Romeo and Juliet</i> ● Handouts on Drama Terms ● Webquest ● Film adaptations of R&J ● Tools (add/delete as appropriate): <ul style="list-style-type: none"> -Google Classroom, Kami, Freckle, No Red Ink, Newsela, CommonLit | |

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

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