



# 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.*

<b>Course Title:</b>	<b>English 9</b>
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<b>Grade Level(s):</b>	<b>9</b>
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<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>	<i>Marking Period:</i>
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<b>Course Level Descriptions:</b>	<p style="text-align: center;"><b>College Prep English 9</b></p> <p>College Prep English 9 is a thematic study using a variety of texts encompassing reading, writing, and speaking and listening skills in a supportive environment. Students will participate in class discussions, virtual and in person collaborative activities, and writing experiences. Reading will consist of core assigned texts as well as student selected independent reading material to <i>develop</i> literacy skills and habits. Vocabulary instruction will be content and academic-based with an emphasis on self-directed acquisition and independent activities. Utilizing mentor texts, writing will be a continuous process focusing on varied modes (narrative, literary analysis, etc.). Speaking and listening activities will require students to participate in peer discussions on various topics, texts, and issues, therefore preparing them for academic and real-world situations. Assessments will be authentic, including both formative and summative. Grammar instruction will be ongoing throughout the year. A combination of any or all the following can be utilized: whole class-direct instruction, small group-focused instruction, or individualized-targeted instruction.</p> <p style="text-align: center;"><b>Honors English 9</b></p> <p>Honors English 9 is an <i>intense, progressive</i> course for the self-motivated student who displays a <i>high aptitude</i> in English. Honors English 9 is a thematic study using a large variety of texts encompassing reading, writing, and speaking and listening skills. Students will participate in <i>high-level</i> class discussions, virtual and in person collaborative activities, and writing experiences based on the core texts. Reading will consist of curriculum core texts which will <i>challenge</i> the student and <i>increase their depth</i> of understanding. Additionally, student selected reading materials will be integrated to <i>enhance</i> reading skills and instill independent reading habits. Vocabulary instruction will be content and academic-based with an emphasis on self-directed acquisition and independent activities. Utilizing mentor texts, writing will be a continuous process focusing on different modes (narrative, literary analysis, etc.). Speaking and listening activities will require students to participate in peer discussions on various topics, texts, and issues, therefore preparing them for academic and real-world situations. Grammar instruction will be ongoing</p>
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	throughout the year. A combination of any or all the following can be utilized: whole class-direct instruction, small group-focused instruction, or individualized-targeted instruction.
<b>Grading Categories/Weights:</b>	<b>Major 50% Minor 35% Supportive 15%</b>
<b>Primary Resources:</b>	<a href="#">New Jersey Student Learning Standards</a> English Department Framework and Guidelines StudySync CommonLit Newsela Unit Core Texts

## 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 21<sup>st</sup> century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Donna L. Pancari – Honors Kevin Parker – College Prep Revised by: Candace Mroz (Summer 2024)
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<b>Under the Direction of:</b>	Melissa Barnett, Department Supervisor
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**Written: July 2018**  
**Revised July 2021, August 2022, August 2024**  
**BOE Approval: \_\_\_\_\_August 2018\_\_\_\_\_**

## Unit Title: Launch Unit

*Writing Focus: Modes of Writing, Revision*

**Unit Description:** Effective writers and perceptive readers establish habits for reading, writing, revision, and collaboration. This unit introduces students to the various assignments, technology platforms, grammatical conventions and behavioral norms of English 9, thereby establishing clear expectations and enabling students to form necessary habits. This unit will also use instructional activities to build classroom community.

Grammar instruction introduced in this unit will be continued throughout the year. A combination of any or all the following can be utilized: whole class--direct instruction, small group--focused instruction, or individualized--targeted instruction.

**Unit Duration: 2-3 Weeks (approximate)**

### Desired Results

**Standard(s):** This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 9-10.

	Essential	Secondary Standards
<a href="#">Writing</a>	W.AW.9.1	
<a href="#">Language</a>	L.SS.9.1	

#### Learning Targets:

**Students will** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Students will** demonstrate command of the conventions of standard English grammar and usage when writing or speaking using parallel structure and various types of phrases and clauses.

**Students will** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, including the use of semicolons and colons.

#### Enduring Understandings:

*Students will understand...*

...how to communicate effectively across technology platforms.

...how to use the conventions of Standard English.

... how classroom communities facilitate learning.

#### Essential Questions:

How do I use grammatical conventions to effectively communicate my ideas?

How do I collaborate on work across the various platforms we use in English 9?

How can my behavior, and the behaviors of others, encourage learning?

### Assessment Evidence

**Performance Task:**  
Analytical Writing Pre-Assessment  
Grammar assessment

**Other Evidence:**  
Supportive Assignments

**Benchmarks:**

Student portfolios will be used as a measure of progress towards mastery of grade-level standards. Portfolios can include summative writing assignments, short-answer analyses, journal entries, etc.

iReady will also be administered during the launch unit as a baseline measure of grade level proficiency.

## Learning Plan

**Learning Activities:**

(The following are suggested activities in support of unit learning targets. Other activities in support of unit learning targets are possible.)

- Digital Etiquette and Learning Platforms
  - Sample Activity: Present the [Schoology FAQ](#) and have students conduct a scavenger hunt for information found on the class Schoology Page.
  - Sample Activity: Present guidelines and conduct facilitated discussion (or video conference) using [Digital Etiquette](#) document created by English Department.
  - Sample Skill Mini Lesson: Review conventions and have students send a sample email using [How to Write an Email](#).
- Building classroom communities
  - Sample Introductory Mini-Lesson: “Get to Know Me” Video – Based on “The Fourth Grade Project”, complete a FlipGrid video in which you tell me your name (as you wish to be called in class), who you live with, what you wish for, and what you worry about.
- Writing and Grammar Conventions
  - Sample Activity: Conduct assessment and revise based on comments using [Analytical Writing Pre-Assessment](#).
  - Sample Activity: Introduce students to grammatical and stylistic conventions expected in their writing. Use polls to measure student familiarity and prior knowledge.

**Instructional Resources:**

[The Fourth Grade Project](#)

[Targeted Grammar Instruction](#)

See [Toolbox of Digital Resources](#)

## Sample Clarity Statements (What? Why? How?)

**What?** Communicating effectively in different contexts (e.g., in-person versus email).

**Why?** One, to demonstrate and encourage respect from others. Two, each mode of communication – email, text, in-person conference – has different requirements to be effective, and effective communication is the only way to be heard and understood.

**How?** Practice composing an email, collaborating on a document, and revising your writing.

**What?** Collaborating with your peers (and your teacher) on a piece of writing.

**Why?** Others can see things in our writing that we often miss. By collaborating, we improve our writing more than if we work alone.

**How?** Creating, sharing, and commenting on a Microsoft Word Document using OneDrive.

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Greater complexity in writing tasks, extra help provided only upon request.
<b>Struggling Learners</b>	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.
<b>English Language Learners</b>	Sheltered English Instruction, additional teacher assistance.
<b>Special Needs Learners</b>	Behavioral management plan, assistive technology, large print, printed notes, additional time for assignments, small group instruction, IEP/504/IRT requirements, additional teacher assistance

## Interdisciplinary Connections

**Indicators:**

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

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.

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

*Creativity and Innovation*

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.

*Social and Cross-Cultural Skills.*

Conduct themselves in a respectable, professional manner.

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 ability to: work positively and ethically.

Manage time and projects effectively.

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.

## Unit One: Empathy, Understanding, and Storytelling

*Writing Mode: Informational, Narrative*

**Unit Description:** The ability to view the behavior and perspectives of others with empathy is an essential component of educational growth. This unit seeks to encourage students to understand and appreciate the experiences of others and the extent to which those experiences have shaped and defined them, as well as the potential damage to individuals and society when those perspectives are ignored. The unit then explores the link between empathy and storytelling: specifically, how a reader or audience gains empathy through listening to, watching, or reading stories. Thus, this unit emphasizes the importance of the ability to tell one's own story and hear and honor the stories of others. Students will also hear the personal stories of individuals, understanding the defining and transformative effect their own experiences have had on them and their worldview. To explore the mode of narrative writing, students will write their own narrative, choosing to focus on a large or small moment in their own lives or continuing the narrative of an individual read in class. 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 Semester (approximate)**

### Desired Results

**Standard(s):** This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 9-10.

	Essential Standards	Secondary Standards
<a href="#">Reading</a>	RL.CR.9.1; RL.IT.9.3; RI.CR.9.1	RL.CI.9.2; RI.MF.9.6
<a href="#">Writing</a>	W.NP.9.4; W.IW.9.2; W.WP.9.4	W.NW.9.3; W.RW.9.7
<a href="#">Speaking and Listening</a>	SL.PE.9.1	SL.II.9.2
<a href="#">Language</a>	L.SS.9.1	L.KL.9.2

#### Learning Targets:

**Students will** 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.

**Students will** analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Students will** demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Students will** 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.

**Students will** analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Students will** read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

**Students will** determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

**Students will** analyze and reflect on documents of historical and literary significance, including how they relate in terms of themes and significant concepts.

**Students will** read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

**Students will** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Students will** develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Students will** write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**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.

**Enduring Understandings:**

*Students will understand...*

- ...the function of narrative in personal and cultural contexts.
- ...narrative's capacity for expanding worldviews.
- ...the transformational experiences that shape their own lives and those they read.
- ...how readers engage with narratives for comprehension and pleasure.
- ...how to employ narrative techniques in their own writing.
- ...readers utilize strategies differently depending on the purpose and context of reading.
- ...writing is a craft that constantly evolves and can take on different forms depending on audience and purpose.

**Essential Questions:**

- Why is it important to tell your story?
- What can we learn from other people's stories?
- What experiences shape our lives and identities?
- What techniques do we use as writers to create effective narratives?
- What strategies do we use as readers to engage with narratives?

**Assessment Evidence**

**Performance Task:**

Students will produce evidence of effective narrative writing techniques as well as literary analysis in accordance with the GRASPS formula ([Wiggins and McTighe](#)):

Goal: to find common storytelling elements

Role: the educator

Audience: a public unfamiliar to the student

Situation: a need to the common narrative elements across cultures

Standard: established using NJSLs, mentor texts, and task-specific rubric.

*Note: While students are developing writing skills and stamina throughout this unit, a variety of tasks will include pieces of shorter length rather than fully published works.*

**Other Evidence:**

- Summative Assessments
- Formative Assessments
- Supportive Assignments
- Short-answer analyses
- Individual and collaborative participation in class discussion
- Writing conferences
- Independent reading conferences

**Benchmarks:**

Student portfolios will be used as a measure of progress towards mastery of grade-level standards. Portfolios can include a summative writing assignment, short-answer analyses, journal entries, etc.

iReady will also be used as a measure of progress towards mastery of grade-level standards.

## Learning Plan

### Learning Activities:

#### Independent Reading/Conferencing – Ongoing Vocabulary/Grammar – Ongoing

(The following are suggested activities in support of unit learning targets. Other activities in support of unit learning targets are expected.)

- Unit of Introduction: Essential Questions, Skills and Standards, and Genre
  - Sample Activity: Guided discussion (using discussion threads or video conference) and short essay - students will consider one story read in a previous year and "tell" it from the perspective of a different character in the text.
  - Sample Activity: Socratic Seminar (using discussion threads or video conference) - Do we harm each other because we lack empathy?
- Background Information/Historical Context
  - Sample Activity: Students choose to watch "This Photo Galvanized the World Against Apartheid. Here's The Story Behind It." From Time Magazine (video clip linked in resources below) or read "Soweto Uprising: How A Photo Helped End Apartheid" from Time Magazine (linked in resources below). Ask students to create Flipgrid of their reaction to the video or article and the similarities they see in our world today.
  - Sample Activity: (Using discussion threads) Consider the importance of memoir as witness to history and identify specific times where first-person accounts have added depth of understanding to historical events.
- Core Text: "My Children! My Africa!"
  - Sample Activity: (Using discussion threads), diagram and cite textual evidence to show Isabel's empathetic development.
  - Sample Activity: (Assessment) It is clear by the end of Act 1 of *My Children! My Africa!* that Thami no longer values education or sees it as a means of changing the racist policies of his country. Explain Thami's attitude toward education by the end of the act. Choose one line each from Act 1 Sc 1, Act 1 Sc 5 and Act 1 Sc 6 that demonstrate this attitude in Thami.
- Core Text: *I Am Malala*
  - Sample Activity: Students read Malala's original diary entries as published by the BBC. Breakout groups will formulate what they believe is the main difference between the diary and the narrative and provide their best example of that difference in selected excerpts from each. Students would follow up with a writing assignment contemplating the effect of the immediacy of the diary entries verses the careful retelling of events in the novel.
- Core Text: *The Odyssey*
  - Sample Activity: Write a film treatment that adapts *The Odyssey* to a new setting and includes the [industry-standard components](#) of a film treatment: logline; epic hero; opening scene; complication: first, minor obstacle; wise Person/prophet in the Underworld; second, major obstacle; resolution.
  - Sample Activity: Understanding Allusion - Read "Helen on Eighty Sixth Street", a contemporary short story, and analyze for allusions to Greek mythology and *The Odyssey*. Using discussion thread, students reflect upon allusions' effects on the short story.
  - Sample Activity: [Class Debate](#) – debating the causes of suffering in the world of *The Odyssey*.
- Core Text: *I Know Why the Caged Bird Sings*
  - Sample Activity: (Assessment) Think about an incident, person, or time of your life that had an influence on you or changed you in some way similar to the changes Maya Angelou undergoes in *I Know Why the Caged Bird Sings*. You'll have the following options to compare to your situation: Marguerite's relationship with Bailey or Momma, Bertha Flowers' influence, Marguerite's witnessing the way the white children treat Momma, or Marguerite and Bailey's feelings about their parents sending them to Stamps.
- Core Text: *Things Fall Apart*

- o Sample Activity: For Chapters 17-22, discuss as whole class how the Christian church infiltrates the lives of the clan. Independently, find evidence of their tactics and growing influence. In an essay, investigate why these tactics proved successful.
- Writing: Narrative Analysis
  - o Sample Activity: Identify elements of a personal narrative, using core and supplemental texts as mentor texts, select a narrative for independent study, identify and explain the elements found. (See Also “The Privileged Status of Story” below)
- Vocabulary: Sample Activity
  - o The vocabulary unit is assigned as self-guided practice. Once students have finished practicing with the words, the teacher assigns the quiz. Each unit can be tailored to the individual class. The teacher can add, subtract, or replace words in a pre-created list or create a list from scratch. Practice can also be assigned for any length of time and quizzes can be adjusted by word, type of question, and difficulty. (Tutorials to use the program: [How-To Videos | Vocabulary.com](#))
- Sample Skill Mini-Lesson: “Effective Opening and Closing Lines in Narrative Writing”. Using discussion threads, students submit favorite opening and closing lines from various genres (music, poetry, short stories, novels). Submissions are compiled into an online ballot; students vote on and rank them. Using discussion threads or video conferencing, students collaboratively generate a definition for and characteristics of effective opening and closing lines, then critique the opening and closing lines of their chosen narratives.

### Instructional Resources:

#### Core Texts:

Play - “*My Children! My Africa!*” by Athol Fugard  
 Memoir - *I Am Malala* by Malala Yousafzai and Christina Lamb  
 Memoir - *I Know Why the Caged Bird Sings* by Maya Angelou (excerpts)  
 Epic Poem - *The Odyssey* by Homer (excerpts)  
 Novel - *Of Mice and Men* by John Steinbeck  
 Novel - *Things Fall Apart* by Chinua Achebe (Recommended for Honors English 9)  
 Memoir - *A Long Way Gone* by Ishmael Beah

#### Additional Resources:

Text and Film Excerpts:  
 Scenes from *Hercules* (1997), *Mulan* (1998) and *Moana* (2016)  
 Scenes from *The Lord of the Rings* (2001) and *Star Wars* (1977)  
*Fruitvale Station* (2013)  
[The Diaries of Malala Yousafzai](#)

#### Articles:

“Room 226” by Hilda Bernstein  
[“Soweto Uprising: How A Photo Helped End Apartheid”](#) from *Time Magazine* (Recommended for Honors English 9)  
[“The Privileged Status of Story”](#) by Daniel Willingham  
[“The Humbling of Odysseus”](#) by Chris Hedges (Recommended for Honors English 9)

#### Poems:

“Penelope” by Dorothy Parker  
 “An Ancient Gesture” by Edna St. Vincent Millay  
 “Ozymandias” by Percy Bysshe Shelley  
 “Life Doesn’t Frighten Me” by Maya Angelou  
 “The Second Coming” by William Butler Yeats

#### Short Stories:

“Helen on Eighty-Sixth Street” by Wendy Kauffman  
 “A Christmas Memory” by Truman Capote  
 “The Scarlet Ibis” by James Hurst

Other Related Sources:

“Maya Angelou: My Childhood” Interview ([video clip](#))

“Achebe Discusses Africa 50 Years After ‘Things Fall Apart’” Interview ([video clip](#)) (Recommended for Honors English 9)

"Ishmael Beah on the Daily Show with Jon Stewart" Interview (video clip)

"This Photo Galvanized the World Against Apartheid. Here's The Story Behind It." From *Time* Magazine ([video clip](#))

Malala Yousafzai's Nobel Peace Prize Acceptance Speech ([video clip](#))

Interview with Athol Fugard at Signature Theatre ([video clip](#))

Digital Teaching Units:

[Showing Empathy](#) from *Teaching Tolerance*

[How I Am Who I Am](#) from Teaching Tolerance

[Text Set: Things Fall Apart by Chinua Achebe](#) by Newsela

**Instructional Resources:**

See [Toolbox of Digital Resources](#)

### Sample Clarity Statements for Unit Learning Targets (What? Why? How?)

**What?** Consider the connections (and differences) between the student protests of “My Children! My Africa!” and the BLM protests of 2020 in terms of themes and significant concepts.

**Why?** To better understand the power (and limits) of direct protest.

**How?** Close read and discussion of Act 1, Scene 6; viewing of film clip. Small-group and whole-group discussion.

**What?** Deciding if Okonkwo’s suicide was consistent with his character.

**Why?** Making predictions and identifying patterns is an essential component of stories.

**How?** Looking for foreshadowing statements, actions, images, etc. in the text.

**What?** Comparing Malala’s viewpoint on the purpose of education to the Taliban’s.

**Why?** This is a central conflict to Malala’s story, and closely examining their purposes for education will cause us to reconsider ours.

**How?** Taking a close look at interviews and written statements for clear, or implied, definitions of education.

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	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.
<b>Struggling Learners</b>	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.
<b>English Language Learners</b>	Sheltered English Instruction, additional teacher assistance.

<b>Special Needs Learners</b>	Behavioral management plan, assistive technology, large print, printed notes, additional time for assignments, small group instruction, IEP/504/IRT requirements, additional teacher assistance

## Interdisciplinary Connections

**Indicators:**

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Compare the point of view of two or more authors in regard to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

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.

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.

**Sample Activities:**

Students will seek a deeper understanding of the historical significance and artistic impact of Soweto Uprising and its photographic documentation as detailed in "Soweto Uprising: How A Photo Helped End Apartheid" and "This Photo Galvanized the World Against Apartheid. Here's The Story Behind It." Students will investigate the historical claims made by the author and photographer in historical research.

Students will seek a deeper understanding of the effects of Maya Angelou's experiences with abuse and prejudice as detailed in *I Know Why The Caged Bird Sings* by investigating statistical analyses of subjects gathered in scientific studies.

## Integration of 21<sup>st</sup> 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 ability 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.

# Integration of SEL Competencies

CASEL's Framework:

<https://casel.org/what-is-sel/>



## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



## Unit Two: Education and Growth

### Writing Mode Focus: Literary Analysis

#### Unit Description:

No setting is more familiar to teenage students than a classroom, yet the profound impact of education may remain abstract for them. This unit seeks to underscore the transformational potential of education, both formal and informal, and the strong connection learning can have on personal and moral growth. Students will read core texts that trace the development of a young person, considering the societal factors of the time period and today that influence that growth. Next, students will choose a focus of interest and complete a literary analysis with appropriate textual evidence as modeled in a mentor text. In addition, students will learn, recall, and apply new vocabulary using various activities to practice and reinforce skills and strategies. 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 Semester (approximate)**

## Desired Results

**Standard(s):** This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 9-10.

	Power Standards	Supporting Standards
<a href="#">Reading</a>	RL.CI.9.2; RL.IT.9.3; RI.CI.9.2 RI.TS.9.4	RL.CR.9.1
<a href="#">Writing</a>	W.AW.9.1;	W.WP.9.4; W.SE.9.6; W.RW.9.7
<a href="#">Speaking and Listening</a>	SL.PE.9.1	SL.PI.9.4; SL.AS.9.6
<a href="#">Language</a>	L.SS.9.1	L.KL.9.2

**Indicators:**

**Students will** determine one or more themes or central ideas 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.

**Students will** analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

**Students will** analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**Students will** write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

**Students will** draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

**Students will** initiate and participate effectively in a range of collaborative discussions with peers on grade 9 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Students will** demonstrate command of the system and structure of the English language when writing or speaking using parallel structure, various types of phrases, and clauses, using semicolons, colons and recognizing spelling conventions.

**Students will** apply knowledge of language to make effective choices for meaning, or style and to comprehend more fully when reading, writing, speaking or listening.

**Enduring Understandings:**

*Students will understand...*  
 ... for what ends we gain new skills and knowledge.  
 ...by what means we gain new skills and knowledge.  
 ...the connection between acquiring new skills and knowledge (“learning”) and the development of character (“growth”).  
 ...how to effectively argue a specific interpretation of literature.  
 ...how to apply a particular concept or theory to a piece of literature.  
 ...readers utilize strategies differently depending on the purpose and context of reading.  
 ...writing is a craft that constantly evolves and can take on different forms depending on audience and purpose.

**Essential Questions:**

What is the purpose of learning?  
 How do we learn?  
 What effect does learning have on our growth?  
 What makes a strong (as opposed to a weak) interpretation of literature?  
 What moves do writers make to compose an effective literary analysis that draws supportive evidence from the literature?

## Assessment Evidence

**Performance Task:**

Students will produce a literary analysis in accordance with the GRASPS formula ([Wiggins and McTighe](#)):

Goal: to apply techniques or theories of literary theory to a new text

Role: the critic

Audience: an authority on the text assessing new interpretation

Situation: selection of a critical lens and application to a text

Product: a literary analysis

Standard: established using NJSLs, mentor texts, and task-specific rubric

**Benchmarks:**

Student portfolios will be used as a measure of progress towards mastery of grade-level standards. Portfolios can include summative writing assignment, short-answer analyses, journal entries, etc.

iReady will also be used as a measure of progress towards mastery of grade-level standards.

## Learning Plan

**Learning Activities:****Independent Reading/Conferencing – Ongoing****Vocabulary/Grammar – Ongoing**

(The following are suggested activities in support of unit learning targets. Other activities in support of unit learning targets are expected.)

- Unit Introduction: Essential Questions, Skills and Standards, and Genre
  - Sample Activity: In small groups, students read excerpts from "My Children! My Africa!" or *I am Malala*. Based on the excerpts, students derive societal function of education (positive and/or negative). As a class, students discuss the societal function of American public education.
- Background Information/Genre Introduction
  - Bildungsroman (novels of education)
    - Sample Activity: Close Read of "My Heart Leaps Up" by William Wordsworth. Guide class discussion of growth, maturity, education, etc. as depicted in the poem.
    - Sample Activity: Write a journal entry about "lessons" students learned as young children. Students reflect how they learned the lesson (e.g., experience, advice, witness).
  - Drama
    - Sample Activity: View "Globe Theatre: Performance During Shakespeare's Time." Students use breakout rooms to identify and classify differences between Early Modern and contemporary theater.
    - Sample Activity: Close read of the prologue to *Romeo and Juliet*. Guide discussion to use of figures of speech, poetic format, and meter.
- Core Texts
  - *Great Expectations*
    - Sample Activity: Read "Class Passing: How Do You Learn the Rules of Being Rich?" In small groups, determine the methods each person profiled used gain social acceptance and generate recommendations for Pip.

- o *To Kill a Mockingbird*
  - Sample Activity: Read "History of Lynchings in the South Documents nearly 4000 Names" paired with Chapter 15 of *To Kill A Mockingbird* and complete close reading double entry chart. To what degree does Scout understand the danger of the crowd and the potential for disastrous consequences? What lasting effect has such historical experiences had on our people?
  - Sample Activity: Class Debate – Does the novel teach tolerance, or does it present another form of racism? ([See sample briefing](#)). Have students participate in a structured debate on the position of the novel.
- o *Speak*
  - Sample Activity: After each Marking Period of the novel, analyze poetry and express how the poem parallels Melinda's growth as a character.
  - Sample Activity: Research Cubism and discuss why Melinda would be drawn to this type of art. Why does it resonate with her? How is the author using Cubism to indirectly develop Melinda's character and the themes of the novel?
  - Sample Activity: Using discussion boards/class discussion cite textual evidence of Melinda's trauma that is both seen and unseen. What can this teach us about real life and trauma?
- o *A Long Way Gone*
  - Sample Activity: (Assessment) By this point in *A Long Way Gone*, we have seen Ishmael and his two sets of friends continue to survive under very difficult conditions. What quality or qualities do you think Ishmael and his friends possess that have aided their survival? Give at least two examples of this quality or qualities in action in Ishmael and his friends. (Optional scaffold) You may choose from the following: intelligence, ingenuity, optimism, or a sense of humor.
- o *Romeo and Juliet*.
  - Sample Activity: View Act 2, Scene 2 in both "Romeo and Juliet" (1968) and "Romeo + Juliet" (1996) and discuss use of film elements (setting, props, camera angles, blocking, etc.) to mirror imagery and which film is more successful.
  - Sample Activity: Consider rhetorical conventions present in Friar Laurence's speech to Romeo in Act 3 Scene 3, and draw parallels to another successful persuasive speech such as Emma Gonzales's delivered after the Parkland shooting.
  - Sample Activity: (Assessment) One of the first questions that any modern production of Romeo and Juliet must deal with is the why of the tragedy: why do these young lovers, along with four other people, lose their lives? A production may choose to focus on personal, political, patriarchal, or even supernatural reasons, but once the production makes that choice, everything else production needs to support it. This includes the sets, props, costumes, lighting, sound, acting, and directing. For this assignment, propose a new production of *Romeo and Juliet*. First outline the cause of the tragedy and the setting for this version of the play. Then, select one of three possible scenes (Act 1, Scene 5; Act 3, Scene 1; Act 5, Scene 3) and design its set, props, lighting, and directing.
- o *Into the Wild*
  - Sample Activity: Students will analyze "Society" by Eddie Vedder and draw specific comparisons to *Into the Wild*, next developing a playlist in small groups that would further illuminate the work.
- o *Persepolis*
  - Sample Activity: Using specific images and illustrative choices as proof, students will build an argument that *Persepolis* is best told as a graphic novel rather than a traditional memoir.
- Supplemental Texts
  - o *Marigolds*
    - Sample Activity: Students organize and debate whether one encounter as depicted in the story can have such a profound effect on a person's development.
  - o *A Tale of Two Cities* Excerpt, *Shakespeare's Globe: Twelfth Night* Excerpt
    - Sample Activity: Evaluating the validity of "mob mentality" as represented in fiction and news accounts. Read excerpt from *A Tale of Two Cities* paired with *Psychology Today* analysis of group behavior.

- Sample Activity: After viewing an excerpt from *Twelfth Night*, students vote on the most effective depiction of a woman as played by a man. What specific elements of performance lend themselves to a convincing portrayal of a woman? Do stereotypes play into such a depiction?
- Writing: Literary Analysis
  - o Sample Activity: As a class, students select a prior work from English 9. Dividing students into small groups, provide each group a brief description of a literary theory and ask group to apply to selected work.
  - o Sample Activity: Students create an annotated bibliography of three articles on student-selected topic. Annotations should cite thesis of article and evidence used.
- Vocabulary: Sample Activity
  - o The vocabulary unit is assigned as self-guided practice. Once students have finished practicing with the words, the teacher assigns the quiz. Each unit can be tailored to the individual class. The teacher can add, subtract, or replace words in a pre-created list or create a list from scratch. Practice can also be assigned for any length of time and quizzes can be adjusted by word, type of question, and difficulty. (Tutorials to use the program: [How-To Videos | Vocabulary.com](#))
- Grammar Sample Activity ([Use Semi-Colons and Commas to Separate Clauses](#))
  - o The semi colon and colon practice are assigned as self-guided practice. Once students have finished practicing with the skills, the program will generate a report of the teacher. The teacher can then tailor continued practice to individual students based on need. Tutorials on various ways to implement IXL in the classroom. ([IXL – Implementation strategies](#))
- Sample Skill Mini-Lesson: Using Textual Evidence Correctly. Close reading mentor text (Stephen King's review of *Bright's Passage*). Review citation for textual evidence for context, textual evidence, and interpretation of evidence. Students diagram additional passages for context, textual evidence, and interpretation of evidence.

## Instructional Resources:

### Core Text:

Novel - *Great Expectations* by Charles Dickens ([Recommended for Honors English 9](#))  
 Novel - *To Kill a Mockingbird* by Harper Lee  
 Novel – *Speak* by Laurie Halse Anderson  
 Memoir – *A Long Way Gone* by Ishmael Beah  
 Play - *The Tragedy of Romeo and Juliet* by William Shakespeare and either:  
 Biography - *Into the Wild* by Jon Krakauer  
 Graphic Novel - *Persepolis* by Marjane Satrapi

### Supplemental Texts:

Short Story - "Marigolds" by Eugenia W. Collier  
 Novel Excerpt - *A Tale of Two Cities* by Charles Dickens (Recommended for Honors English 9)  
 Staged Performance Excerpt - *Shakespeare's Globe: Twelfth Night* (2012) (Recommended for Honors English 9)

### Additional Resources:

Text and Film Excerpts:

*To Kill a Mockingbird* (1962)

*Scottsboro: An American Tragedy* (2000)

Scenes from *Romeo and Juliet* (1968), *Romeo + Juliet* (1996), *Shakespeare's Globe: Romeo and Juliet* (2010), *Romeo & Juliet* (2013)

Scenes from *Into the Wild* (2007)

Scenes from *Persepolis* (2007)

Essays and Speeches:

[Inaugural Address](#) of Franklin D. Roosevelt

"Three Days To See" by Helen Keller

"Letter from Birmingham City Jail" by Martin Luther King, Jr.

["Pop Culture Loves Dickens"](#) by Alice Dunaway (published student writing sample)

Articles:

["Class Passing: How Do You Learn the Rules of Being Rich?"](#) In *The Guardian*

["Deadly Force, in Black and White"](#) in ProPublica

["When Unpaid Student Loan Bills Mean You Can No Longer Work"](#) in *The New York Times* (Recommended for Honors English 9)

["Why the Teenage Brain is Drawn to Risk"](#) from Time Magazine

["Afghanistan's Romeo and Juliet, Defying Religion and Culture for Love"](#) from CNN

["The Science Behind Why People Follow the Crowd"](#) from Psychology Today

["The 1979 Iranian Revolution: How \*The Guardian\* Covered It"](#) from *The Guardian*

["Josh Ritter's Album of Appalachia"](#) by Stephen King in *The New York Times* (literary analysis mentor text)

Poems:

"My Heart Leaps Up" by William Wordsworth

"On Rebellion" by Prageeta Sharma

"Where the Sidewalk Ends" by Shel Silverstein (Recommended for Honors English 9)

"The Tragical History of Romeus and Juliet" by Arthur Brooke (Recommended for Honors English 9)

Short Stories:

"Raymond's Run" by Toni Cade Bambara

"Harrison Bergeron" by Kurt Vonnegut

Other Related Sources:

"Great Expectations" by The Gaslight Anthem ([music video](#))

"Return of the Debtors' Prison? Many Jailed For Inability to Pay Fines" by PBS News Hour ([video clip](#))

"Minority" by Green Day ([music video](#))

"Society" by Eddie Vedder from the *Into The Wild* Soundtrack ([song](#))

"Globe Theater: Performance During Shakespeare's Time" ([video clip](#))

Digital Teaching Units:

[Text To Text: \*To Kill A Mockingbird\* and 'History of Lynchings in the South'](#) from *The New York Times*

[Text Set: \*To Kill A Mockingbird\* by Harper Lee](#) from *Newsela*

[An Historical Primer on Economic \(In\)Equality](#) from *Teaching Tolerance*

[Text to Text: \*Romeo and Juliet\* and 'Montague and Capulet as Shiite and Sunni'](#) from *The New York Times*

[Text Set: \*Persepolis\* by Marjane Satrapi](#) from *Newsela*

[Paired Texts: Excerpts from \*Romeo and Juliet\*](#) from *CommonLit*

[Text Set: \*Into the Wild\* by Jon Krakauer](#) from *Newsela*

## Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

**Essential Standard(s):**

**RL.CI.9.2** Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

**RL.IT.9.3** Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

<b>RI.TS.9.4</b> Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● <b>Distinguish</b> the characteristics of bildungsroman (a literary work about growth maturation).</li> <li>● <b>Judge</b> bildungsroman characteristics in texts.</li> <li>● <b>Explain</b> the phases of growth in a work's characters.</li> <li>● <b>Investigate</b> instances of ambiguity and complexity created by the author.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● <b>Summarize</b> the characteristics of bildungsroman (a literary work about growth maturation).</li> <li>● <b>Explain</b> ways in which bildungsroman characteristics are used in texts.</li> <li>● <b>Classify</b> the phases of growth in a work's characters.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● <b>Identify</b> the characteristics of bildungsroman (a literary work about growth maturation).</li> <li>● <b>Recognize</b> bildungsroman characteristics in texts.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Learning Goal and Scale**  
*(Level 2.0 reflects a minimal level of proficiency)*

**Essential Standard(s):**

- W.AW.9.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● <b>Select and experiment with</b> various techniques of literary analysis writing to enhance the meaning and impact on the reader.</li> <li>● <b>Edit and revise</b> a literary analysis according to conventions of Standard Written English.</li> <li>● <b>Determine</b> the most suitable and interpret evidence from the text.</li> <li>● <b>Synthesize</b> and evaluate critical interpretations, incorporating them into their own literary analysis.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● <b>Compose</b> a literary analysis that includes the essential elements and follows conventions of Standards Written English.</li> <li>● <b>Edit</b> a literary analysis according to conventions of Standard Written English.</li> <li>● <b>Integrate</b> relevant evidence from the text and interpret evidence.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● <b>Draft</b> a literary analysis that includes some elements.</li> <li>● <b>Identify</b> relevant evidence from the text.</li> </ul>

<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	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
<b>Struggling Learners</b>	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
<b>English Language Learners</b>	Sheltered English Instruction, additional teacher assistance
<b>Special Needs Learners</b>	Behavioral management plan, assistive technology, large print, printed notes, additional time for assignments, small group instruction, IEP/504/IRT requirements, additional teacher assistance

<b>Interdisciplinary Connections</b>
<p><b>Indicators:</b></p> <p>Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.</p> <p>Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p><b>Sample Activities:</b></p>

Students will seek a deeper understanding of the impact of economic conditions on personal relationships in "Is It A Crime To Be Poor?", "When Unpaid Student Loan Bills Mean You Can No Longer Work" and "Return of the Debtors' Prison? Many Jailed For Inability to Pay Fines." Students will compare real-world examples to the fictional characters of *Great Expectations*.

Students will seek a deeper understanding of the psychological impact of sensory impairments depicted in *The Miracle Worker* through investigation of scientific articles. Students will explain both the biological causes of the impairments and the causal relationship to their psychological impacts.

## Integration of 21<sup>st</sup> 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.

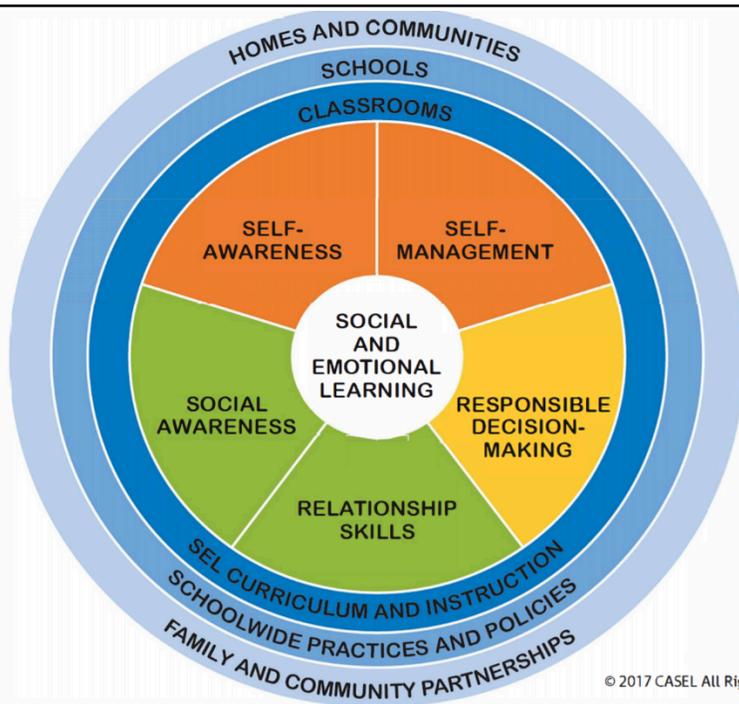
Respect and appreciate team diversity.

Be accountable for results.

## Integration of SEL Competencies

### CASEL's Framework:

<https://casel.org/what-is-sel/>



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## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



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