**Washington Township School District**

***The mission of the Washington Township Public Schools*** *is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

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| **Course Title:** | **Contemporary Literature Studies** |
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| **Grade Level(s):** | **10-12** |

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| **Duration:** | *Full Year:* |  | *Semester:* | **X** | *Marking Period:* |  |
| **Course Description:** | ***Contemporary Literature Studies*** is a 2.5 credit, half-year course offered to grades 10-12. This course is designed to acquaint teenage readers with high interest, modern, young-adult literature that are not part of the standard English curricula taught in grades 10-12. Students will learn to comprehend different types of writing through higher level ‘Socratic’ discussions and through making connections with media surrounding the cultural, societal, and teen issues dealt with in the readings. The purpose of this class is to create life-long readers who have a thirst for knowledge and a better understanding of the quickly changing world around them. Grades will be based on journal writes, discussions, classwork, participation, and a final project based on an independently chosen source with a similar theme as previously studied. |
| **Grading Procedures:** | **Summative Assessments: 35% OR 50 Total Points** (Projects, Published Writing, Project Based Assessments, Independent Reading)**Formative Assessments: 40% OR 25 Total Points** (Independent Reading, Student Self-Reflections, Journal writes, Socratic discussions, Classwork)**Supportive Assessments: 25% OR 10 Total Points** (Conferences, Collaborative Work, Quick Write Journal Entries, Reader Response Journals, Independent Reading) |
| **Primary Resources:**  | **Unit Core Texts:***All American Boys* by Jason Reynolds and Brendan Kiely*The 57 Bus* by Dashka Slater*Dear Evan Hansen* by Val Emmich*Speak* and *Shout* by Laurie Halse Anderson*Breathing Underwater* by Alex Finn*Scythe* by Neal Shusterman*Red Queen* by Victoria Aveyard |
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| **Washington Township Principles for Effective Teaching and Learning** |
| * Implementing a standards-based curriculum
* Facilitating a learner-centered environment
* Using academic target language and providing comprehensible instruction
* Adapting and using age-appropriate authentic materials
* Providing performance-based assessment experiences
* Infusing 21st century skills for College and Career Readiness in a global society
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| **Designed by:** | Shera Jahn |
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| **Under the Direction of:** | Melissa Barnett, Department Supervisor |

**Written: \_\_\_\_\_\_\_\_\_\_\_Summer 2019\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**BOE Approval: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Unit Title: Societal Issues** |
| **Unit Description:** Society today is changing and evolving at record speeds, and often students are left trying to keep up and understand the issues that surround them in the news and on social media. In this unit, students will read texts that address these pertinent topics such as racism, tolerance, women’s rights, etc. Students will be empowered through open discussions and will research and relate the events in the text to real life situations using technology-enhanced tools. They will discuss and understand the author’s purpose in addressing these often-controversial issues. Throughout this unit, independent reading will be an integral component of the course to allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading. |
| **Unit Duration: 1 Marking Period (approximate)** |
| **Desired Results** |
| **Standard(s):** This curriculum follows the New Jersey Student Learning Standards for English Language Arts, grades 11-12. |
| **Indicators:**

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|  | **Essential Standards** | **Supplemental Standards** |
| [**Reading**](https://www.state.nj.us/education/cccs/2016/ela/g0910.pdf#page=1) | **12.1 12.2****12.3** | **12.7** |
| [**Writing**](https://www.state.nj.us/education/cccs/2016/ela/g0910.pdf#page=5) | **12.6, 12.7** | **12.10** |
| [**Speaking and Listening**](https://www.state.nj.us/education/cccs/2016/ela/g0910.pdf#page=8) | **12.1 12.2 12.3** | **12.4 12.5 12.6** |

**Students will** cite strong and thorough textual evidence and make relevant connections.**Students will** support analysis of what the text says.**Students will** draw inferences from the text, including determining where the text leaves matters uncertain.**Students will** determine two or more themes or central ideas of a text.**Students will** analyze the development of themes over the course of the text, including how they interact and build on one another to produce a complex account. **Students will** 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).**Students will** accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially.**Students will** determine where the text leaves matters uncertain.**Students will** determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis.**Students will** provide an objective summary of the text. .**Students will** analyze how style and content contribute to the power, persuasiveness or beauty of the text.**Students will** integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**Students will** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **Students will** focus on addressing what is most significant for a specific purpose and audience.**Students will** use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**Students will** narrow or broaden the inquiry when appropriate.**Students will** synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**Students will** gather relevant information from multiple authoritative print and digital sources. **Students will** 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. **Students will** integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally).**Students will** evaluate the credibility and accuracy of each source.**Students will** 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.**Students will** present information, findings and supporting evidence clearly, concisely, and logically. **Students will** determine the content, organization, development, and style are appropriate to task, purpose, and audience.**Students** will 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. |
| **Understandings:*****Students will understand…****...*the author’s intended purpose regarding topic choice and themes...how to relate media to fiction and non-fiction texts...the struggles of minority groups...the stereotypes minority groups face in our society...how to relate themes to their own experiences and lives...how dystopias are created...who they are as a reader. | **Essential Questions:**1. **How and why has society changed?**
2. **How does media portray current events?**
3. **How does class, race, gender, religion, socioeconomic status or sexual orientation affect someone’s experience in society?**
4. **How have societal events shaped who you are, your perception of the world, and your reading identity?**
5. **What is a dystopia and why has this type of fiction become popular?**
6. **How do we relate to the characters in the texts?**
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| **Assessment Evidence** |
| **Performance Tasks:T**Students will participate in Socratic discussions.Students will create a comic strip portraying a moment in their life.Students will research victims of police brutality.Students will research how minority groups are portrayed.Students will analyze elements of dystopias. Journal writes.  | **Other Evidence:**Summative AssessmentsFormative AssessmentsSupportive AssignmentsIndividual and collaborative participation in class discussionIndependent reading conferences |
| **Benchmark**Students will relate themes to their own lives in their choice of project using technology-enhanced tools, such as Nearpod or Flipgrid.  |
| **Learning Plan** |
| **Learning Activities:***Independent Reading/Conferencing- Ongoing**Whole Class Dip and Discuss- ongoing (Book club discussions which will be teacher led in the beginning as teacher models the types of prompting questions and then will become student led as class progresses.)*Sample Learning Activities:**All American Boys**: * Puzzles of victims of police brutality, initial research of victims mentioned in the text.
* Step to the Line in which students realize their similarities.
* Create a comic strip depicting a poignant moment in their lives.
* *What Would You Do* episode about race relations in America.
* Charting key character quotes from two narrators as a class.
* Viewing *Hate U Give* and comparing character stories and growth.

***The 57 Bus***:* Whole class and student led discussions about problems students face based on socioeconomic status, race, religion, gender, sexuality, etc.
* Comparison of narrators and their family situations.
* Research psychology of teens using articles about decision making in your teens and discussion regarding the consequences of one decision.
* Research laws outlined in text regarding teen crime and incarceration.
* Examine the struggles of LGBTQ community through an interaction with GSA club.
* Students will create a story in which they talk about a decision they made that had an impact on their life and/or something they forgave someone for that affected them

***The Red Queen*** vs. ***Scythe**** Identify traits of dystopias and discuss why this type of literature and film has become so popular.
* Examine famous dystopias throughout literature and films.
* Students will be split into two groups and these will be their “Book Clubs”. Each group will be given one of the two novel choices. During the reading, students will work in their groups to determine common elements such as Protagonist, Challenges, Government, Key Quotes, Supernatural Elements, Rules and Laws, which will be shared between groups.
* This will culminate in a *Battle of the Dystopias* in which students will determine the more effective dystopia.
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| **Unit Learning Goal and Scale***(Level 2.0 reflects a minimal level of proficiency)* |
| **Standard(s):****RL.11-12.1. Make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.****RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.** **RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.****RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.**  |
| **4.0** | **Students will be able to:** * **Make deep, relevant connections to the text to help prove their argument using textual evidence and critical. analysis.**
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| **3.0** | **Students will be able to:** * **Explain connections to the text in support of their argument.**
 |
| **2.0** | **Students will be able to:*** **Organize evidence and distinguish between a strong and weak argument.**
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| **1.0** | **With help, partial success at level 2.0 content and level 3.0 content:** |
| **0.0** | **Even with help, no success** |

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| **Standard(s):****W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.****W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.** |
| **4.0** | **Students will be able to:** * **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.**
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| **3.0** | **Students will be able to:** * **Solve a problem, narrow or broaden the search inquiry, and synthesize more than one source on the subject, demonstrating partial understanding of the subject under investigation.**
 |
| **2.0** | **Students will be able to:*** **With assistance, students will develop a logical argument that supports claims in analysis of a topic.**
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| **1.0** | **With help, partial success at level 2.0 content and level 3.0 content:** |
| **0.0** | **Even with help, no success** |

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| **Unit Modifications for Special Population Students** |
| **Advanced Learners** | Greater percentage of core and supplemental texts read independently, informational texts read to support core and supplemental texts of greater complexity and length, extra help provided only upon request. |
| **Struggling Learners** | Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements, additional teacher assistance.  |
| **English Language Learners** | Sheltered English Instruction, additional teacher assistance. |
|  **Special Needs Learners** | Behavioral management plan, assistive technology, large print, printed notes, additional time for assignments, small group instruction, IEP/504/IRT requirements, additional teacher assistance |

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| **Interdisciplinary Connections** |
| **Indicators:**Analysis of media and news articles from current and past news outlets.Artistic interpretation of various themes.Musical connections made and songs analyzed. Analyze statistics from across the world and compare to United States.  |

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| **Integration of 21st Century Skills** |
| **Indicators:****Creativity and Innovation** Use a wide range of idea creation techniques (such as brainstorming). Create new and worthwhile ideas (both incremental and radical concepts). Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. \* Develop, implement and communicate new ideas to others effectively. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work. Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes. **Social and Cross-Cultural Skills** Know when it is appropriate to listen and when to speak.Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work. **Productivity and Accountability** Set and meet goals, even in the face of obstacles and competing pressures. Prioritize, plan and manage work to achieve the intended result. Demonstrate additional attributes associated with producing high quality products including the abilities to: work positively and ethically. Manage time and projects effectively. **Multi-task.** Participate actively, as well as be reliable and punctual. Present oneself professionally and with proper etiquette. Collaborate and cooperate effectively with teams. Respect and appreciate team diversity. Be accountable for results. |

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| **Unit Title: Teen Issues**  |
| **Unit Description:** One of the most confusing and emotional times in a person’s life is arguably their teenage years. New experiences emerge daily with responsibilities and expectations from all areas including their family, friends, teachers, and coaches. The pressure teenagers face in today’s society is compounded by the role of social media in their everyday lives. The rate of depression, anxiety, and suicide has risen exponentially in recent years. In this unit, students will read texts that deal with teenage issues and will relate the characters’ struggles to their lives. Students will participate in open and higher-level discussions as a class and in groups. They will examine media surrounding adolescent issues such as, but not limited to: mental health, dating, drug and alcohol abuse, and violence in relationships. Throughout this unit, independent reading will be an integral component of the course to allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading. |
| **Unit Duration: 1 Marking Period (approximate)** |
| **Desired Results** |
| **Standard(s):** This curriculum follows the New Jersey Student Learning Standards for English Language Arts, grades 11-12.

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|  | **Essential Standards** | **Supplemental Standards** |
| [**Reading**](https://www.state.nj.us/education/cccs/2016/ela/g0910.pdf#page=1) | **RL 12.1 12.2****RI 12.1 12.2** | **RL12.4 12.6 12.7 RI12.6 12.7** |
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| [**Speaking and Listening**](https://www.state.nj.us/education/cccs/2016/ela/g0910.pdf#page=8) | **SL.12.1.A-D SL.12.4** | **SL.12.2 SL.12.3** |
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| **Indicators:****Students will** cite strong and thorough textual evidence and make relevant connections.**Students will** support analysis of what the text says.**Students will** draw inferences from the text, including determining where the text leaves matters uncertain.**Students will** determine two or more themes or central ideas of a text.**Students will** analyze the development of themes over the course of the text, including how they interact and build on one another to produce a complex account. **Students will** provide an objective summary of the text. **Students will** determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning.**Students will** 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).**Students will** analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). .**Students will** accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially.**Students will** determine where the text leaves matters uncertain.**Students will** determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis.**Students will** provide an objective summary of the text. **Students will** determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective.**Students will** analyze how style and content contribute to the power, persuasiveness or beauty of the text.**Students will** integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**Students will** gather relevant information from multiple authoritative print and digital sources. **Students will** use advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience.**Students will** focus on addressing what is most significant for a specific purpose and audience.**Students will** use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**Students will** conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem. **Students will** narrow or broaden the inquiry when appropriate.**Students will** synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.. **Students will** 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. **Students will** present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. **Students will** integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.**Students will** 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. |
| **Understandings:*****Students will understand…****...how mental health is a prevalent issue in society.**...the pressures that teens face across the country.**...that students are not alone in their fears and struggles.**...how overcoming obstacles help to shape us into who we are.**...who they are as a reader.* | **Essential Questions:**1. What issues do teens face?
2. How have these issues and pressures changed with the emergence of social media?
3. How is mental health being addressed with teenagers?
4. How do we relate to the characters in the texts?
5. How have your life events shaped your reading identity?
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| **Assessment Evidence** |
| **Performance Tasks:T**Analyze the fictional account of a moment verses the poetic memoir.Write a poem depicting a life changing moment.Watch and compare film depictions and music videos to help understand themes addressed in the novel.Students will pick another source- a book, film, poem, or song-in which a theme we have already studied is illustrated in a different way and present analysis to the class.Socratic discussions. Journal writes.  | **Other Evidence:**Summative AssessmentsFormative AssessmentsSupportive AssignmentsIndividual and collaborative participation in class discussion Independent reading conferences |
| **Benchmark:**Final Project in which students will pick a book, song, poem, or novel that addresses one of the issues or themes that was examined in a previous novel. Students will present their project using a challenging, new technological resource.  |
| **Learning Plan** |
| **Learning Plan****Learning Activities:**Independent Reading/Conferencing- OngoingWhole Class Dip and Discuss- ongoing (Book club discussions which will be teacher led in the beginning as teacher models the types of prompting questions and then will become student led as class progresses.)(The following are suggested activities in support of unit learning targets.)Sample Learning Activities:***Speak/Shout:**** Examine the differences between the fictional account and the memoir text which is in poetry form.
* Discuss expectations of high school and reality of high school using movie clips (Mean Girls, HS Musical).
* Examine the “Me Too” movement in which women in society spoke about sexual assault.
* Watch film depiction of *Speak* and analyze how characters are depicted.
* Students will write a poem in any format about a life changing event in their lives which will be shared at our in class “Coffee House”.

***Dear Evan Hansen:**** Students will use FlipGrid to record letters to someone in their lives.
* Students will view various news clips regarding mental health and breaking down the stigma surrounding it.
* Read and relate to poetry from teens about anxiety and depression.
* Students will write letters to anonymous students at WTHS struggling with mental health, emphasizing that they are not alone.
* Study/analyze/critique/compose lyrics and music from the musical and relate to character’s growth and struggles.
* Find and share a popular song dealing with the struggles of mental illness.

***Breathing Underwater:**** Watch a news special on dating violence in which girls are interviewed who survived abusive relationships.
* Invite a guest speaker who is an expert in abusive relationships who will detail what signs to look for.
* Make a PSA about signs of abuse/control.
* Watch interview with author to help understand why she chose to address the cycle of abuse.
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| **Unit Learning Goal and Scale***(Level 2.0 reflects a minimal level of proficiency)* |
| **Standard(s):****RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.****RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.** **RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.****RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.**  |
| **4.0** | Students will be able to: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  |
| **3.0** | Students will be able to: * Determine two or more themes or central ideas of a text and analyze their development over the course of the text.
 |
| **2.0** | Students will be able to:* identify themes or central ideas in the text.
 |
| **1.0** | With help, partial success at level 2.0 content and level 3.0 content: |
| **0.0** | Even with help, no success |

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| **Standard(s):****SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.****A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.****B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.****C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.** **D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.** |
| **4.0** | Students will be able to: * Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grade level topics*, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.
 |
| **3.0** | Students will be able to: * initiate and participate effectively in collaborative discussions with peers, expressing their own opinions clearly.
 |
| **2.0** | Students will be able to:* With assistance, initiate and participate effectively in collaborative discussions with peers, expressing their own opinions clearly.
 |
| **1.0** | With help, partial success at level 2.0 content and level 3.0 content: |
| **0.0** | Even with help, no success |

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| **Unit Modifications for Special Population Students** |
| **Advanced Learners** | Greater percentage of core and supplemental texts read independently, informational texts read to support core and supplemental texts of greater complexity and length, extra help provided only upon request. |
| **Struggling Learners** | Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements, additional teacher assistance.  |
| **English Language Learners** | Sheltered English Instruction, additional teacher assistance. |
|  **Special Needs Learners** | Behavioral management plan, assistive technology, large print, printed notes, additional time for assignments, small group instruction, IEP/504/IRT requirements, additional teacher assistance |

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| **Interdisciplinary Connections** |
| **Indicators:**Psychology and health connections while studying mental health issues. Articles examined and news reports watched.Art and music offered as choices in projects in which students can express themselves and connect to themes. |

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| **Integration of 21st Century Skills** |
| **Indicators:****Creativity and Innovation** Use a wide range of idea creation techniques (such as brainstorming). Create new and worthwhile ideas (both incremental and radical concepts). Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. \* Develop, implement and communicate new ideas to others effectively. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work. Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes. **Social and Cross-Cultural Skills** Know when it is appropriate to listen and when to speak.Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work. **Productivity and Accountability** Set and meet goals, even in the face of obstacles and competing pressures. Prioritize, plan and manage work to achieve the intended result. Demonstrate additional attributes associated with producing high quality products including the abilities to: work positively and ethically. Manage time and projects effectively. **Multi-task.** Participate actively, as well as be reliable and punctual. Present oneself professionally and with proper etiquette. Collaborate and cooperate effectively with teams. Respect and appreciate team diversity. Be accountable for results. |