

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

BLOG WRITING – 2979/2980

School Westfield High School
Department.....English Language Arts
Length of Course...Half Year
Credit..... 2.5
Grade Level(s) 9-12
Prerequisite...Teacher Recommendation
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

Blog Writing is a semester class designed to strengthen students' reading and writing skills. As an elective, this class uses a skill-intensive approach to support the content taught in the English Language Arts curriculum. In a small-class, workshop environment, students acquire strategies to improve their reading comprehension, writing development, vocabulary acquisition, listening comprehension, study skills, and social and emotional competencies. The instruction is differentiated to accommodate all learners. Students deepen their expository-, argumentative- and narrative-writing skills, while reading and analyzing short and long works of nonfiction. Students engage with technology through the publishing of blogs, and also develop their speaking and listening skills through in-class readings and discussions. In this course students build healthy relationships, and practice self-awareness and self-management through written expression and collaboration with peers.

II. OBJECTIVES

This curriculum meets the New Jersey Student Learning Standards for English Language Arts and the 21st-Century Life and Careers as well as the New Jersey Competencies for Social and Emotional Development, and local expectations for student achievement. The corresponding state standards to which the objectives are aligned are listed at the end of each sub-heading. The standards are listed in the appendix.

Students are expected to:

- A. Craft analytical/persuasive writing to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

New Jersey Student Learning Standards for English W.9-10.1, 4, 5, 6, 9, 10

New Jersey Student Learning Standards for English W.11-12.1, 4, 5, 6, 9, 10

New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1

New Jersey Competencies for Social and Emotional Development: Self-Management, Responsible Decision Making

- B. Craft expository writing to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content

New Jersey Student Learning Standards for English W.9-10.2, 4, 6, 9, 10

New Jersey Student Learning Standards for English W.11-12.2, 4, 5, 6, 9, 10

New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1

New Jersey Competencies for Social and Emotional Development: Social Awareness

- C. Craft narrative writing to describe experiences or events using effective technique, well-chosen details and well-structured event sequences

New Jersey Student Learning Standards for English W.9-10.3, 4, 5, 6, 10

New Jersey Student Learning Standards for English W.11-12.3, 4, 5, 6, 10

New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1

New Jersey Competencies for Social and Emotional Development: Self-Awareness

- D. Include research-based writing in blog posts to answer a question or solve a problem

New Jersey Student Learning Standards for English W.9-10.4, 5, 6, 7, 8, 9, 10

New Jersey Student Learning Standards for English W.11-12.4, 5, 6, 7, 8, 9, 10

New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1

New Jersey Competencies for Social and Emotional Development: Responsible Decision Making, Relationship Skills

- E. Analyze content and cite evidence by looking closely at other written works

New Jersey Student Learning Standards for English RL.9-10.1, 2, 10

New Jersey Student Learning Standards for English RI.11-12.1, 2, 10

New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1

- F. Analyze authors' choices by studying a variety of published work in order to deepen their understanding of authors' decisions in crafting arguments, explanations and narratives

New Jersey Student Learning Standards for English RL.9-10.5, 6, 7, 9, 10

New Jersey Student Learning Standards for English RI.11-12.3, 5, 6, 7, 10

New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1

New Jersey Competencies for Social and Emotional Development: Social Awareness

- G. Analyze and consider word choice to deepen their command of grammar, sentence structure, literary devices and overall writing style

New Jersey Student Learning Standards for English RL.9-10.4

New Jersey Student Learning Standards for English RI.9-10.4, 5

New Jersey Student Learning Standards for English L.9-10.1, 2, 3, 4, 5, 6

New Jersey Student Learning Standards for English RL.11-12.4

New Jersey Student Learning Standards for English RI.11-12.4, 5

New Jersey Student Learning Standards for English L.11-12.1, 2, 3, 4, 5, 6

New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1

New Jersey Competencies for Social and Emotional Development: Social Awareness, Relationship Skills

- H. Engage with technology and practice presenting to their peers and to the digital community

New Jersey Student Learning Standards for English SL.9-10.1, 4, 5, 6

New Jersey Student Learning Standards for English SL.11-12.1, 4, 5, 6

New Jersey Competencies for Social and Emotional Development: Self-Awareness, Social Awareness, Relationship Skills

- I. Use appropriate technological hardware and software to engage in procedures, including drafting, communicating, collaborating and organizing

New Jersey Student Learning Standards for 21st-Century Life and Careers Standard: 9.4.12C.19, 9.4.12C.20, 9.4.12C.21, 9.4.12C.22, 9.4.12C.26, 9.4.12C.27

New Jersey Competencies for Social and Emotional Development: Responsible Decision Making

III. CONTENT, SCOPE AND SEQUENCE

Emphasis in this class is placed on development of writing, reading and presentation skills, covering a variety of writing styles, reading texts and presentation formats. Units of study, including, the recommended timeframes are as follows:

Argumentative Writing (5 weeks)

Students use their persuasive blogs as an opportunity to present an opinion and defend it with evidence. They write posts, with time allowed for feedback and revision before posting.

Expository Writing (5 weeks)

Students use their expository blogs as an opportunity to research an issue and explain it with significant evidence. They write such posts during the semester, with time allowed for feedback and revision before posting.

Narrative Writing (5 weeks)

Students use their narrative blogs as an opportunity to develop their own storytelling voice. They write such posts during the semester, with time allowed for feedback and revision before posting. These posts allow students to hone their narrative voices, which are critical to the first-person approach often used in blog writing.

A. Writing and Blogging

The writing in this class is a mixture of analytical/persuasive, expository and narrative. This balance allows the students to explore their skills and develop their respective voices across a variety of genres.

Routine writing: Routine journal writing, such as short responses to directed questions, builds confidence and provides opportunities for reflection and organization while also helping students to develop their writing styles.

Understanding an Essay: While *Blog Writing* is the name of the class, improved writing skills are the goal. Therefore, students engage in all aspects of essay-writing, including the following:

- A. Brainstorming
- B. Outlining
- C. Crafting thesis statements
- D. Crafting topic sentences
- E. Providing depth of evidence to support points
- F. Blending quotes
- G. Writing strong transitions
- H. Writing strong leads/hooks to pull the reader in
- I. Crafting conclusions
- J. Deepening one's writing style and writer's voice
- K. Revising and editing

B. Reading to Blog

Exposing students to grade-level texts of appropriate complexity lies at the heart of language arts instruction. In this elective, students focus more on informational texts than on literary texts. All of the reading in this class is done with an eye toward the next writing assignment.

Reading for Ideas: Students read published works from a variety of writers in order to deepen their understanding of this writing style. More than that, though, they read to deepen their own reading-comprehension skills. They are given a variety of works with a range of styles, voices and approaches. The topics of these works vary as well, and students are asked to analyze the content of the writing, and to reflect on ways in which the writing can influence their own writing.

Reading for Evidence: As they write each blog, students require evidence to support their points, be it an analytical, expository or narrative piece. The informational texts they read for this purpose are designed to offer clear support for the opinion, explanation or narrative they are discussing with the reader.

Reading to Support: As they work in this class, students engage in peer-editing and read one another's blogs to offer support on clarity, organization, depth and writing style. While they peer-edit, students also think more deeply about writers' choices and grow in their own writing skills.

C. Posting and Presenting Blogs

Publishing Platform: With Internet options changing so frequently, it is impossible to prescribe a specific blogging platform or program for students in this class. The intent is for students and educators to feel comfortable with the platform each student is using, and that the teacher makes clear which platforms are permissible and which ones are not. Beyond that, students are given flexibility to choose the template and artwork that suit the blog. While students can continue posting blogs once the semester is over, it is clear that during this semester, their blog platforms are intended only for the work assigned.

Presentations: In class, students have the option to share their published work with one another, projecting their blogs on the screen and reading posts to classmates.

IV. INSTRUCTIONAL TECHNIQUES

Because the learning process is dynamic, a variety of approaches is necessary to maximize student engagement. These approaches are used to meet the needs of students of varying abilities and interests as well as diverse learning preferences. The curriculum emphasizes critical and creative thinking and all modes of communication.

The small-class, workshop environment of this course allows teachers to create a community in which students gain the opportunity to pursue their own interests via writing and reading assignments. In addition, teachers use differentiated instruction to guide students through reading and writing pieces that allow room for clear growth in language arts skills and social and emotional competencies. A combination of techniques, emphasizing learning intentions, learning strategies, feedback and instructional delivery - and differentiated as needed - is strongly recommended; examples include, but are not limited to:

- A. Direct instruction - whole group, small flexible group, and/or individual
 - 1. Close reading of mentor texts or assignment exemplars
 - 2. Modeled thinking and/or application
 - 3. Repeated reading
 - 4. Integration of technology
- B. Deliberate practice/application - whole group, small group, and/or partnerships
 - 1. Classroom discussion - whole group, small group, and/or partnerships
 - a. Essential questions
 - b. Text dependent questions
 - c. Conversation markers
 - d. Debate
 - e. Socratic seminar
 - f. Fishbowl
 - 2. Writing to learn
 - a. Concept mapping
 - 1) Annotating
 - 2) Note-taking
 - 3) Graphic organizing
 - 4) Outlining
 - b. Prediction
 - c. Journaling
 - d. Summary and analysis
 - e. Learning logs
 - f. Do-now and/or exit slip
 - g. Fictional dialogue
 - h. Free write
 - 3. Collaborative learning with peers - small group and/or partnerships
 - a. Literature circle/book club protocols
 - b. Jigsaw
 - c. Inquiry learning
 - d. Reciprocal teaching
 - e. Peer feedback
- C. Metacognition
 - 1. Self-questioning
 - 2. Questions to guide learning
 - 3. Strategy monitoring (e.g. learning logs; “What helped me learn today?”)
 - 4. Transfer monitoring (e.g. “How do I know I learned...?”)
- D. Interdisciplinary connections
 - 1. Outside presenters
 - 2. Field trips
 - 3. Virtual field trips
- E. As called for by individual student’s needs, consult Appendix XI for accommodations and modifications for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students and Students with 504 Plans.

V. EVALUATION

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments is utilized, and differentiated as needed, to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

- A. Diagnostic assessments allow teachers to gauge students' current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
 - 1. Baseline and benchmarked writings
 - 2. Class discussions/debates - partnerships, small group, or whole class
 - 3. Self-assessment and goal setting
 - 4. Conferencing
 - 5. Anecdotal teacher records
- B. Formative assessments measure students' growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
 - 1. Process writing components
 - 2. Quizzes
 - 3. Annotations
 - 4. Text dependent questions
 - 5. Concept maps, outlines, and/or graphic organizers
 - 6. Self-assessment
 - 7. Peer assessment
 - 8. Journals
 - 9. Class discussions/debates - partnerships, small group, or whole class
 - 10. Presentations - individual, partnered, and small group
 - 11. Fishbowl
 - 12. Socratic Seminar
 - 13. Conferencing
 - 14. Anecdotal teacher records
- C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.
 - 1. Tests; post-assessments (e.g. essential questions; text dependent questions)
 - 2. Timed writings
 - 3. Self-assessment
 - 4. Final draft pieces
 - 5. Creative writing pieces
 - 6. Evidence-based projects
 - 7. Portfolios

8. Presentations - individual, partnered, and small group
9. Fishbowl
10. Socratic Seminar

VI. PROFESSIONAL DEVELOPMENT

The following are recommended components of the teacher's professional development:

- A. Attending conferences and workshops on using blogs in the classroom;
- B. Facilitating conferences and workshops on using blogs in the classroom;
- C. Attending professional development courses to learn about instructional strategies relevant to the course objectives;
- D. Reading and reviewing blogs and current-events pieces to inform instruction on blog writing and to provide fuel for blog topics;
- E. Observing colleagues' classes to gather and share ideas;
- F. Attending conferences relating to differentiated instruction, assessment, technology, diversity, and building communities of learners.

APPENDIX I:

New Jersey Student Learning Standards for English Language Arts 9-10

Progress Indicators for Reading Literature

Key Ideas and Details

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

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

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

Craft and Structure

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

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. 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.

Integration of Knowledge and Ideas

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

RL.9-10.8. (Not applicable to literature)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.

RI.9-10.2. 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.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. 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).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and

Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

Progress Indicators for Writing

Text Types and Purposes

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

- 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 avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both 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.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- 1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

5. 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.
6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

Production and Distribution of Writing

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

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

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

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

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

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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

- 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 set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. 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.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Progress Indicators for Language

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Use parallel structure.
2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Language Arts (11-12)

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

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.

RL.11-12.3. 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).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. 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).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 11-12

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
3. 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.
4. 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.
5. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. 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.

6. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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.

Research to Build and Present Knowledge

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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
2. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

1. 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.
2. 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.
3. 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.
4. 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.

SL.11-12.2. 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.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words;

and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grades 11-12

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Observe hyphenation conventions.
2. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

1. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX III:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX IV:

New Jersey Student Learning Standards for 21st-Century Life and Careers

STANDARD 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

STANDARD 9.2: (Personal Financial Literacy) all students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

STANDARD 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX V:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at* <https://www.state.nj.us/education/students/safety/sandp/sel/>.

APPENDIX VI

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education	
ENVIRONMENT	
Preferential Seating	
Adjust time for completion of assignments when needed	
Adjust length of assignments when needed	
Allow additional oral response time	
Break tasks (including long range assignments) into manageable steps	
Provide copies of notes	
Reduce the number of problems on a page	
Provide assistance with organizing a notebook or folder	
Repeat/ clarify directions when needed	
Make frequent checks for work/assignment completion.	
Modify homework and class work if needed	

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks

Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers

Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies

Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem

Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection

Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping

Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

INSTRUMENTAL MUSIC 4th & 5th Grade

Schools..... Elementary
Department Visual & Performing Arts
Length of Course 1/2 hour weekly
Grade Level 4th and 5th
Prerequisite None
Date

I. RATIONALE, DESCRIPTION, AND PURPOSE

Music is a vital part of daily life in the Westfield Public Schools. The instrumental music program provides each child an opportunity to explore traditional instruments and music of the concert band and/or orchestra, learn to value the qualities of instrumental music, and understand its contribution to society.

The role of the Westfield instrumental music curriculum for students in fourth and fifth grades is to provide a program of education that makes an important contribution toward developing aesthetic knowledge in the creation and performance of music. Though music is inherently enjoyable, the highest enjoyment results from solid personal accomplishment toward specified educational objectives.

The students develop self-discipline, an awareness of group dynamics, and the necessity for individual dedication to group goals through instrumental music instruction. The skills and techniques acquired in the elementary instrumental curriculum are the foundation for lifelong musical enrichment.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, World Languages, Technology, and 21st Century Life and Careers. They are developed sequentially throughout the course. Students:

A. Experience and recognize music as a source of enjoyment and personal fulfillment

NJ Student Learning Standards for Visual and Performing Arts 1.1.5.B.1, 1.3.5.B.1

NJ Student Learning Standards for 21st-Century Life and Careers CRP3

B. Demonstrate and develop skills in order to create music with an understanding of tone quality, intonation, articulation, and rhythm

NJ Student Learning Standards for Visual and Performing Arts 1.1.5.B.2, 1.2.5.A.2, 1.3.5.B.4

NJ Student Learning Standards for Mathematical Practice SMP1, SMP7,

NJ Student Learning Standards for Science: Science and Engineering Practices P1-6

- C. Demonstrate skills and understanding of elements of music through basic improvisation and composition. Conceive, organize, and develop artistic ideas and complete artistic work
NJ Student Learning Standards for Visual and Performing Arts 1.1.5.B.1, 1.1.5.B.2
National Core Arts Anchor Standards 1, 2, 3
NJ Student Learning Standards for Science: Science and Engineering Practices P2-6, 8
NJ Competencies for Social and Emotional Learning
Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
- D. Develop individual practice skills
NJ Student Learning Standards for Visual and Performing Arts 1.1.5.B.2, 1.2.5.A.2, 1.3.5.B.4
NJ Student Learning Standards for 21st-Century Life and Careers CRP1
NJ Competencies for Social and Emotional Learning
Self-Management: recognize the skills needed to establish and achieve personal and education goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- E. Identify various elements and principles of music through verbal, written and performed responses
NJ Student Learning Standards for Visual and Performing Arts 1.1.5.B.1-2, 1.3.5.B.1,4
NJ Student Learning Standards for English Language Arts A.R1, A.R4, A.W1
NJ Student Learning Standards for World Languages 7.1
- F. Develop the multi-sensory skills necessary to perform in both individual and ensemble environments
NJ Student Learning Standards for Visual and Performing Arts 1.1.5.B.1, 1.3.5.B.1
- G. Experience and recognize multicultural music both composed and folk
NJ Student Learning Standards for Visual and Performing Arts 1.2.5.A.1
NJ Student Learning Standards for Social Studies 6.1 6.2
NJ Student Learning Standards for World Languages 7.1
NJ Competencies for Social and Emotional Learning
Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds
- H. Identify and evaluate musical performance through group discussion, technological assessment, and written assessment.
NJ Student Learning Standards for Visual and Performing Arts 1.4.5.A.1, 1.4.5.B.1-5
NJ Student Learning Standards for English Language Arts A.W1, A.SL1
NJ Student Learning Standards for Technology 8.1
NJ Competencies for Social and Emotional Learning
Self-Awareness: recognize one's personal traits, strengths and limitations
Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings

III. CONTENT, SCOPE, AND SEQUENCE

The Westfield Visual and Performing Arts Department recognizes the diversity of students and makes a strong commitment to integrating music into the education of our students. The teachers' knowledge of materials, student learning styles, and skill levels allow for each student to be provided with challenging work.

The goal of this course is to build a foundation of basic skills and knowledge pertaining to the successful creation of music on wind, string and percussion instruments. While learning performance concepts specific to their individual instruments, students are exposed to music from various historical and cultural backgrounds. Flexibility in levels of performance literature allows individuals of various learning styles and abilities to be consistently challenged. Learning expectations and musical concepts are cumulative throughout grades four and five, with proficiency demonstrated in each prior to entering grade six.

STRINGS

- A. The Instrument- Getting Started (suggested time 3-4 weeks)
 - 1. Identify parts of the instrument
 - 2. Assemble the instrument
 - 3. Demonstrate proper care of the instrument and bow.
- B. Posture (suggested time 3-4 weeks)
 - 1. Use proper playing posture
 - a. Place feet flat on floor
 - b. Keep back straight
 - c. Sit on edge of chair
 - 2. Demonstrate proper arm, hand, and finger positions
 - a. Identify tapes on fingerboard as a guide for left hand position.
- C. Tone (suggested time 3-4 weeks)
 - 1. Produce a "characteristic" tone quality that is clear, focused, and steady
 - a. Pizzicato
 - b. Arco
 - 2. Correctly apply rosin to bow.
- D. Bowing (suggested time 3-4 weeks)
 - 1. Identify and perform bow directions
 - 2. Demonstrate a variety of bowing techniques
 - a. staccato, legato, slurs, hooked bowing.
- E. Rhythm (suggested time 3-4 weeks)
 - 1. Identify whole, half, dotted quarter, quarter and eighth notes and rests
 - 2. Utilize counting system.
- F. Scales (suggested time 3-4 weeks)
 - 1. Recognize concert D, G, C, and A
 - 2. Perform concert D, G, C, and A.

- G. Tuning (suggested time 3-4 weeks)
 - 1. Identify and utilize the tuning mechanisms of the instrument
 - 2. Demonstrate ability to listen and adjust intonation in relation to computer software, other notes and ensemble members.
- H. Symbols and Terms (suggested time 3-4 weeks)
 - 1. Define and interpret through performance the following symbols: down bow, up bow, bow lift, repeat sign, fermata, tie, slur, 4/4, 3/4, 2/4 time signatures, C, G, D, and A key signatures, treble clef, alto clef, bass clef, pp, p, mp, mf, f, ff, crescendo, decrescendo, accent, first and second endings, one-measure repeat sign, multi-measure rest, d.s. and d.c. al fine, and coda
 - 2. Define and interpret through performance of the following terms: largo, andante, moderato, allegro, ritardando, accelerando, duet, round, theme and variation, interval, legato, staccato, bar lines, accidental, bass clef, treble clef, enharmonics, harmony, pick-up notes, solo/soli/tutti, pizzicato, arco.
- I. Musical Diversity (suggested time 3-4 weeks)
 - 1. Connect music to activities and celebrations of many cultures and historical contexts
 - 2. Recognize and perform various musical styles.
- J. Notation (suggested time 3-4 weeks)
 - 1. Draw the notes, rests, and symbols previously introduced
 - 2. Complete a given melody by filling in the missing notes
 - 3. Compose an ending to a given melody
 - 4. Compose a variation on a given melody.

BRASS, WOODWINDS AND PERCUSSION

- A. The Instrument- Getting Started (suggested time 3-4 weeks)
 - 1. Identify parts of the instrument
 - 2. Assemble the instrument
 - 3. Demonstrate proper care of the instrument
 - 4. Choose and care for reeds (woodwinds only).
- B. Posture (suggested time 3-4 weeks)
 - 1. Demonstrate proper playing posture
 - a. Place feet flat on floor
 - b. Keep back straight
 - c. Sit on edge of chair
 - 2. Demonstrate proper arm, hand, and finger positions.
- C. Tone (suggested time 3-4 weeks)
 - 1. Produce a “characteristic” tone quality that is clear, focused, and steady
 - 2. Demonstrate proper diaphragmatic breathing techniques
 - 3. Produce an evenly sustained note for eight or more seconds
 - 4. Play with a good embouchure.

- D. Tonguing (suggested time 3-4 weeks)
 - 1. Start a tone with the proper syllable- “too” or “du”
 - 2. Develop appropriate legato style- interrupting the air.
- E. Rhythm (suggested time 3-4 weeks)
 - 1. Develop proper whole, half, dotted quarter, quarter and eighth notes (percussion only- sixteenth notes)
 - 2. Employ counting system and mark arrows for foot tap in the music.
- F. Scales and Rudiments (suggested time 3-4 weeks)
 - 1. Recognize and perform concert Bb, Eb, F, and chromatic scales
 - 2. Percussion: recognize and perform the single paradiddle, multiple bounce stroke, flam, flam tap, 5-,7-,9-,17-stroke rolls.
- G. Tuning (suggested time 3-4 weeks)
 - 1. Identify and utilize the tuning mechanisms of the instrument
 - 2. Demonstrate ability to listen and adjust intonation in relation to computer software, other notes and ensemble members.
- H. Symbols and Terms (suggested time 3-4 weeks)
 - 1. Define and interpret through performance the following symbols: repeat sign, fermata, tie, slur, 4/4, 3/4, 2/4 time signatures, Bb, F, Eb key signatures, breath marks, pp, p, mp, mf, f, ff, crescendo, decrescendo, accent, first and second endings, one-measure repeat sign, long rest, d.s. and d.c. al fine, and coda
 - 2. Define and interpret through performance the following terms: largo, andante, moderato, allegro, ritardando, duet, round, theme and variation, interval, legato, staccato, bar lines, accidental, bass clef, treble clef, enharmonics, harmony, pick-up notes, solo/soli/tutti.
- I. Musical Diversity (suggested time 3-4 weeks)
 - 1. Connect music to activities and celebrations of many cultures and historical contexts
 - 2. Recognize and perform various musical styles.
- J. Notation and Composition (suggested time 3-4 weeks)
 - 1. Draw the notes, rests, and symbols previously introduced
 - 2. Complete a given melody by filling in the missing notes
 - 3. Compose an ending to a given melody
 - 4. Compose a variation on a given melody.

IV. INSTRUCTIONAL TECHNIQUES

The instructor uses any or all of the following methods and techniques to best accomplish the objectives thus allowing flexibility for each student to be provided with challenging work based on his or her own ability level and learning style. Techniques include but are not limited to:

- A. Modeling of performance fundamental
- B. Visual examples of musical concepts
- C. Assigning written projects, including simple compositions
- D. Differentiation of expectations for performance based on student’s ability level

- E. Culminating public performances with full band/orchestra twice per year
- F. Demonstration of musical elements and performance techniques
- G. Integrating technological resources to guide performance fundamentals
- H. Modeling kinesthetic movement to express music, i.e. tapping and clapping
- I. Formative, summative and benchmark assessments
- J. As called for by individual student's needs, consult Appendix XII for accommodations and modifications for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students and Students with 504 Plans.

VI. EVALUATION

Evaluation is based on:

- A. Teacher observation of:
 - 1. Student participation and performance in lessons and rehearsals
 - 2. Successful identification of musical concepts
 - 3. Student understanding of time periods and styles of music
- B. Tests and quizzes
- C. Performances at school concerts and recitals
- D. Assessment with the use of computer software.

VII. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum which may include:

- A. Access to in-house, in-service or professional training in the content area. Access to books and professional journals to enhance development
- B. Time to confer with other department members to coordinate curriculum ideas and develop units of study
- C. Professional conferences, workshops and college courses that enhance specific instructional skills and strategies
- D. Private study with an individual artist or studio to further develop skills.

APPENDIX I

New Jersey Student Learning Standards for Visual and Performing Arts

STANDARD 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.

1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

STANDARD 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

STANDARD 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX II

National Core Arts Anchor Standards

ANCHOR STANDARD 1 Generate and conceptualize artistic ideas and work.

ANCHOR STANDARD 2 Organize and develop artistic ideas and work.

ANCHOR STANDARD 3 Refine and complete artistic work.

The entire standards document may be viewed at <https://www.nationalartsstandards.org>

APPENDIX III

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX IV

New Jersey Student Learning Standards for Mathematical Practice

SMP1 - Make sense of problems and persevere in solving them.

SMP4 - Model with mathematics.

SMP5 - Use appropriate tools strategically.

SMP6 - Attend to precision.

SMP7 - Look for and make use of structure.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX V

New Jersey Student Learning Standards for Science / Next Generation Science Standards: Science and Engineering Practices

- P1:** Asking Questions and Defining Problems
- P2:** Developing and Using Models
- P3:** Planning and Carrying Out Investigations
- P4:** Analyzing and Interpreting Data
- P5:** Using Mathematics and Computational Thinking
- P6:** Constructing Explanations and Designing Solutions
- P7:** Engaging in Argument from Evidence
- P8:** Obtaining, Evaluating, and Communicating Information

The entire standards document may be viewed at <https://ngss.nsta.org/PracticesFull.aspx>

APPENDIX VI

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education

STANDARD 2.5: (Motor Skill Development) all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX VII

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX VIII

New Jersey Student Learning Standards for World Languages

STANDARD 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX IX

New Jersey Student Learning Standards for Educational Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX X

New Jersey Student Learning Standards for 21st Century Life and Careers

NJSLS Career Ready Practices: These practices outline the skills that all individuals need to have to be truly adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX XI

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>.

APPENDIX XII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans **(N.J.A.C. 6A: 8)**

Special Education	
ENVIRONMENT	
Preferential Seating	
Adjust time for completion of assignments when needed	
Adjust length of assignments when needed	
Allow additional oral response time	
Break tasks (including long range assignments) into manageable steps	
Provide copies of notes	
Reduce the number of problems on a page	
Provide assistance with organizing a notebook or folder	
Repeat/ clarify directions when needed	
Make frequent checks for work/assignment completion.	
Modify homework and class work if needed	
Extend time on tests/quizzes	

Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions

Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions

Use graphic organizers

Assign partners

Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place

Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects

Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>
<u>SIOP COMPONENTS AND FEATURES</u>
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts
Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
<u>Use scaffolding techniques consistently throughout lesson</u>
<u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u>
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded

Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist

Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating

Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

ENGLISH IV **ADVANCED PLACEMENT LITERATURE** **AND COMPOSITION - 2146**

School Westfield High School
Department..... English
Length of Course.....36 Weeks
Credit.....5.0
Grade Level.....12
PrerequisiteSuccessful completion of English III
English III Honors, American Studies, or American Studies Honors
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

Believing that many young people can complete college-level studies in high school, the Department of English offers Advanced Placement courses in both Language and Composition and Literature and Composition. Both courses demand rigorous academic standards, sophisticated analytical and critical thinking, and articulate written and oral expression. Students electing the course with the recommendation of previous English teachers, or occasionally, on their own, should be committed to fulfilling demanding course requirements. Implicit in the Advanced Placement program is the expectation of maturity for independent scholarship and intelligent interaction in a seminar setting. Successful completion of the end of course examination, the culminating experience for most students electing the course, may offer advanced placement in college English courses or exemption from required college freshman composition courses.

The Advanced Placement Literature and Composition course is designed for students who seek an academically demanding English course and whose highly developed interest in imaginative literature – novels, short stories, poetry, and drama – can be both accommodated and fostered in an intellectually challenging and stimulating environment. The Department of English has developed the Advanced Placement Literature and Composition course with the understanding that the secrets of human experience, the wisdom of humanity, and the sparks of idealism are all present in the great books, plays, and poetry of the world. Through the advanced study of literature the students gain much more than an understanding of humankind's motives, aspirations, fears, frustrations, failures, successes, joys, and sorrows; the design of the course also affords students many opportunities to cultivate social and emotional competency through the measure of their own behavior, evaluation of their own goals in life, and assessment of the values expressed by some of the world's greatest writers and thinkers.

The seminar format of the course also promotes an ideal setting for the exercise of social and emotional learning competencies such as self-awareness, self-management, and relationship skills.

According to the AP College Board:

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature - fiction, poetry, drama - from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings.

In the AP Literature and Composition course, students read, discuss, and write about imaginative literature in greater depth and with greater sophistication than they would in a college preparatory English IV class. Students are exposed to critical essays and other non-fiction works as well as films, lectures, and other media relevant to the core course reading material.

Students taking the AP Literature and Composition course are expected to be highly motivated and enthusiastic learners. Participation in class discussions is essential for success in the course. Whether discussing a work of literature or critiquing a piece of student writing, students are expected to participate actively, express their points articulately, defend their opinions with evidence, listen to and consider others' points of view, and conduct themselves in a mature and respectful manner.

The student electing to take this course is expected to:

- A. have a deep appreciation of literature;
- B. have strong reading comprehension skills;
- C. be able to simultaneously handle many responsibilities and tasks;
- D. be a self-motivated and independent learner;
- E. demonstrate intellectual and aesthetic curiosity about the subject matter;
- F. be eager to pursue independent study;
- G. write well and be adaptable to different types of writing;
- H. listen to the ideas of others sympathetically but critically;
- I. reason with logic;
- J. participate thoughtfully and effectively class and group discussions;
- K. demonstrate the ability to organize thoughts, to lead groups, to work in groups and to stimulate class discussions;
- L. be consistently prepared for class.

II. OBJECTIVES

The following objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, the New Jersey Student Learning Standards for 21st-Century Life and Career Skills (Standard 9.1), the New Jersey Student Learning Standards for Technology (Standards 8.1 and 8.2), and the New Jersey Competencies for Social and Emotional Learning.

A. Through a variety of reading experiences students:

1. Make informed judgments about a work's aesthetic value, its strengths and weaknesses as a work of literature, and its relative success or failure as a work of literature

New Jersey Student Learning Standards for ELA RL.11-12.1.,2.,3.,5.; RI.11-12.4.,6.10

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for SEL: Responsible Decision-Making

2. Identify, analyze and assess the connection between form and function in a literary work by examining and considering the effects of structure and point of view

New Jersey Student Learning Standards for ELA RL.11-12.1.,3.,5.,6.,7.,10

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for SEL: Social Awareness

3. Identify, analyze and assess the salient and subtle features of an individual writer's style and voice by examining elements like syntax, sentence and line structure, phrasing, punctuation, diction, tone, and word choice

New Jersey Student Learning Standards for ELA RL.12.1.4.,10; RI.11-12.1.,4.,5.,6.; L.11-12.4.,5

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for SEL: Social Awareness

4. Identify, analyze and assess the purpose, function, and effects of literary devices such as allusion, antithesis, metonymy, metaphor, parallelism, rhythm, and simile, and of sound devices (e.g., alliteration, assonance, consonance, and onomatopoeia)

New Jersey Student Learning Standards for ELA RL.11-12.4.,10; L.11-12.5

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

5. Identify, analyze and assess the purpose, function, and effects of literary concepts such as cacophony, euphony, form, motif, point of view, structure, style, symbolism, tone, and voice

New Jersey Student Learning Standards for ELA RL.11-12.1.,4.,10; L.11-12.5

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

6. Develop original topics for exploration and lines of inquiry for class discussions;

New Jersey Student Learning Standards for ELA RL.11-12.1.,2.,3.,4.,5.,6.,7.,9.,10

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Self-Management, Responsible Decision-Making

7. Discuss literature with complexity, maturity, sophistication, and a solid command of Standard English grammar and usage

New Jersey Student Learning Standards for ELA RL.11-12.1.,2.,3.,4.,5.,6.,7.,9.,1; RI.11-12.,1.,4.,5.,6.,10; SL.11-12.1.,4.,6; L.11-12.1.,2.,3.,6

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Relationship Skills

8. Demonstrate an advanced understanding of the rules and conventions of Standard English grammar and usage and of how and why those rules can be subverted for emphasis and meaning

New Jersey Student Learning Standards for ELA RL.11-12.4, 10; RI.11-12.1, 4; L.11-12.1, 2, 3, 6

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Social Awareness

9. Examine and critique how a work of literature reflects the cultural, political, moral, religious, philosophical, and intellectual climate of its time and setting, and how a work may or may not transcend the historical period of its production

New Jersey Student Learning Standards for ELA RL.11-12.2, 7, 9, 10

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Social Awareness

10. Examine and critique how a work of literature reflects the values, biases, and prejudices of its author and to what extent, if any, they enhance or devalue the work of literature

New Jersey Student Learning Standards for ELA RL.11-12.1, 2, 3, 4, 5, 6, 7, 9, 10

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Social Awareness

11. Examine the way that universal themes transcend across time periods and borders by discovering thematic and stylistic connections between works in different genres, time periods, and cultures

New Jersey Student Learning Standards for ELA RL.11-12.2, 5, 7, 9, 10

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Social Awareness

12. Compare and contrast the writing styles, voices, and approaches of authors and determine how effective each is according to the authors' apparent purposes

New Jersey Student Learning Standards for ELA RL.11-12.3, 5, 6, 7, 9, 10; L.11-12.4

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

13. Develop the ability to distinguish between literary conventions and clichés

New Jersey Student Learning Standards for ELA RL.11-12.3, 4, 5, 10

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

14. Identify the relevant worth of utilizing an author's biography in critiquing his or her work

New Jersey Student Learning Standards for ELA RL.11-12.3, 5, 6, 9, 10; RI.11-12.6, 7

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Responsible Decision-Making

15. Evaluate the approach and effectiveness of works literary criticism and respond critically to them

New Jersey Student Learning Standards for ELA RL.11-12.1, 4, 5, 6, RI.11-12.1, 4, 5, 6, 7

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Relationship Skills

- B. Through a variety of writing experiences, such as persuasive, analytical and critical essays, personal narratives, short stories and imitative pieces, in-class writings, research-based writing and other forms, students:

1. Practice the writing process as a way to produce sophisticated and polished college-level pieces of writing

New Jersey Student Learning Standards for ELA W.11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Self-Management

2. Develop original topics for exploration in writing about and responding to literature
New Jersey Student Learning Standards for ELA W.11-12.6,.10
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Management
3. Create an original, insightful thesis and/or line of inquiry in an essay
New Jersey Student Learning Standards for ELA W.11-12.1,.5,.7,.10
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
4. Support and substantiate a thesis with clarity, control, and thoroughness
New Jersey Student Learning Standards for ELA W.11-12.1,.2,.4,.5,.9,.10
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
5. Recognize the effect of diction, punctuation, syntax, and sentence structure on their tone and meaning
New Jersey Student Learning Standards for ELA W.11-12.1,.2,.3,.4,.5,.10; L.11-12.1,.2,.3
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
6. Recognize the relationship between the structure of a piece of their writing and the clarity, cogency, and effectiveness of its meaning
New Jersey Student Learning Standards for ELA W.11-12.1,.2,.3,.4,.5,.10
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
7. Identify strengths and weaknesses in their own writing and write with an awareness of them
New Jersey Student Learning Standards for ELA W.11-12.5; L.11-12.1,.2,.3,5
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Awareness, Self-Management
8. Create and develop a personal voice through elements of rhetoric such as diction, style, syntax, and rhythm
New Jersey Student Learning Standards for ELA W.11-12.1,.2,.3,.4,.10; L.11-12.1,.2,.3,.5
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
9. Demonstrate the ability to recognize the stylistic and formal features of established writers by writing pieces that employ such features or by imitating the works of those writers
New Jersey Student Learning Standards for ELA: W.11-12.3, .4; L.11-12.5
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
10. Express ideas in a variety of written forms ranging from the creative to the analytical
New Jersey Student Learning Standards for ELA: W.11-12.1,.2,.3,.6,.7,.8,.9,.10, L.11-12.1,.2,.3,.5,.6
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
New Jersey Competencies for Social and Emotional Learning: Relationship Skills
11. Develop a critical perspective by synthesizing their response to a critical work with related criticism
New Jersey Student Learning Standards for ELA: W.11-12.1,.2,.6,.7,.8,.9,.10
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
12. Develop the ability to identify clichés and hackneyed ideas and concepts in both language and subject matter and to avoid them in their own writing
New Jersey Student Learning Standards for ELA: W.11-12.5; RL.11-12.4
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Awareness

13. Continue to develop strategies and tools to improve their writing through student-teacher conferences, peer critiques, and reflective writing

New Jersey Student Learning Standards for ELA W.11-12.5

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Self-Awareness, Self-Management, Relationship Skills

14. Recognize and examine the demands, limitations, and benefits of various genres (i.e., novels versus plays, closed form versus open form poetry)

New Jersey Student Learning Standards for ELA W.11-12.3,.5

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

15. Recognize and examine the different approaches a writer may take when analyzing a piece of literature (e.g., biographical, psychological, formalistic)

New Jersey Student Learning Standards for ELA W.11-12.1, .2,.5,.10

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

16. Improve analytical and comprehension skills by actively reading and annotating text

New Jersey Student Learning Standards for ELA RL.11-12.1, .4

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Self-Management

17. Apply their knowledge and gain increasing mastery of Standard English grammar and usage

New Jersey Student Learning Standards for ELA W.11-12.1,.2,.3,.4,.5; L.11-12.1,.2,.3,.4,.6

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

18. Increase vocabulary through reading and studying the language of other writers.

New Jersey Student Learning Standards for ELA W.11-12.8, .9; RL.11-12.4; L.11-12.4

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Social Awareness, Relationship Skills

C. Through a variety of research assignments students:

1. Demonstrate a sophisticated knowledge, understanding, and practical use of the library/media center resources as they relate to the course content

New Jersey Student Learning Standards for ELA W.11-12.6., .7,.8

New Jersey Student Learning Standards for Technological Literacy 8.1

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

2. Demonstrate the ability to access appropriate technology and library/media center resources to conduct research efficiently and effectively

New Jersey Student Learning Standards for ELA W.11-12.6., .7,.8

New Jersey Student Learning Standards for Technological Literacy 8.1

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

3. Recognize and evaluate the authoritativeness or non-authoritativeness of online sources for research purposes related to course content

New Jersey Student Learning Standards for ELA W.11-12.6, .7, 8

New Jersey Student Learning Standards for Technological Literacy 8.1

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

4. Recognize and evaluate the appropriateness of using online sources for the study of literature

New Jersey Student Learning Standards for ELA: W.11-12.6, 8, 9

New Jersey Student Learning Standards for Technological Literacy 8.1

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

5. Define an appropriate scope for their research
New Jersey Student Learning Standards for ELA W.11-12.5
New Jersey Student Learning Standards for Technological Literacy 8.1
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
New Jersey Competencies for Social and Emotional Learning: Responsible Decision-Making
6. Apply independently gathered research material to class discussions and written assignments
New Jersey Student Learning Standards for ELA W.11-12.7,.8,.9,.10; RI.11-12.1,.7; SL.11-12.1,.4,.6
New Jersey Student Learning Standards for Technological Literacy 8.1
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
New Jersey Competencies for Social and Emotional Learning: Relationship Skills
7. Review acquired research skills and synthesize them with new skills and apply that knowledge to the production of thesis-driven research papers and presentations
New Jersey Student Learning Standards for ELA: W.11-12.1,.2,.4,.5,.6,.7,.8,.9,.10; RI.11-12.1,.7; SL.11-12.1,.4,.5,.6
New Jersey Student Learning Standards for Technological Literacy 8.1
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
8. Utilize an appropriate balance between print and non-print, primary and secondary sources to conduct research
New Jersey Student Learning Standards for ELA: W.11-12.7,.8.9
New Jersey Student Learning Standards for Technological Literacy 8.1
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
9. Compile notes in accordance with an established format
New Jersey Student Learning Standards for ELA: W.11-12.7,.8,.9
New Jersey Student Learning Standards for Technological Literacy 8.1
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
10. Demonstrate the ability to differentiate between fact and opinion, generalities and concrete evidence, primary and secondary sources, and pertinent and irrelevant information
New Jersey Student Learning Standards for ELA: RI.11-12.1,.5,.6
New Jersey Student Learning Standards for Technological Literacy 8.1
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
11. Organize and synthesize research data to construct a unifying thesis and develop a plan for a cohesive paper, presentation, or class discussion
New Jersey Student Learning Standards for ELA: W.11-12.1,.2,.4,.5,.6,.7,.8,.9,.10; SL.11-12.1,.2,.4,.5,.6
New Jersey Student Learning Standards for Technological Literacy 8.1
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Management
12. Properly document their use of sources according to MLA guidelines
New Jersey Student Learning Standards for ELA: W.11-12.4,.8
New Jersey Student Learning Standards for Technological Literacy 8.1
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

- D. Through a variety of classroom communications and exposure to oral, dramatic, cinematic and musical performances as well as visual arts related to the literature studied, students:
1. Identify and examine the demands, limitations and benefits of different storytelling media by comparing and contrasting novels, stories, and plays and the films based on them
New Jersey Student Learning Standards for Visual and Performing Arts 1.4
New Jersey Student Learning Standards for ELA: RL.11-12.3,.7; SL.11-12.3
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
 2. Analyze the dramatic and cinematic components that contribute to the audience's interpretation of setting, tone, character, and theme
New Jersey Student Learning Standards for Visual and Performing Arts 1.4
New Jersey Student Learning Standards for ELA: RL.11-12.1,.3,.5
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
 3. Identify and analyze the purpose, function, and/or effects of cinematic concepts such as direction, cinematography, lighting and sound
New Jersey Student Learning Standards for Visual and Performing Arts 1.4
New Jersey Student Learning Standards for ELA: RL.11-12.7; SL.11-12.5
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
 4. Improve articulation, enunciation, voice projection, and critical thinking skills by engaging regularly in class-wide discussions, small group discussions, and student-teacher conferences with confidence and focus
New Jersey Student Learning Standards for ELA: SL.11-12.1,.3,.4,.6
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness, Relationship Skills
 5. Recognize the ways that reading texts aloud helps develop of one's own writing style and voice
New Jersey Student Learning Standards for Visual and Performing Arts 1.1
New Jersey Student Learning Standards for ELA: SL.11-12.1,.3,.4,.6; L.11-12.3
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Awareness
 6. Recognize the ways that reading texts aloud helps develop reading comprehension skills
New Jersey Student Learning Standards for ELA: SL.11-12.1,.3,.4,.6; L.11-12.3,.4
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
 7. Recognize and analyze the aural, rhythmic, and/or musical component to good poetry and prose
New Jersey Student Learning Standards for Visual and Performing Arts 1.1
New Jersey Student Learning Standards for ELA: RL.11-12.1,.3,.4,.5,.10; L.11-12.5
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1
New Jersey Student Learning Standards for Technological Literacy 8.1
 8. Examine the means by which the visual arts and musical performances communicate meaning and historical context
New Jersey Student Learning Standards for Visual and Performing Arts 1.4
New Jersey Student Learning Standards for ELA: RL.11-12.1,.4,.5,.7,.10
New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

9. Identify and examine the differences between the reading of a play and the performance of one

New Jersey Student Learning Standards for Visual and Performing Arts 1.1

New Jersey Student Learning Standards for ELA: RL.11-12.7; SL.11-12.6; L.11-12.3

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

10. Recognize the diversity of spoken discourse and the impact of nuances of speech and gesture upon audience response

New Jersey Student Learning Standards for Visual and Performing Arts 1.1

New Jersey Student Learning Standards for ELA: SL.11-12.1,3,6; L.11-12.3

New Jersey Student Learning Standards for 21st Century Life and Career Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Social Awareness

III. CONTENT, SCOPE AND SEQUENCE

A. Literature:

The rigorous study of literature is at the heart of the AP Literature and Composition course, which is designed to give high school students the equivalent of a year of a freshman-level college English course. The reading curriculum consists of a wide variety of thought-provoking and challenging works from around the world and from the ancient through the post-modern period. Although the course is designed in part to prepare students for successful completion of the AP examination, it is first and foremost an English class and as such is run as much like a college seminar as possible. The selection of works offers students almost limitless possibilities to practice and enhance their skills in critical thinking, reading, writing, speaking, and completing research while exposing them to the writing and ideas of some of the world's greatest writers.

Although there are a number of ways to organize the course reading selection, a thematic approach is probably the most conducive to the seminar concept. Other alternatives include a geographical/regional approach, a chronological approach, a genre approach, and a literary movements approach. While using the thematic approach, the instructor might also find it useful to dedicate one or more units to a particular skill (e.g., close reading, explication), genre (fixed form poetry, narrative poetry), or movement (e.g., Romanticism, post-modernism). Whichever approach the instructor chooses, the following three sets of questions are addressed through all the units studied:

1. What does it mean to read critically? What are the effects of diction, syntax, and sentence and line structure? What is form and how does it affect meaning? How does one determine style and voice?
2. What are the demands and limitations of and possibilities offered by the various literary genres?
3. How do we determine the values of a novel and of its author? How do we make aesthetic judgments about what we read? How do we find personal, contemporary relevance in the literature we read?

Selected board-approved texts are used to address the following course topics and accompanying essential questions:

Course Topics	Timeframe
How do we as human beings shape the world around us, and how does the world shape us collectively and individually? a. What is the role of art and literature in society? b. What is the role of technology in our society?	4 weeks
What does it mean to be human? a. What do we mean by human nature? b. Can these definitions change? c. Can the definitions of human nature mean different things in different times, in different places, to different people? d. Is there universality of experience?	3 weeks
What should be done to enhance humanity's future? a. What are the ultimate goals of society? b. What is freedom, and what are the threats to it? c. What are our responsibilities as citizens?	4 weeks
How do individuals respond to life's greatest challenges? a. What is the function of tragedy? b. How has it evolved over time? c. In what ways is the tragic hero still relevant? d. What lessons do they have for us?	4 weeks
What is the connection between the past, the present, and the future? a. How does the past shape the present and the future? b. How do we, in turn, reshape the past, and for what purposes?	4 weeks
How far should one conform to societal norms and expectations? a. What is the relationship of the individual to society? b. How do we define sanity and insanity?	4 weeks
How do gender roles, ethnicity, nationality, religion, race, sexual orientation, social status, political affiliation or personal disabilities determine not only our values, biases, and perceptions but also the way we are perceived by others? a. What has their role been in shaping history, politics, and culture? b. Are individuals intolerant of others based on religion, race, ethnicity, sexual orientation, social status, political affiliation or personal disability? c. How do we respond to such intolerance? d. What does this struggle say about the society? e. Can one be sympathetic toward individuals who are struggling with their own sense of morals while also being ostracized by others?	3 weeks
How have values and concerns changed over time as evident in the literature we read? a. How does the study of these changes help us to better understand ourselves? b. How does the study help us understand the values and concerns of our own society?	4 weeks
What are the distinguishing characteristics of the various literary and philosophical movements represented in the literature we read? a. How can the literature help us find our own meanings in life? b. How can books help us better understand our own world?	3 weeks
What is the role of literature in society? a. What is the relationship between politics and literature? b. What is the relationship between history and literature? c. What is the role of literature in an increasingly post-literate world?	3 weeks
How can an individual's self-selected inquiry foster intellectual, scholarly, psychological, social and emotional competencies?	Fourth Marking Period

B. Writing:

The AP Literature and Composition course recognizes two principles in the design of its writing component: 1) that all writing is creative writing, and 2) that writing is rewriting. Although there is an emphasis on analytical and interpretative essays, the literature studied in the course offers the teacher maximum flexibility in differentiating assignments according to student needs and interest. Timed in-class writings and longer analytical and interpretative essays are essential to the course in terms of gauging students' ability to compose a thoughtful, eloquent, and thorough argument in response to the literature studied, but there are ample opportunities for students to write in many different modes and for many different purposes. The writing process, teacher-student conferences, reflective essays, and rewriting are all essential to the AP Literature and Composition course. Mini-lessons on grammar and mechanics are given throughout the year on an as-needed basis for the entire class and individually with students in individual writing conferences. Rubrics are given for all major writing assignments, and in-class essays are graded using a version of the AP Literature and Composition open-ended essay scoring guidelines tailored for individual assignments. Students also critique sample essays orally and in writing.

Students are given the freedom to pursue or create writing topics of their own interest as often as possible. The types of writing assignments offered include:

1. Analytical and interpretative essays
2. Timed-in class essays
3. Personal essays
4. Expository essays
5. Persuasive essays
6. Critical essays
7. Informal written responses
8. Poetry
9. Short stories and memoir
10. Sketches and vignettes
11. Reader response essays
12. Imitative writing

C. Research:

Students taking the AP Literature and Composition class are expected to have developed facility with the skills learned during the Junior Research Process, but a review of such skills may be necessary at times. The course provides ample opportunities for student research, including but not limited to:

1. Finding biographical and historical background of authors and works
2. Understanding literary movements
3. Understanding schools of criticism
4. Understanding allusions
5. Finding works of literary criticism
6. Discovering works related to the literature studied, including writings, film, music, etc.
7. Using databases, online sources, and other electronic and print resources useful in the serious study of literature

The culmination of students' research skills are demonstrated through the Senior Project, which occupies most of the fourth marking period. Successful completion of the Senior Project requires the following research skills that are exercised and refined throughout the academic year:

1. Selecting an appropriate topic/area of inquiry/project plan
2. Determining the resources needed and available to complete the project
3. Gathering, annotating, and reading, viewing, or listening to resources relevant to the project
 - a. Gathering and surveying sources
 - b. Creating an annotated bibliography
 - c. Taking notes according to an established format
4. Applying research to the final product, the project paper, and/or the project presentation
5. Submitting properly formatted and documented papers, electronic presentations, web sites, etc.

D. Communication:

The content, scope and sequence of the communication dimension of the course offers teachers opportunities to differentiate classroom experiences according to the interests and learning styles of the individual members of the class. During the year students present lessons to the class and conduct discussions of readings for the duration of the class. In addition, all students must give an individual presentation to the class as part of the Senior Project in the fourth marking period.

Essential communication experiences include:

1. Classroom and small-group discussions
2. Individual and group-led discussions, presentations, and dramatizations
3. Performing and visual arts viewing and analysis
4. Literature Circle discussions
5. Writing group discussions
6. Teacher-student conferencing
7. The Senior Project presentation

IV. INSTRUCTIONAL TECHNIQUES

Because the learning process is dynamic, and because the AP Literature and Composition course is designed for academically talented and highly motivated students of English, a variety of instructional techniques are employed to offer students challenging and intellectually stimulating coursework. Examples include, but are not limited to:

- A. Direct instruction - whole group, small flexible group, and/or individual
 - 1. Close reading analysis and explication
 - 2. Modeled thinking and/or application
 - 3. Repeated reading
 - 4. Independent reading
 - 5. Shared writing
 - 6. Process writing
 - 7. Integration of technology

- B. Deliberate practice/application - whole group, small group, and/or partnerships
 - 1. Classroom discussion - whole group, small group, and/or partnerships
 - a. Essential questions
 - b. Text dependent questions
 - c. Conversation markers
 - d. Debate
 - e. Panel
 - f. Socratic seminar
 - g. Fishbowl
 - h. Creative performances
 - i. Presentations
 - 2. Writing to learn
 - a. Concept mapping
 - 1) Annotating
 - 2) Note-taking
 - 3) Graphic organizing
 - 4) Outlining
 - 5) Brainstorming
 - b. Prediction
 - c. Journaling
 - d. Summary and analysis
 - e. Learning logs
 - f. Do-now and/or exit slip
 - g. Fictional dialogue
 - h. Free write
 - 3. Collaborative learning with peers - small group and/or partnerships
 - a. Literature circle/book club protocols
 - b. Jigsaw
 - c. Inquiry learning
 - d. Reciprocal teaching
 - e. Peer feedback

- C. Metacognition
 - 1. Self-questioning
 - 2. Questions to guide learning
 - 3. Strategy monitoring (e.g. learning logs; “What helped me learn today?”)
 - 4. Transfer monitoring (e.g. “How do I know I learned...?”)

- D. Interdisciplinary connections
 - 1. Varied and wide-ranging art forms
 - 2. Field trips
 - 3. Virtual field trips
 - 4. Outside presenters
- E. As called for by individual student's needs, consult Appendix XI for accommodations and modifications for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students and Students with 504 Plans.

V. EVALUATION

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments is utilized to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

- A. Diagnostic assessments allow teachers to gauge students' current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
 - 1. Pre-tests, baseline assessments, and benchmarked assessments
 - 2. Class discussions/debates - partnerships, small group, or whole class
 - 3. Self-assessment and goal setting
 - 4. Conferencing
 - 5. Anecdotal teacher records
- B. Formative assessments measure students' growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
 - 1. Process writing components
 - 2. Quizzes
 - 3. Annotations
 - 4. Text dependent questions
 - 5. Concept maps, outlines, and/or graphic organizers
 - 6. Self-assessment
 - 7. Peer assessment
 - 8. Journals
 - 9. Engagement in class discussions/debates - partnerships, small group, or whole class
 - 10. Presentations - individual, partnered, and small group
 - 11. Fishbowl
 - 12. Socratic Seminar
 - 13. Conferencing
 - 14. Anecdotal teacher records

C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.

1. Tests; post-assessments (e.g. essential questions; text dependent questions)
2. Timed writings
3. Self-assessment and reflection
4. Final draft analytical, critical, argumentative, and personal essays (e.g., teacher and student devised rubrics)
5. Creative writing pieces (e.g., short stories, poetry, and memoir)
6. Evidence-based research projects
7. Portfolios
8. Presentations - individual, partnered, and small group
9. Fishbowl
10. Socratic Seminar
11. Midterm examination
12. Senior project

VI. PROFESSIONAL DEVELOPMENT

The following are recommended components of the teacher's professional development:

- A. Attending Advanced Placement workshops offered throughout the years by the College Board as well as other courses and workshops to learn about instructional strategies and additional resources that can enrich course content
- B. Attend courses or workshops in literature
- C. Attend poetry readings and other literary, artistic, and cultural events related to course content
- D. Completing of the College Board's required syllabus approval process
- E. Observing colleagues' classes (in English and other disciplines) and visit AP Literature and AP Language classes in other school districts
- F. Sharing instructional ideas not only with English teachers but also with teachers of other disciplines within the building
- G. Attending in-district staff development courses related to pedagogy, technology, instructional techniques, and student needs
- H. Accessing the teaching and literary resources appended to this document

APPENDIX I:

New Jersey Student Learning Standards for Language Arts (11-12)

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

New Jersey Student Learning StandardsA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

New Jersey Student Learning StandardsA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

New Jersey Student Learning StandardsA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

New Jersey Student Learning StandardsA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning StandardsA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

New Jersey Student Learning StandardsA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

New Jersey Student Learning StandardsA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

New Jersey Student Learning StandardsA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

New Jersey Student Learning StandardsA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

New Jersey Student Learning StandardsA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

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.

RL.11-12.3. 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).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning

and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. 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).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing

Text Types and Purposes

New Jersey Student Learning Standards A.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

New Jersey Student Learning StandardsA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

New Jersey Student Learning StandardsA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

New Jersey Student Learning StandardsA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

New Jersey Student Learning StandardsA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

New Jersey Student Learning StandardsA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

New Jersey Student Learning StandardsA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

New Jersey Student Learning StandardsA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

New Jersey Student Learning StandardsA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

New Jersey Student Learning StandardsA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 11-12

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
3. 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.
4. 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.
5. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. 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.

6. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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.

Research to Build and Present Knowledge

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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
2. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

New Jersey Student Learning StandardsA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

New Jersey Student Learning StandardsA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

New Jersey Student Learning StandardsA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

New Jersey Student Learning StandardsA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

New Jersey Student Learning StandardsA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

New Jersey Student Learning StandardsA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

1. 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.
2. 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.
3. 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.
4. 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 media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

New Jersey Student Learning StandardsA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

New Jersey Student Learning StandardsA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

New Jersey Student Learning StandardsA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

New Jersey Student Learning StandardsA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

New Jersey Student Learning StandardsA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

New Jersey Student Learning StandardsA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grades 11-12

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Observe hyphenation conventions.
2. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

1. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX III:

New Jersey Student Learning Standards for 21st-Century Life and Careers

STANDARD 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

STANDARD 9.2: (Personal Financial Literacy) all students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

STANDARD 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>.

APPENDIX V

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans **(N.J.A.C. 6A: 8)**

Special Education	
ENVIRONMENT	
Preferential Seating	
Adjust time for completion of assignments when needed	
Adjust length of assignments when needed	
Allow additional oral response time	
Break tasks (including long range assignments) into manageable steps	
Provide copies of notes	
Reduce the number of problems on a page	
Provide assistance with organizing a notebook or folder	
Repeat/ clarify directions when needed	
Make frequent checks for work/assignment completion.	
Modify homework and class work if needed	

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
<u>Use scaffolding techniques consistently throughout lesson</u>
<u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u>
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board

Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework

Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents

Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>

Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

ENGLISH IV-ADVANCED PLACEMENT LANGUAGE AND COMPOSITION - 2144

School Westfield High School
Department English
Length of Course 36 Weeks
Credit 5.0
Grade Level 12
Prerequisite Successful completion of English III
English III Honors, American Studies, or American Studies Honors
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

Believing that many young people can complete college-level studies in high school, the Department of English offers Advanced Placement courses in both Language and Composition and Literature and Composition. Both courses demand rigorous academic standards, sophisticated analytical and critical thinking, and articulate written and oral expression. Students electing the course with the recommendation of previous English teachers, or occasionally, on their own, should be committed to fulfilling demanding course requirements. Implicit in the AP program is the expectation of maturity for independent scholarship and intelligent interaction in a seminar setting. Successful completion of the AP examination, the culminating experience for most students electing the course, often offers advanced placement in college English courses or exemption for required college freshman composition courses.

The AP English Language and Composition Course in Westfield High School is a senior level class, the culmination of four years of English. Its goals are to develop students' ability to read complex texts with understanding and to write in a variety of forms with awareness of audience, purpose, and style. Through close reading of non-fiction texts, students learn to recognize prose styles in various disciplines and to evaluate and analyze the decisions made by the author for effectiveness in diction, syntax, tone, and the use of rhetorical devices. Students apply a variety of strategies and techniques in their own writing, creating pieces ranging from informal journals to personal narratives to expository, analytical, and argumentative compositions based on research and including correct documentation. A great deal of emphasis is placed on the writing process, with careful attention to drafting, revision, peer editing, and teacher review. By the conclusion of the course, each student should be aware of his or her own most effective writing process.

The course's goals are to allow students to develop a thorough understanding of their own writing processes and the ability to read, write and speak effectively in college courses across the curriculum. Thus, students are prepared to take the Advanced Placement Language and Composition examination.

Students taking the Advanced Placement Language and Composition course should be highly motivated and enthusiastic learners. Participation in class discussions is essential for success in the course. Whether discussing an author's work or critiquing a piece of student writing, students are expected to engage actively, express their points articulately, defend their opinions with evidence, listen to and consider others' points of view, and conduct themselves in a mature and respectful manner. Through the advanced study of language the students gain much more than an understanding of humankind's motives, aspirations, fears, frustrations, failures, successes, joys, and sorrows. They can also cultivate social and emotional competency through the measure of their own behavior, evaluation of their own goals in life, and assessment of the values expressed by some of the world's greatest writers and thinkers. In turn, students present lessons to the class and conduct sustained discussions of non-fiction texts that further develop both their sense of ownership and their awareness of themselves and their audiences. In addition, all students must give an individual presentation to the class as part of the Senior Project in the fourth marking period.

The student electing to take this course is expected to:

- A. have a deep interest in the workings of the English language;
- B. have strong reading comprehension and text analysis skills;
- C. be able to handle simultaneously many responsibilities and tasks;
- D. be a self-motivated and independent learner;
- E. demonstrate intellectual and aesthetic curiosity about the subject matter;
- F. be eager to pursue independent study;
- G. write well and be adaptable to different types of writing;
- H. demonstrate a commitment to the revision process;
- I. listen to the ideas of others openly but critically;
- J. reason with logic both verbally and in writing;
- K. participate thoughtfully and effectively in class and group discussions;
- L. demonstrate the ability to organize thoughts, to lead groups, to work in groups and to stimulate class discussions;
- M. be consistently prepared for class

II. OBJECTIVES

The following objectives are aligned with the New Jersey Student Learning Standards for ELA, the New Jersey Student Learning Standards for 21st-Century Life and Career Skills (Standard 9.1) and the New Jersey Student Learning Standards for Technology (Standards 8.1 and 8.2), and the NJ Competencies for Social and Emotional Learning.

- A. Through reading, using an analytical approach to primarily non-fiction works such as social commentaries, essays, newspaper and magazine articles, editorials, memoirs, satirical pieces, students:

1. Improve analytical and comprehension skills by actively reading and annotating text
New Jersey Student Learning Standards for ELA: RL 11-12.6; RI 11-12.9; L 11-12.3, 4
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Awareness
2. Recognize, analyze and evaluate how effective use of diction, syntax, and style enhances an author's ability to communicate to an audience
New Jersey Student Learning Standards for ELA: RL 11-12.5; RI 11-12.5, 6; L 12.3, 4, 5
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Relationship Skills
3. Develop a critical perspective by analyzing the quality of arguments and evaluating their strengths and weaknesses
New Jersey Student Learning Standards for ELA: RI 11-12.1, 5, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness
4. Examine rhetorical approaches, such as specific rhetorical devices and Aristotle's Rhetorical Triangle, and their ability to enhance communication
New Jersey Student Learning Standards for ELA: RI 11-12.1
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness, Relationship Skills
5. Recognize the author's use of voice/tone and its impact on the reader's response
New Jersey Student Learning Standards for ELA: RL 11-12.1; RI 11-12.4, 5, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness, Relationship Skills
6. Examine the various uses of appeals – in particular the classical appeals of ethos, pathos, and logos – and how they impact the content, context, meaning, and response elicited by a work
New Jersey Student Learning Standards for ELA: RI 11-12.1, 4, 5, 6, 7, 8, 9
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness
7. Explore the problems inherent in translations from other languages
New Jersey Student Learning Standards for ELA: RL 11-12.1, 4, 5; RI 11-12.4, 5
NJ World Language Core Curriculum Content Standard 7.1
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness
8. Develop a sense of the satirical and recognize it in its various forms and degrees
New Jersey Student Learning Standards: RL 11-12.6; RI 11-12.5, 6, 10
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness
9. Compare and contrast the writing styles, voices, and approaches of authors and determine how effective each is according to the authors' apparent purposes
New Jersey Student Learning Standards for ELA: RL 11-12.1, 7, 9; RI 11-12.1, 2, 3, 4, 5, 6, 10
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness
10. Recognize the uses and purposes of annotation and its correct forms
New Jersey Student Learning Standards for ELA: RL 11-12.1, 4, 5; RI 11-12.4, 5, 10
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Awareness
11. Increase vocabulary through the reading of challenging pieces and the analysis of selected authors
New Jersey Student Learning Standards for ELA: RL 11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10; RI 11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10; L 11-12.4, 5, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1

12. Improve reading skills across the curriculum

New Jersey Student Learning Standards for ELA: RL 11-12.1, 2, 3, 10; RI 11-12.1, 2, 3; L 11-12.4, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Management

B. Through a variety of writing experiences, such as persuasive, analytical and critical essays, personal narratives and stories, satires, speeches, journals, response pieces, research and synthesis based writings, and other forms, the students:

1. Internalize the writing process and demonstrate competency with each stage

New Jersey Student Learning Standards for ELA: W 11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10; L 12.1
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Management

2. Criticize and evaluate a writer's work

New Jersey Student Learning Standards for ELA: W 11-12.1, 2; L 11-12.2
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1

3. Respond intelligently to arguments presented by authors

New Jersey Student Learning Standards for ELA: W 11-12.1, 2, 6, 7, 8, 9
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1

4. Write in a variety of forms such as creative, memoir, and analytical

New Jersey Student Learning Standards for ELA: W 11-12.3, 4, 5; L 11-12.1, 2
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1

5. Incorporate rhetoric in its various forms into their own writing

New Jersey Student Learning Standards for ELA: W 11-12.3, 5; L 11-12.6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness

6. Discover their own voice and adjust it to various topics and objectives

New Jersey Student Learning Standards for ELA: W 11-12.3, 5; L 11-12.1, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness, Relationship Skills

7. Create and substantiate an original, insightful thesis

New Jersey Student Learning Standards for ELA: W 11-12.1, 10; L 11-12.1, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1

8. Reflect thoughtfully on a writer's work in a concise timed-writing piece

New Jersey Student Learning Standards for ELA: W 11-12.1, 2, 10; L 11-12.1, 2
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1

9. Compare and contrast how an author's style, diction, syntax and tone are determined by his audience and objectives

New Jersey Student Learning Standards for ELA: W 11-12.1, 2; L 11-12.6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness

10. Synthesize material from a number of sources into a comprehensive analysis

New Jersey Student Learning Standards for ELA: W 11-12.4, 5, 6, 7, 8, 9; L 11-12.6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1

11. Establish confidence in writing that allows students to give and receive constructive criticism of their own writing and that of their peers

New Jersey Student Learning Standards for ELA: W 11-12.1, 2, 3, 4, 5; L 11-12.1, 2, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Management, Relationship Skills

12. Apply their knowledge and gain mastery of usage and grammar in writing

New Jersey Student Learning Standards for ELA: W 11-12.3, 4, 5; L 11-12.1, 2, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1

C. Through a variety of research assignments the students:

1. Review previously learned research skills as well as synthesize them with new skills and apply that knowledge to the production of thesis-driven research papers and/or presentations
New Jersey Student Learning Standards for ELA: W 11-12.7, 8, 9
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
2. Demonstrate the ability to access appropriate technology and library/media center resources to conduct research efficiently and effectively
New Jersey Student Learning Standards for ELA: W 11-12.6, 8
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
NJ Technological Literacy 8.1
3. Utilize an appropriate balance of a variety of media, primary and secondary sources, to conduct research
New Jersey Student Learning Standards for ELA: W 11-12.6, 7, 8, 9
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
4. Define an appropriate scope for research
New Jersey Student Learning Standards for ELA: W 11-12. 4, 5
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Responsible Decision-Making
5. Compile notes in an effective format
New Jersey Student Learning Standards for ELA: W 11-12.8, 9
New Jersey Student Learning Standards: L 11-12.1
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Management
6. Demonstrate the ability to differentiate between fact and opinion, generalities and concrete evidence, primary and secondary sources, and pertinent and irrelevant information
New Jersey Student Learning Standards for ELA: W 11-12.8, 9; L 11-12.1
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
7. Organize and synthesize their research data to construct a unifying thesis and develop a plan for cohesive paper, presentation, or class discussion
New Jersey Student Learning Standards for ELA: W 11-12.1, 9; L 11-12.3
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
NJ Technological Literacy 8.1
New Jersey Competencies for Social and Emotional Learning: Self-Management
8. Properly document their use of sources
New Jersey Student Learning Standards for ELA: W 11-12.8, 9
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
9. Select an appropriate style and voice for the topic and audience of the essay or speech
New Jersey Student Learning Standards for ELA: W 11-12.1, 2, 3; L 11-12.6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness, Relationship Skills

D. Through a variety of classroom communications and exposure to oral, dramatic, cinematic and musical performances as well as the graphic text, advertisements, and the visual arts students:

1. Listen critically and respond meaningfully to a variety of texts, speakers and media
New Jersey Student Learning Standards for Visual and Performing Arts 1.4
New Jersey Student Learning Standards for ELA: SL 11-12.1, 2, 4; L 11-12.1, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Relationship Skills

2. Recognize the diversity of spoken discourse and the impact of nuances of speech and gesture upon audience response
New Jersey Student Learning Standards for Visual and Performing Arts 1.1
New Jersey Student Learning Standards for ELA: SL 11-12.3; L 11-12.1, 4, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness
3. Demonstrate confidence in the development of their distinctive verbal and non-verbal expressions and interactions
New Jersey Student Learning Standards for Visual and Performing Arts 1.3
New Jersey Student Learning Standards for ELA: SL 11-12.1, 2, 6; L 11-12.4, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Self-Awareness
4. Analyze the cinematic and visual components that contribute to the audience's response
New Jersey Student Learning Standards for Visual and Performing Arts 1.4
New Jersey Student Learning Standards for ELA: SL 11-12.3, 4; L 11-12.3, 4
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
5. Appreciate and analyze film, television, and other visual media as they are defined by direction, cinematography, lighting, and sound
New Jersey Student Learning Standards for Visual and Performing Arts 1.4
New Jersey Student Learning Standards for ELA: SL 11-12.2, 5; L 11-12.3, 4, 5
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
6. Examine the means by which the visual arts and musical performances communicate meaning
New Jersey Student Learning Standards for Visual and Performing Arts 1.4
New Jersey Student Learning Standards for ELA: SL 11-12.2, 3, 6; L 11-12.5, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness
7. Examine and create advertisements in order to explore the rhetorical impact of images accompanied by language
New Jersey Student Learning Standards for Visual and Performing Arts 1.4
New Jersey Student Learning Standards for ELA: SL 11-12.2, 3, 5; L 11-12.4, 5, 6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
New Jersey Competencies for Social and Emotional Learning: Social Awareness
8. Develop a fluency with on-line communications to enhance in-class discussions
New Jersey Student Learning Standards for ELA: SL 11-12.1, 2, 5, 6; L 11-12.6
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills 9.1
NJ Technological Literacy 8.1
New Jersey Competencies for Social and Emotional Learning: Relationship Skills

III. CONTENT, SCOPE AND SEQUENCE

AP English Language and Composition exposes students to the various means of communication in the English language. The ultimate goal is to instill in the student an appreciation of the richness of the language and of writing as a craft. The content, scope, and sequence utilizes a skills and inquiry-based approach to instruction. As students answer each essential question, effective communication in the English language through a variety of media is analyzed, modeled and practiced. Given AP English Language is the students' first experience with a nonfiction focus only, they are, in essence, learning a new language; thus, it is best that teachers follow skills acquisition and application-based approach in a linear fashion, incorporating relevant texts for each skill. Skills are coded accordingly: Rhetorical Situation (RHS), Claims and Evidence (CLA), Reasoning and Organization (REO), and Style (STL). Teachers plan using the following sequence per marking period:

Unit I - DEFINING RHETORIC AND ARGUMENTATION (10 weeks)

1. What is rhetoric?
2. How does a writer's purpose, context, and audience determine his/her/their linguistic and rhetorical choices?
3. What is the relationship between rhetorical techniques and their unique function within particular exigencies?

<p>Introducing the Rhetorical Situation (SOAPSTone) - Weeks 1-3</p> <p>Why must a writer carefully consider linguistic choices and their impact?</p> <p>What are the dangers of abuses of language?</p> <p>In what ways does thought corrupt language and language corrupt thought?</p>	
<p>Enduring Understandings</p> <ol style="list-style-type: none">1. Individuals write within a particular situation and make strategic choices based on that situation2. Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.	<p>Skills</p> <ol style="list-style-type: none">1. RHS: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose context and message.2. CLE: Identify and explain claims and evidence within an argument.3. CLE: Develop a paragraph that includes a claim and evidence supporting the claim.
<p>Personal Narrative and Memoir Writing - Weeks 4-6</p> <p>How does a memoirist discover her particular style and voice?</p> <p>What rhetorical and linguistic choices does a memoirist make to convey her story of identity formation?</p> <p>How does the practice of modeling other narrative writers' rhetorical choices help a writer expand her own skills and discover her own style?</p>	
<p>Enduring Understandings</p> <ol style="list-style-type: none">1. Individuals write within a particular situation and make strategic choices based on that situation2. Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.	<p>Skills</p> <ol style="list-style-type: none">1. RHS: Explain how an argument demonstrates understanding of an audience's beliefs, values or needs.2. RHS: Demonstrate an understanding of an audience's beliefs, values, or needs.3. CLE: Identify and explain claims and evidence within an argument.4. CLE: Develop a paragraph that includes a claim and evidence supporting the claim.5. CLE: Identify and describe the overarching thesis or an argument, and any indication it provides of the argument's structure.6. CLE: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
<p>Introduction to Argument - Weeks 7-9</p> <p>How have specific writers employed language to engender oppression and hatred of particular groups of people?</p> <p>How have specific writers employed language to express atrocity and oppression witnessed, endured, and survived?</p> <p>How have specific writers employed language to question and protest oppression?</p>	
<p>Enduring Understanding</p> <ol style="list-style-type: none">1. Writers make claims about subjects, rely on evidence that supports the reasoning that	<p>Skills</p> <ol style="list-style-type: none">1. CLE: Identify and explain claims and evidence within an argument.

<p>justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.</p> <p>2. Writers guide understanding of a text's line of reasoning and claims through that text's organization and integration of evidence.</p>	<p>2. CLE: Develop a paragraph that includes a claim and evidence supporting the claim.</p> <p>3. REO: Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</p> <p>4. REO: Develop a line of reasoning and commentary that explains it throughout an argument.</p> <p>5. REO: Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>6. REO: Use appropriate methods of development to advance an argument.</p>
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Unit II - FURTHER RHETORICAL ANALYSIS AND EFFECTIVE ARGUMENTATION (10 weeks)

1. What is argument and what are the various modes of argument available to a rhetor (Classical, Toulmin, Rogerian)?
2. What are the various elements of effective argumentation?
3. How does a writer select the most effective structural and rhetorical choices for his/her/their purpose?

<p>Various Approaches to Structuring Argument - Weeks 10-12</p> <p>How is the structure of an argument seminal to its effectiveness?</p> <p>How does a writer decide upon the most effective means to structure and deliver an argument?</p>	
<p>Enduring Understandings</p> <ol style="list-style-type: none"> 1. Individuals write within a particular situation and make strategic writing choices based on that situation. 2. Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments. 3. Writers guide understanding of a text's line of reasoning and claims through that text's organization and integration of evidence. 	<p>Skills</p> <ol style="list-style-type: none"> 1. RHS: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 2. RHS: Write introductions and conclusions appropriate to the context of the rhetorical situation. 3. CLE: Identify and describe the overarching thesis or an argument, and any indication it provides of the argument's structure. 4. CLE: Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 5. REO: Recognize and explain the use of methods of development to accomplish a purpose. 6. REO: Use appropriate methods of development to advance an argument.
<p>Historical Documents and Argument - Weeks 13-15</p> <p>What documents in U.S. history have demonstrated sound logic and reasoning?</p> <p>How have these documents both nurtured and questioned assumptions of American identity?</p>	
<p>Enduring Understandings</p> <ol style="list-style-type: none"> 1. Writers guide understanding of a text's line of reasoning and claims through that text's organization and integration of evidence. 2. The rhetorical situation informs the strategic stylistic choices that writers make. 	<p>Skills</p> <ol style="list-style-type: none"> 1. REO: Describe the line of reasoning and explain whether it supports an argument's overarching thesis. 2. REO: Develop a line of reasoning and commentary that explains it throughout an argument.

	<ol style="list-style-type: none"> 3. REO: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. 4. REO: Use transitional elements to guide the reader through the line of reasoning of an argument. 5. STL: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. 6. STL: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
<p align="center">Argument and the Modern Writer - Weeks 16-18</p> <p>Given that arguments are regularly employed to raise awareness and enact change, how have modern writers, both American and international, utilized argumentation structure in essays, op-eds, and letters to reframe preconceived notions?</p>	
<p>Enduring Understandings</p> <ol style="list-style-type: none"> 1. Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments. 2. The rhetorical situation informs the strategic stylistic choices that writers make. 	<p>Skills</p> <ol style="list-style-type: none"> 1. CLE: Identify and explain claims and evidence within an argument. 2. CLE: Develop a paragraph that includes a claim and evidence supporting the claim. 3. CLE: Identify and describe the overarching thesis or an argument, and any indication it provides of the argument's structure. 4. CLE: Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 5. STL: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. 6. STL: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Unit III - SPOKEN AND VISUAL ARGUMENT (10 weeks)

1. How does spoken engagement with an audience inform a writer's rhetorical choices?
2. How does visual engagement with an audience inform a writer's rhetorical choices?

<p align="center">Inquiry into Spoken Argument - Weeks 19-21</p> <p>How do rhetors incorporate certain strategies to maximize the efficacy of their speeches? Their performance in debates?</p> <p>How do the choices of speakers differ per forum: politics, social commentary, awards, social media, etc?</p> <p>In what ways can students incorporate techniques learned in their own work?</p>	
<p>Enduring Understandings</p> <ol style="list-style-type: none"> 1. Individuals write within a particular situation and make strategic writing choices based on that situation. 2. Writers make claims about subjects, rely on 	<p>Skills</p> <ol style="list-style-type: none"> 1. RHS: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 2. RHS: Write introductions and conclusions

<p>evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.</p> <p>3. The rhetorical situation informs the strategic stylistic choices that writers make.</p>	<p>appropriate to the context of the rhetorical situation.</p> <p>3. CLE: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p>4. CLE: Qualify a claim using modifiers, counterarguments, and alternative perspectives.</p> <p>5. STL: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>6. STL: Write sentences that clearly convey ideas and arguments.</p> <p>7. STL: Explain how grammar and mechanics contribute to the clarity and effectiveness.</p> <p>8. STL: Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>
<p align="center">Inquiry into Visual Argument - Weeks 22-24</p> <p align="center">How does an audience read a visual text (words, colors, composition elements, etc)?</p> <p align="center">How do visual texts convey argument, specifically in advertising, photography, social media, political cartoons?</p> <p align="center">How do language and visuals intersect to appeal to specific audiences?</p> <p align="center">In what ways can students incorporate techniques learned in their own work?</p>	
<p>Enduring Understandings</p> <p>1. Individuals write within a particular situation and make strategic writing choices based on that situation.</p> <p>2. The rhetorical situation informs the strategic stylistic choices that writers make.</p>	<p>Skills</p> <p>1. RHS: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</p> <p>2. RHS: Demonstrate an understanding of an audience's beliefs, values, or needs.</p> <p>3. STL: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>4. STL: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>5. STL: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>6. STL: Write sentences that clearly convey ideas and arguments.</p>
<p align="center">Advanced Inquiry into the Intersection of Visual and Spoken Argument -: Weeks 25-27</p> <p align="center">How do language and visuals intersect to appeal to specific audiences?</p> <p align="center">In what ways can students incorporate techniques learned in their own work?</p>	
<p>Enduring Understandings</p> <p>1. Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.</p>	<p>Skills</p> <p>1. CLE: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p>2. CLE: Qualify a claim using modifiers, counterarguments, and alternative perspectives.</p>

Unit IV - AP EXAMINATION FINAL PREPARATION & SENIOR PROJECT (10 weeks)

1. How can an individual's self-selected inquiry foster intellectual, scholarly, psychological, social and emotional competencies?

During the final ten weeks of the school year, the instructor will review key concepts and skills in preparation for the Advanced Placement Examination in Language and Literature. Students will concurrently begin the Senior Project. A culmination of students' research skills are demonstrated through the Senior Project, which occupies most of the fourth marking period. Successful completion of the Senior Project requires the following research skills that are exercised and refined throughout the academic year:

1. Selecting an appropriate topic/area of inquiry/project plan
2. Determining the resources needed and available to complete the project
3. Gathering, annotating, and reading, viewing, or listening to resources relevant to the project
 - a. Gathering and surveying sources
 - b. Creating an annotated bibliography
 - c. Taking notes according to an established format
4. Applying research to the final product, the project paper, and/or the project presentation
5. Submitting properly formatted and documented papers, electronic presentations, web sites, etc

IV. INSTRUCTIONAL TECHNIQUES

Because the learning process is dynamic, and because the AP Language and Composition course is designed for academically talented and highly motivated students of English, a variety of instructional techniques are employed to offer students challenging and intellectually stimulating coursework. Examples include, but are not limited to:

- A. Direct instruction - whole group, small flexible group, and/or individual
 1. Close reading analysis and explication
 2. Modeled thinking and/or application
 3. Repeated reading
 4. Independent reading
 5. Shared writing
 6. Process writing
 7. Integration of technology
- B. Deliberate practice/application - whole group, small group, and/or partnerships
 1. Classroom discussion - whole group, small group, and/or partnerships
 - a. Essential questions
 - b. Text dependent questions
 - c. Conversation markers
 - d. Debate
 - e. Panel
 - f. Socratic seminar
 - g. Fishbowl
 - h. Creative performances
 - i. Presentations

2. Writing to learn
 - a. Concept mapping
 - 1) Annotating
 - 2) Note-taking
 - 3) Graphic organizing
 - 4) Outlining
 - 5) Brainstorming
 - b. Prediction
 - c. Journaling
 - d. Summary and analysis
 - e. Learning logs
 - f. Do-now and/or exit slip
 - g. Free write
 3. Collaborative learning with peers - small group and/or partnerships
 - a. Literature circle/book club protocols
 - b. Jigsaw
 - c. Inquiry learning
 - d. Reciprocal teaching
 - e. Peer feedback
- C. Metacognition
1. Self-questioning
 2. Questions to guide learning
 3. Strategy monitoring (e.g. learning logs; “What helped me learn today?”)
 4. Transfer monitoring (e.g. “How do I know I learned...?”)
- D. Interdisciplinary connections
1. Varied and wide-ranging art forms
 2. Field trips
 3. Virtual field trips
 4. Outside presenters
- E. As called for by individual student’s needs, consult Appendix XI for accommodations and modifications for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students and Students with 504 Plans.

V. EVALUATION

The goal of evaluation is to make formal and informal assessments of students’ progress and development. A variety of assessment techniques and instruments is utilized to gauge students’ understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

- A. Diagnostic assessments allow teachers to gauge students’ current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.

1. Pre-tests/Baseline Assessments
 2. Class discussions/debates - partnerships, small group, or whole class
 3. Self-assessment and goal setting
 4. Conferencing
 5. Anecdotal teacher records
- B. Formative assessments measure students' growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
1. Process writing components
 2. Quizzes
 3. Annotations
 4. Text dependent questions
 5. Concept maps, outlines, and/or graphic organizers
 6. Self-assessment
 7. Peer assessment
 8. Journals
 9. Engagement in class discussions/debates - partnerships, small group, or whole class
 10. Presentations - individual, partnered, and small group
 11. Fishbowl
 12. Socratic Seminar
 13. Conferencing
 14. Anecdotal teacher records
- C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.
1. Tests; quizzes; post-assessments (e.g. AP examination style multiple choice questions)
 2. Timed writings
 3. Self-assessment and reflection
 4. Final draft analytical, critical, argumentative, synthesis and personal essays (e.g. teacher and student devised rubrics)
 5. Create narrative writing pieces (e.g. memoir and journal writing)
 6. Evidence-based research projects
 7. Portfolios
 8. Presentations - individual, partnered, and small group
 9. Fishbowl
 10. Socratic Seminar
 11. Midterm examination
 12. Senior project

VI. PROFESSIONAL DEVELOPMENT

The following are recommended components of the teacher's professional development:

- A. Attending Advanced Placement workshops offered throughout the years by the College Board, as well as other courses and workshops to learn about instructional strategies and additional resources that can enrich course content
- B. Attending courses or workshops on language and non-fiction writing
- C. Attending presentations, panels, symposia, and other events that feature non-fiction writers sharing their stories
- D. Completing the College Board's required syllabus approval process
- E. Observing colleagues' classes (in English and other disciplines) and visiting AP Literature and AP Language classes in other school districts
- F. Sharing instructional ideas not only with English teachers but also with teachers of other disciplines within the building
- G. Accessing the teaching and literary resources appended to this document

APPENDIX I:

New Jersey Student Learning Standards for Language Arts (11-12)

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

New Jersey Student Learning StandardsA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

New Jersey Student Learning StandardsA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

New Jersey Student Learning StandardsA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

New Jersey Student Learning StandardsA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning StandardsA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

New Jersey Student Learning StandardsA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

New Jersey Student Learning StandardsA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

New Jersey Student Learning StandardsA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

New Jersey Student Learning StandardsA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

New Jersey Student Learning StandardsA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

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.

RL.11-12.3. 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).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. 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).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing

Text Types and Purposes

New Jersey Student Learning StandardsA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

New Jersey Student Learning StandardsA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

New Jersey Student Learning StandardsA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

New Jersey Student Learning StandardsA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

New Jersey Student Learning StandardsA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

New Jersey Student Learning StandardsA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

New Jersey Student Learning StandardsA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

New Jersey Student Learning StandardsA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

New Jersey Student Learning StandardsA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

New Jersey Student Learning StandardsA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 11-12

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
3. 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.
4. 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.
5. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. 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.

6. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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.

Research to Build and Present Knowledge

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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
2. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

New Jersey Student Learning StandardsA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

New Jersey Student Learning StandardsA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

New Jersey Student Learning StandardsA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

New Jersey Student Learning StandardsA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

New Jersey Student Learning StandardsA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

New Jersey Student Learning StandardsA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

1. 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.
2. 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.
3. 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.
4. 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 media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

New Jersey Student Learning StandardsA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

New Jersey Student Learning StandardsA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

New Jersey Student Learning StandardsA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

New Jersey Student Learning StandardsA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

New Jersey Student Learning StandardsA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

New Jersey Student Learning StandardsA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grades 11-12

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Observe hyphenation conventions.
2. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

1. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX III:

New Jersey Student Learning Standards for 21st-Century Life and Careers

STANDARD 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

STANDARD 9.2: (Personal Financial Literacy) all students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

STANDARD 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>.

APPENDIX V:

List of Representative Texts

50 Essays (Cohen, 2010)

On Writing Well (Zinsser, 2006)

A Writer Teaches Writing (Murray, 2003)

Patterns for College Writing: A Rhetorical Reader and Guide (Kirsznner and Mandell, 2017)

The Language of Composition: Reading, Writing, Rhetoric (Shea, Scanlon, Aufses, and Harowitz Pankiewicz, 2018)

Everyday Use: Rhetoric at Work in Reading and Writing (Roskelley and Joliffe, 2008)

Elements of Argument (Rottenberg and Haisty Winchell, 2008)

Eats, Shoots and Leaves (Truss, 2006)

Teaching to Transgress: Education as the Practice of Freedom (hooks, 1994)

Selected periodicals

Selected speeches (<http://americanrhetoric.org/>)

Summer Reading

Gladwell's *Revisionist History* Podcast

Divide and Conquer. The complete, unabridged history of the world's most controversial semicolon.

On Writing: Memoir of a Craft (King, 2010)

Hillbilly Elegy (Vance, 2016)

APPENDIX VI

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes

Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

ORGANIZATION

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

Post routines

Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats

Give advance warning when transition is going to take place

Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects

Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>
<u>SIOP COMPONENTS AND FEATURES</u>
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts
Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
<u>Use scaffolding techniques consistently throughout lesson</u>
<u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u>
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level

Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)

SOCIAL/EMOTIONAL

Children's books addressing presenting problem

Student jots down presenting problem and erase when it goes away

Meet with guidance counselor

Student jots down presenting problem and erase when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan

CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

FIFTH GRADE CHORUS

Schools Elementary
Department Visual & Performing Arts
Length of Course Full Year (1 hour per week)
Grade Level Fifth
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

Chorus is an ensemble experience in the K-5 music curriculum for fifth graders. The purpose of the ensemble is to help children develop their fullest singing potential. Chorus assists in the refinement of vocal skills that are introduced in general music classes and allows for additional practice of the rudiments of using the singing voice.

The experience of using one's voice in a choral ensemble is a valuable one. Participants in chorus learn performance etiquette, how to work with others, and elements of good singing while studying quality choral literature. A positive early experience in a choral ensemble helps to build proper singing habits as well as self-confidence and esteem.

The students develop self-discipline, an awareness of group dynamics and the necessity for individual dedication to group goals through music instruction.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, World Languages, Technology, and 21st Century Life and Careers. They are developed sequentially throughout the course. Students:

A. Develop a means of aesthetic expression and appreciation

NJ Student Learning Standards for Visual and Performing Arts 1.3.5.B.4

NJ Student Learning Standards for Visual and Performing Arts 1.4.5.A.2

B. Develop a varied repertoire of vocal literature including folk songs, art songs, sacred songs, songs of other cultures and songs of the current genre

NJ Student Learning Standards for Visual and Performing Arts 1.2.5.A.2

NJ Student Learning Standards for Visual and Performing Arts 1.4.5.A.1

NJ Student Learning Standards for Visual and Performing Arts 1.4.5.A.2

NJ Student Learning Standards for Visual and Performing Arts 1.4.5.A.3

NJ Student Learning Standards for English Language Arts A.R1, A.R4

NJ Student Learning Standards for Social Studies 6.1 6.2

NJ Student Learning Standards for World Languages 7.1

NJ Student Learning Standards for 21st-Century Life and Careers CRP12

NJ Competencies for Social and Emotional Learning

Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds

C. Recognize the importance of contributing to an ensemble as well as achieving individual goals

NJ Student Learning Standards for Visual and Performing Arts 1.4.5.A.1

NJ Student Learning Standards for Visual and Performing Arts 1.4.5.A.2

NJ Student Learning Standards for Visual and Performing Arts 1.4.5.A.3

NJ Student Learning Standards for 21st-Century Life and Careers CRP12

NJ Competencies for Social and Emotional Learning

Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

D. Experience the joy and satisfaction of performing well for themselves and others

NJ Student Learning Standards for Visual and Performing Arts 1.3.5.B.2

NJ Student Learning Standards for 21st-Century Life and Careers CRP12

NJ Competencies for Social and Emotional Learning

Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

E. Experience skills and attitudes that encourage them to use their singing voices as lifelong musical instruments

NJ Student Learning Standards for Visual and Performing Arts 1.4.5.A.3

NJ Student Learning Standards for 21st-Century Life and Careers CRP2

III. CONTENT, SCOPE AND SEQUENCE

The Westfield Visual and Performing Arts Department recognizes the diversity of students and makes a commitment to integrating music into the education of our students. The teachers' knowledge of cognitive styles and levels enables the flexibility for each student to be provided with challenging work based on his or her individual readiness level and learning style.

In exploring choral music, the students are given the opportunity to apply skills learned in the K-5 music curriculum to a higher level of music. Musical concepts and learning expectations include:

A. Integrating the elements of singing (suggested time 15 weeks)

1. Demonstrate proper posture, breathing, vowel formation, diction (consonant formation and clarity) and pleasing tone quality
2. Develop part reading skills, choral blend and use of head voice versus chest voice

B. Music literacy concepts (suggested time 15 weeks)

1. Demonstrate an ability to watch and react appropriately to changes in conducting
2. Develop the ability to read and follow his or her part in the musical score
3. Recognize and incorporate the details of musical score (i.e. dynamic markings)

C. Expression and style (suggested time 6 weeks)

1. Engage in expressive singing that reflects the mood and style of the individual piece of music (i.e. dynamics, phrasing, tempo changes, style markings, ethnic or cultural details)
2. Demonstrate an awareness of proper stage presence and concert etiquette
3. Reflect on performance of self and the group and suggest ways to improve

IV. INSTRUCTIONAL TECHNIQUES

The instructor uses any or all of the following methods and techniques to best accomplish the objectives thus allowing flexibility for each student to be provided with challenging work based on his or her own ability level and learning style. Methods of instruction and types of learning activities include:

- A. Physical warm-ups
- B. Vocal warm-ups including vocalizes and exercises to improve and expand range and singing skills, and to introduce difficult sections in the music
- C. Rhythm reading and practice
- D. Score reading
- E. Listening
- F. Echo singing and clapping
- G. As called for by individual student's needs, consult Appendix VI for accommodations and modifications for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students and Students with 504 Plans.

V. EVALUATION

Evaluation is based on:

- A. Teacher observation and assessment
- B. Student participation and self-reflection
- C. Successful preparation of concert repertoire
- D. Formative, summative and benchmark assessments.

VI. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including:

- A. Access to in-house, in-service or professional training in the content area
- B. Access to books and professional journals to enhance development
- C. Time to confer with other department members to coordinate curriculum ideas and develop units of study
- D. Professional conferences, workshops and college courses that enhance specific instructional skills and strategies
- E. Private study with an individual artist or studio to further develop skills.

APPENDIX I

New Jersey Student Learning Standards for Visual and Performing Arts

STANDARD 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX III

New Jersey Student Learning Standards for Social Studies

STANDARD 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX IV

New Jersey Student Learning Standards for World Languages

STANDARD 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX V

New Jersey Student Learning Standards for 21st Century Life and Careers

NJSLS Career Ready Practices: These practices outline the skills that all individuals need to have to be truly adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX VI

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans **(N.J.A.C. 6A: 8)**

Special Education	
ENVIRONMENT	
Preferential Seating	
Adjust time for completion of assignments when needed	
Adjust length of assignments when needed	
Allow additional oral response time	
Break tasks (including long range assignments) into manageable steps	
Provide copies of notes	
Reduce the number of problems on a page	
Provide assistance with organizing a notebook or folder	
Repeat/clarify directions when needed	
Make frequent checks for work/assignment completion.	
Modify homework and class work if needed	

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
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<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>
<u>SIOP COMPONENTS AND FEATURES</u>

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes

Additional time to complete tasks/long-term projects with adjusted due dates

Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or

providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning

Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

K-5 MUSIC

Schools Elementary
Department Visual & Performing Arts
Length of Course .Full Year (1st -5th = 45 Minutes per week)
Grade Level K Through 5
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The primary purpose of the music curriculum is to provide a continuous program of education that makes an important contribution toward developing the cultural and aesthetic values of students.

Music is a vital part of daily life in the Westfield Public Schools. Each child has the opportunity to explore and develop his or her potential in music, learn to value the qualities of music, and understand its contribution to daily life.

The music program in Kindergarten through the fifth grade is designed to help students develop the skills necessary to make informed choices and aesthetic judgments about the music in their lives. Though music is inherently enjoyable, the highest enjoyment results from solid personal accomplishment toward specified educational objectives. The students develop self-discipline, an awareness of group dynamics and the necessity for individual dedication to group goals through music instruction.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, World Languages, Technology, and 21st Century Life and Careers. They are developed sequentially throughout the course. Students:

- A. Explore and experience music of many cultures, time periods and styles through singing, playing, listening, moving and research

NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.1, 1.1.2.B.2, 1.2.2.A.2, 1.2.5.A.3

NJ Student Learning Standards for English Language Arts A.R1

NJ Student Learning Standards for World Languages 7.1

NJ Competencies for Social and Emotional Learning

Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds

- B. Develop skills necessary to create their own music through guided preparation and individual/group experiences

NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.2, 1.1.2.B.3, 1.1.5.B.2, 1.3.2.B.5

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for 21st-Century Life and Careers CRP6

- C. Experience and identify the musical elements of rhythm, melody, harmony, tonality and form through listening, viewing, and performing
NJ Student Learning Standards for Visual and Performing Arts 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.5, 1.3.2.B.6, 1.3.2.B.7, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4
NJ Student Learning Standards for English Language Arts A.R4
NJ Student Learning Standards for Technology 8.1
- D. Evaluate the musical performance of themselves and others through group discussion, written comparisons and reward incentives
NJ Student Learning Standards for Visual and Performing Arts 1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3
NJ Student Learning Standards for English Language Arts A.W1, A.SL1, A.SL2, A.L1, A.L2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers CRP8
NJ Competencies for Social and Emotional Learning
Self-Awareness: recognize one's personal traits, strengths and limitations
Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings
Relationship Skills: identify who, when, where or how to seek help for oneself or others when needed
- E. Explore the sources and influences upon multicultural music (both composed and folk)
NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.1, 1.1.2.B.2, 1.1.5.B.1, 1.2.2.A.1, 1.2.5.A.1, 1.2.5.A.3
NJ Student Learning Standards for World Languages 7.1
NJ Student Learning Standards for Social Studies 6.1 6.2
NJ Competencies for Social and Emotional Learning
Social-Awareness: Demonstrate an awareness of differences among individuals, groups and others' cultural backgrounds
- F. Participate in musical activities, assemblies and programs through guided planning, preparation and performing
NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.1, 1.1.2.B.2, 1.1.5.B.1, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.5, 1.3.2.B.6, 1.3.2.B.7, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4
NJ Student Learning Standards for 21st-Century Life and Careers CRP12
- G. Develop the multi-sensory skills necessary to read and perform musical notation through decoding various symbol systems and progressive practice
NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.2, 1.1.2.B.3, 1.1.5.B.2
NJ Student Learning Standards for Mathematical Practice SMP1 SMP4 SMP5 SMP6 SMP7
- H. Discover the relationship of music to other disciplines through reading, viewing live and recorded performances; reading and performing various rhythms and meters; acoustic experiments with vocal and instrumental sounds; and stationary as well as progressive body movement
NJ Student Learning Standards for Visual and Performing Arts 1.2.2.A.1, 1.2.2.A.2, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3
NJ Student Learning Standards for English Language Arts A.R1, A.R4
NJ Student Learning Standards for Mathematical Practice SMP1 SMP4 SMP5 SMP6 SMP7
NJ Student Learning Standards for Comprehensive Health and Physical Education 2.5
NJ Student Learning Standards for Science: Science and Engineering Practices P1-6
NJ Student Learning Standards for Social Studies 6.1 6.2

- I. Generate, organize, and refine original artistic ideas and work demonstrating skills and elements of music

NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3, 1.1.2.B.4, 1.1.5.B.1, 1.1.5.B.2

National Core Arts Anchor Standards 1, 2, 3

NJ Student Learning Standards for Science: Science and Engineering Practices P2-6, 8

NJ Competencies for Social and Emotional Learning

Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

Responsible Decision-Making: develop, implement and model effective problem solving and critical thinking skills

- J. Develop the understanding that music is a source of lifelong enjoyment and personal fulfillment through viewing, listening and performing

NJ Student Learning Standards for Visual and Performing Arts 1.1.2.B.1, 1.1.2.B.2, 1.1.5.B.1, 1.2.2.A.1, 1.2.2.A.2, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, 1.3.2.B.4, 1.3.2.B.5, 1.3.2.B.6, 1.3.2.B.7, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4

III. CONTENT, SCOPE AND SEQUENCE

The Westfield Visual and Performing Arts Department recognizes the diversity of students and makes a commitment to integrating music into the education of our students. The teachers' knowledge of cognitive styles and levels enables the flexibility for each student to be provided with challenging work based on his or her individual readiness level and learning style.

In exploring the music of many people and cultures throughout history and in the present, the students compare and contrast music with equal interest and respect. Understanding global diversity comes through awareness and first hand experiences. Musical concepts and learning expectations are listed by grade level.

KINDERGARTEN:

A. Musical Concepts (suggested time 15 weeks)

1. Singing in a manner appropriate to the music
2. Moving and/or playing an instrument to a steady beat
3. Responding to loudness and softness
4. Responding to fast and slow
5. Internalizing the melodic contour of sounds (i.e. through movement when sounds move upward or downward and from high to low or low to high)
6. Hearing and recognizing differences in tone color (i.e. wood block vs. triangle)

B. Musical Diversity (suggested time 6 weeks)

1. Relating music to self, family and friends
2. Connecting music to activities and celebrations of many cultures
3. Interconnecting music to art, poetry, literature & drama
4. Discovering music that promotes active stimulation and quiet imagination

C. Nomenclature (suggested time 15 weeks)

1. Developing awareness of how musical symbols work
2. Following beat from iconic notation
3. Exploring tempos of beat
4. Understanding the difference between high and low sounds

FIRST GRADE:

- A. Musical Concepts (suggested time 15 weeks)
 - 1. Singing longer and more complex songs
 - 2. Playing instruments using given and created patterns
 - 3. Moving freely and in given patterns
 - 4. Listening for specific elements in the music
- B. Musical Diversity (suggested time 6 weeks)
 - 1. Exploring multicultural music of specific countries
 - 2. Learning thematic music that tells stories and expresses feelings
- C. Nomenclature (suggested time 15 weeks)
 - 1. Relating syllables to pitch level
 - 2. Relating syllables to staff placement
 - 3. Following and performing simple melodic and rhythmic patterns
 - 4. Identifying basic note values and their relative duration

SECOND GRADE:

- A. Musical Concepts (suggested time 15 weeks)
 - 1. Singing melodies accompanied and a cappella
 - 2. Playing and moving to changing rhythm patterns
 - 3. Singing simple rounds to create harmony
 - 4. Identifying song form (verse and refrain) and structure
 - 5. Identifying instrumental and vocal tone color
- B. Musical Diversity (suggested time 6 weeks)
 - 1. Exploring multicultural music and foreign language texts
 - 2. Learning thematic music and music for its own sake
- C. Nomenclature (suggested time 15 weeks)
 - 1. Relating syllables to specific notes and their letter names
 - 2. Relating size of pitch intervals to staff placement (step, leap or repeat)
 - 3. Determining like and unlike phrases and various phrase lengths

THIRD GRADE:

- A. Musical Concepts (suggested time 15 weeks)
 - 1. Identifying melodic vs. rhythmic accompaniment (or no accompaniment)
 - 2. Grouping of instrumental tone colors into families
 - 3. Determining texture – one or many, unison or harmony
 - 4. Analyzing the structure of music and what determines its form (AB, ABA)
- B. Musical Diversity (suggested time 6 weeks)
 - 1. Exploring music from the United States and around the world
 - 2. Singing music about living and working together with your neighbors

- C. Nomenclature (suggested time 15 weeks)
 - 1. Exploring music using non-standard instruments and notation
 - 2. Recognizing musical forms that are determined by repetition and contrast
 - 3. Following and singing a song with repeat signs, first and second endings, and multiple verses

FOURTH GRADE:

- A. Musical Concepts (suggested time 15 weeks)
 - 1. Identifying and performing changes in tempo, meter and dynamics in sung and instrumental music
 - 2. Recognizing Theme and Variation and Interludes in music
 - 3. Experiencing melodic imitation and contour
 - 4. Identifying how each instrument family produces sound
- B. Musical Diversity (suggested time 6 weeks)
 - 1. Exploring multicultural music and foreign language texts
 - 2. Explore how art and culture reflect and affect each other
 - 3. Contributions of individuals to music
- C. Nomenclature (suggested time 15 weeks)
 - 1. Identifying Major and Minor tonalities
 - 2. Identifying key signatures
 - 3. Identifying sharps, flats and naturals

FIFTH GRADE:

- A. Musical Concepts (suggested time 15 weeks)
 - 1. Using dynamic terms while discussing music
 - 2. Ordering dynamics from softest to loudest
 - 3. Analyzing the mechanics of sound in each instrument
- B. Musical Diversity (suggested time 6 weeks)
 - 1. Experience music from diverse cultures and historical eras and their distinct characteristics
 - 2. Experience contributions of individuals to music
 - 3. Determine the impact of significant contributions from artists to music in different cultures throughout history
- C. Nomenclature (suggested time 15 weeks)
 - 1. Reading lyrics and notation
 - 2. Sight-reading instrumental music (rhythmic and melodic)
 - 3. Practicing with solfege syllables
 - 4. Identifying and working with various meters, modes and rhythmic patterns

IV. INSTRUCTIONAL TECHNIQUES

The instructor uses any or all of the following methods and techniques to best accomplish the objectives thus allowing flexibility for each student to be provided with challenging work based on his or her own ability level and learning style.

- A. The needs of diverse learners are met through:
 - 1. Visual presentations including textbooks, charts, visual aids, videos and live performance at school or on field trips
 - 2. Aural presentations including textbook and supplemental recordings, live performance at school or on field trips and in-class demonstrations
 - 3. Physical and tactile presentation of concepts
 - 4. Demonstration of musical elements and performance techniques
 - 5. Lecture, prepared either by teacher or student or both
 - 6. Discussion, including question and answer opportunities
 - 7. Instructional technology.
- B. Concepts are reinforced through:
 - 1. Reading, writing and drawing activities and projects
 - 2. Singing, playing instruments and moving freely and in patterns
 - 3. Performing in class, in assemblies and in programs
 - 4. Analyzing and evaluating a student's work and that of others
 - 5. Creating rhythmic, melodic and harmonic patterns vocally and instrumentally
 - 6. Listening to live and recorded music of peers as well as professionals
 - 7. As called for by individual student's needs, consult Appendix XI for accommodations and modifications for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students and Students with 504 Plans.
- C. As called for by individual student's needs, consult Appendix XII for accommodations and modifications for special education, English Language Learners, Students at Risk of School failure, Gifted and Talented Students and Students with 504 Plans.

V. EVALUATION

Evaluation is based on teacher observation of:

- A. Student participation in musical activities and assemblies
- B. Successful identification of the musical elements
- C. Formative, summative and benchmark assessments with the use of rubrics
- D. Various assessment games
- E. Tests and quizzes

VI. PROFESSIONAL DEVELOPMENT

Opportunities are provided that appropriately support this curriculum including:

- A. Access to in-house, in-service or professional training in the content area
- B. Access to books and professional journals to enhance development
- C. Time to confer with other department members to coordinate curriculum ideas and develop units of study
- D. Professional conferences, workshops and college courses that enhance specific instructional skills and strategies
- E. Private study with an individual artist or studio to further develop skills.

APPENDIX I

New Jersey Student Learning Standards for Visual and Performing Arts

STANDARD 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.

1.1.2.B.4 Categorize families of instruments and identify their associated musical properties.

1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.

1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive [art genres](#) in dance, music, theatre, and visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history

STANDARD 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.2.B.1 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

1.3.2.B.4 Vocalize the [home tone](#) of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

1.3.2.B.5 Improvise short tonal and rhythmic patterns over [ostinatos](#), and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

STANDARD 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX II

National Core Arts Anchor Standards

ANCHOR STANDARD 1 Generate and conceptualize artistic ideas and work.

ANCHOR STANDARD 2 Organize and develop artistic ideas and work.

ANCHOR STANDARD 3 Refine and complete artistic work.

The entire standards document may be viewed at <https://www.nationalartsstandards.org>

APPENDIX III

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX IV

New Jersey Student Learning Standards for Mathematical Practice

SMP1 - Make sense of problems and persevere in solving them.

SMP4 - Model with mathematics.

SMP5 - Use appropriate tools strategically.

SMP6 - Attend to precision.

SMP7 - Look for and make use of structure.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX V

New Jersey Student Learning Standards for Science / Next Generation Science Standards: Science and Engineering Practices

P1: Asking Questions and Defining Problems

P2: Developing and Using Models

P3: Planning and Carrying Out Investigations

P4: Analyzing and Interpreting Data

P5: Using Mathematics and Computational Thinking

P6: Constructing Explanations and Designing Solutions

P7: Engaging in Argument from Evidence

P8: Obtaining, Evaluating, and Communicating Information

The entire standards document may be viewed at <https://ngss.nsta.org/PracticesFull.aspx>

APPENDIX VI

New Jersey Core Curriculum Content Standards For Comprehensive Health And Physical Education

STANDARD 2.5: (Motor Skill Development) all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX VII

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX VIII

New Jersey Student Learning Standards for World Languages

STANDARD 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX IX

New Jersey Student Learning Standards for Educational Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX X

New Jersey Student Learning Standards for 21st Century Life and Careers

NJSLS Career Ready Practices: These practices outline the skills that all individuals need to have to be truly adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX XI

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>.

APPENDIX XII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time

Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT

Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics

Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks

Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests

Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>

<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>
<u>SIOP COMPONENTS AND FEATURES</u>
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts
Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker

Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework

Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents

Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions

Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing

Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

THE WRITER'S CRAFT 2338

Schools Westfield High School
Department English
Length of Course One Semester
Credit 2.5
Grade Level 11 and 12
Prerequisite None
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

This semester English elective is designed to enhance the opportunities for serious student writers to develop their powers of observation, their voice, and their craft through an intensive, directed course which strives to help them develop the habits and routines of life-long writers. While opportunities for students to engage in poetic as well as transactional and expressive writing currently exist within the English I-IV curricula, this supplemental elective will 1) provide a forum for students to focus on creative writing outside of and in addition to the traditional demands of high school English courses, and 2) permit students more opportunities to undertake in greater depth a broad range of real world writing experiences. In addition, it provides an ideal learning environment for students to perceive themselves as a community of mutually supportive, self-motivated writers. The workshop format of the course promotes an ideal setting for both differentiated instruction and the exercise of social and emotional learning competencies, including self-awareness, self-management, and relationship skills. This elective complements the department's journalism program and blog writing courses by providing an additional enrichment option for students seeking supplemental writing instruction and an outlet for expressive and creative writing.

As the level of instruction in *The Writer's Craft* presupposes familiarity with the essential components of literary genres as well as the expectations of high school writing, enrollment will be restricted to students in grades 11 and 12, for they have developed through completion of the ninth and tenth grade English curriculum an essential understanding of literary forms and conventions as well as a basic awareness of language usage related to purpose. In addition, the sharing and critiquing of student writing, which is essential to the workshop format, necessitates a mature and respectful atmosphere in the classroom.

The course is to be structured as an individualized writing workshop in which each student, in coordination with the teacher, shapes his/her own individual writing goals and tasks under the umbrella of the common objectives outlined below. An integral component of the workshop model is a classroom structure which facilitates differentiated instruction and numerous opportunities for the instructor to confer with every student.

II. OBJECTIVES

The following objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, the New Jersey Student Learning Standards for 21st-Century Life and Career Skills (Standard 9.1), the New Jersey Student Learning Standards for Technology (Standards 8.1 and 8.2), and the New Jersey Competencies for Social and Emotional Learning.

Through a variety of reading and writing experiences students will:

- A. Recognize their classroom as a community of literate writers who encourage, support and challenge each other to grow as writers and readers

New Jersey Student Learning Standards: RL.11-2.3, .5, .10; W.11-12.3, .10; SL.11-12.1, .3, .6

New Jersey Student Learning Standards for 21st-Century Career and Life Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Social Awareness, Relationship Skills

- B. Perceive themselves as serious writers who will produce five polished pieces (in addition to numerous shorter works and works-in-progress) documenting their growth and experimentation with five genres of writing

New Jersey Student Learning Standards: RL.11-12.1, .3, .4, .5, .6, .10; W.11-12.3, .4, .5, .10; L.11-12.1, .2, .3, .4, .5, .6

New Jersey Student Learning Standards for 21st-Century Career and Life Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Self-Management

- C. Identify themselves not only as members of a classroom community of writers but also as publishable authors to be heard by a larger audience and therefore, will submit at least one polished work for publication

New Jersey Student Learning Standards: W.11-12.3, .4, .5, .6, .10

New Jersey Student Learning Standards for 21st-Century Career and Life Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Self-Awareness, Self-Management

- D. Demonstrate the skills and disciplined habits of life-long readers and writers: keen observation, delight in delving deep inside language to shape, display and develop one's imagination and understanding; attention to the craft of published writers; development of a daily routine for writing

New Jersey Student Learning Standards: RL.11-12.10, W.11-12.3, .4, .5, .10; SL.11-12.1, .6, L.11-12.6

New Jersey Student Learning Standards for 21st-Century Career and Life Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Self-Management

- E. Use a writer's notebook to make meaning out of their own experience and observations, thereby develop their own authentic voices as writers

New Jersey Student Learning Standards: W.11-12.3, .5, .10; L.11-12.3

New Jersey Student Learning Standards for 21st-Century Career and Life Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Self-Awareness, Social Awareness

- F. Explore writing as a recursive activity that involves many organic developmental stages as well as much deliberate drafting, rewriting, peer and teacher feedback, and decision-making regarding craft and purpose

New Jersey Student Learning Standards: RL.11-12.3, .4, .5; W.11-12.3, .4, .5, .6, .10; SL.11-12.1, .6; L.11-12.1, .2, .3, .5, .6

New Jersey Student Learning Standards for 21st-Century Career and Life Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Self-Management, Responsible Decision Making, Relationship Skills

- G. Develop skills in writing craft and conventions, including:

1. Elements of voice
 - a. Tone
 - b. Diction
 - c. Point of view
 - d. Awareness of audience
2. Character development
3. Plot construction
4. Conflict development and resolution
5. Use of dialogue
6. Genre expectations
 - a. Exposition
 - b. Structure
 - c. Pacing
 - d. Proportion
 - e. Stylistic choices
 - f. Point of entry
 - g. Narrative distance
 - h. Conventions of grammar and usage

New Jersey Student Learning Standards: RL.11-12.3, .5, .6, .10; W.11-12.3, .4, .5, .10; SL.11-12.1, .6;

L.11-12.1, 2, .3, .4, .5, .6

New Jersey Student Learning Standards for 21st-Century Career and Life Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Self-Management

- H. Develop oratory skills and a writer's ear for language by practicing the enunciation, pacing, and voice projection skills through the regular reading of their own work and the work of others to the class

New Jersey Student Learning Standards: SL.11-12.1, .3, .4, .6, L.11-12.3

New Jersey Student Learning Standards for 21st-Century Career and Life Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Relationship Skills

- I. Develop and implement critical faculties through the critiquing of peers' works and by applying insights and lessons to a student's own work

New Jersey Student Learning Standards: RL.11-12.1, .3, .4, .5, .6, .10; W.11-12.3, .5; SL.11-12.1, .3, .6; L.11-12.6

New Jersey Student Learning Standards for 21st-Century Career and Life Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Social Awareness, Responsible Decision Making, Relationship Skills

- J. Write reflective essays for each polished piece chronicling students' process, obstacles, etc.

New Jersey Student Learning Standards: RL.11-12.5, .7; W.11-12.2, .4; L.11-12.1, .2, .3, .6

New Jersey Student Learning Standards for 21st-Century Career and Life Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Self-Awareness

- K. Explore and utilize the wide and growing array of online resources available to writers, including electronic magazines, writers' forums, etc.

New Jersey Student Learning Standards: W.11-12.6, .8

New Jersey Student Learning Standards for Technological Literacy 8.1

New Jersey Student Learning Standards for 21st-Century Career and Life Skills: 9.1

New Jersey Competencies for Social and Emotional Learning: Responsible Decision Making

III. CONTENT, SCOPE AND SEQUENCE

This course begins with classroom activities that develop the trust, mutual support and commitment to imaginative play that define a writing community. The initial focus of instruction should be development of the writer's notebook, the invaluable repository of observations, reflections, word play, accumulated wisdom and inspirational material which functions as the writer's continual source of creative nourishment.

The introductory unit focusing on establishing the foundation for an evolving writing community and a writer's notebook should be followed in the first quarter by two units, memoir and poetry, as these genres commonly provide the most effective means of encouraging students to find in their own experience the foundation of their writing life. The second quarter resumes with the short story unit, followed by drama and writing for children. After the completion of these units, the course concludes with students' submission of their completed portfolios, which constitutes their final exam grade. The portfolio must include five polished pieces representing work in each of the five genres. Students include the various drafts and a reflective essay for each of the five polished pieces.

In determining the pace and content of all course units, the teacher must establish a balance between control and freedom, simultaneously respecting students' individual writing rhythms while maintaining the course's momentum and preventing writers from getting bogged down with a single project. Throughout the semester, students are assigned various writing exercises and relevant readings in addition to working in the writer's notebook. Ultimately the teacher should set final deadlines for the submission of work, but within these broad guidelines, students determine in consultation with the instructor the length and the number of drafts each polished piece will undergo, and the relative time they devote to each. Each student will participate in writing conferences with the teacher while in the drafting process for each of the polished pieces that are included in the final portfolio. It is advisable that all students will complete by the end of the first quarter a minimum of one polished work to be included in the end-of-semester portfolio.

Attention to students' individual needs as they strive to develop their own voices as writers is also accomplished through maintaining a classroom library of diverse, multi-cultural resource materials so that students can access writing samples by authors who represent a wide range of cultural backgrounds and individual experiences.

The following guidelines related to the content and scope of each genre study offer suggestions for mini-lessons focusing on the writer's craft. Each of the genre units is accompanied by student- and teacher-provided readings to serve as models for discussion, inspiration, and criticism. Additional lessons can highlight elements of style, diction, usage, and grammar, as needed. Throughout the course, emphasis on the recursive nature of writing and the importance of rewriting are reinforced.

Unit 1 – Establishing a Writing Community and the Writer’s Notebook (3 weeks)

The initial unit is designed to 1) create a supportive atmosphere among students to foster a sense of cooperation, collegiality, and comfort with sharing their work, and 2) to introduce the writer’s notebook as a crucial tool in the students’ development as writers. Introductory activities include peer interviews, letter writing and sharing, and classroom exercises designed not only for writing practice but also to develop trust with peers through small group and class-wide sharing. The writer’s notebook, which is typically introduced in the second week of class, is a place for students to keep their writing hand and faculties in practice in order to collect the raw material for their poetry, stories, plays, essays, and any future work. Students are responsible for carrying their writer’s notebooks with them as often as possible in order to record a variety of ideas, thoughts, impressions, observations, and other notes to use later in their work. Unlike a diary, which usually records a day’s events, or a journal, which usually contains present goings-on in one’s life, a writer’s notebook is a place to collect *towards* pieces of writing. Diaries and journals are usually ends unto themselves. Entries in writer’s notebooks are starting points, potentials, launch pads, and workbenches for larger projects.

Students are asked to write a minimum of five entries a week, two of which must be at least a page long and take about 30 minutes to write. Teachers can refine these requirements as deemed necessary.

Ideally, teachers should collect the writer’s notebook for assessment three times each marking period. The writer’s notebooks can be assessed according to timeliness, thoroughness, variety, and legibility/format.

Among the types of writing that can be included in the notebook are:

1. Memories
2. Reflections
3. Observations
4. Reading responses
5. Dreams
6. Quotations
7. Dialogues
8. Poetry
9. Title ideas
10. Story ideas
11. Freewriting
12. Literary sketches and vignettes

Unit 2 –Memoir (3 weeks)

Personal narratives, particularly memoirs, provide a natural first step for transforming reflections gathered in writing notebooks into shaped literary pieces. Implicit in the demands of the memoir are many essential skills inherent in audience-directed writing:

the writer must discover the truth or meaning inherent in a past experience by reflecting thoughtfully upon it, vividly capture the essence of the memory, and effectively convey its significance. Beginning the genre studies with this unit is also helpful in developing the trust and intimacy that the course requires and in helping students to generate ideas for writing from their own experiences.

Among the elements of craft that can be addressed in this unit are the following:

1. Developing voice through first-person narration
2. Weaving exposition into the narration of an event so the audience is supplied with sufficient contextual information to understand its relevance
3. Inventing vivid, sensory detail to enliven the writer's recollection of an event and enhance the purpose of the narrative—to uncover a larger insight that lies at the core of the particular experience
4. Distinguishing between objective reporting of an event and the subjective point of view of a memoir
5. Determining the appropriate selection and shaping of detail when recounting a story based on fact
6. Using brainstorming techniques to generate ideas from experience
7. Understanding the concept of voice and developing one's own through tone, word choice, syntax, sentence structure
8. Critiquing and judging the effectiveness and relative success of sample memoirs

To aid the students in developing their own personal narratives, the teacher may wish to use models of his/her own writing and/or excerpts from published memoirs/autobiographies.

The final polished memoir to be submitted in the final portfolio will be accompanied by all drafts and by a reflective essay.

Unit 3 - Poetry (3 weeks)

Perhaps more than any other genre, poetry challenges developing writers to play with language and to distill deeper meaning from the daily experiences and observations they have begun to record in their writer's notebooks.

Among the elements of craft that can be addressed in this unit are the following:

1. Developing a keen sensory observation
2. Experimenting with words to increase awareness of their shape, sound, texture, rhythm, their connotations and emotional impact
3. Being economical with language
4. Using concrete imagery to give shape, focus and resonance to abstract feelings and personal experiences
5. Exploring of events and objects from many different perspectives and points of view

6. Experimenting with a wide range of poetic forms, including rhyming and non-rhyming poetry; concrete, fixed form, open form, and closed form poetry; and lyrical, narrative, and dramatic poetry
7. Projecting of a range of poetic personas
8. Developing of the art of analogy through use of figurative language
9. Using simile, metaphor, alliteration, assonance, onomatopoeia, rhyme, rhythm, and meter
10. Critiquing and judging the effectiveness and relative success of sample poems

Students ultimately produce a minimum of five substantial poems to fulfill the poetry portion of the final portfolio. Each poem will be accompanied by all of the student's drafts and by a reflective essay documenting his or her experience writing each poem.

A varied assortment of poetry collections and anthologies should be available in the classroom library so that teachers and students can easily access models for a broad range of poetic forms and styles. Students should also be introduced to several of the best online poetry sources.

Unit 4 – The Short Story (3 weeks)

In this unit, students explore the finer elements of voice, style, and structure in short fiction narratives. Students observe the successful execution of these elements by reading and discussing and select number of short stories by professional writers. Students explore techniques and strategies to identify the importance of these elements in their own work, to evaluate their effectiveness, and to improve their use through peer feedback, teacher conferencing, and revision. The unit stresses the organic and interdependent nature of these elements and emphasizes their cumulative effect in a short story. The following elements of narrative development, voice, style, and structure can be addressed in this unit:

1. Developing a sense of proportion in a short story, emphasizing the balance of relevant exposition, character and plot development, and physical description, among other issues
2. Understanding the importance of making choices related to tone, point of view, and audience
3. Understanding the importance of creating, maintaining, and developing a conflict and story arc
4. Using indirection in writing to create tension, suspense, drama, and mystery
5. Conveying precise thought, feeling, sentiment, description, etc. using careful and accurate diction and avoiding clichés
6. Establishing a smooth passage of time, including pacing of plot events and the use of scene and montage
7. Creating believable and engaging characters
8. Writing effective dialogue and understanding the mechanics of dialogue in prose
9. Critiquing and judging the effectiveness or relative success of sample short stories

The final polished short story to be submitted in the final portfolio is accompanied by all drafts and by a reflective essay.

Unit 5 – Drama (3 weeks)

In this unit, students explore the elements of writing a one act play. The unit focuses on developing characters and plot through dialogue and stage directions. Students practice the art of compressing time and unities of time, place, and actions. In order to enhance these skills, students view and read examples of published short plays. Students should also research staging options when possible. The unit results in either a read-around or a student performance of the acts.

Among the elements of craft that can be addressed in this unit are the following:

1. Identifying and implementing the mechanics of playwriting (stage directions, the parts of the stage, terminology, etc.)
2. Understanding the differences between writing for the stage as opposed to writing for the screen
3. Developing techniques for writing clear, cohesive, and effective dialogue
4. Determining and creating conflicts with consequences
5. Critiquing and judging the effectiveness or relative success of sample plays

The final polished play to be included in the final portfolio will be accompanied by all drafts and by a reflective essay.

Unit 6 – Children’s Stories (3 weeks)

In this unit, students are introduced to the fundamentals of writing stories for young children. Students gain understanding of elements of voice, simplified plot construction, character development and incorporation of appropriate themes. Reading other children’s literature is crucial to acquiring these skills. Therefore, it is essential that students have access to a plethora of children’s stories to refer to as models. These books should be kept in the classroom library allowing students to reference them. The unit culminates with presentations of students’ published stories. Students may want to share their books with an elementary classroom.

Among the elements of craft that can be addressed in this unit are the following:

1. Understanding the relationship between text and artwork
2. Designing and planning a story containing both text and artwork
3. Identifying and developing the voice, diction, and tone appropriate to children’s stories
4. Identifying and developing characters, plots, and themes appropriate to children’s stories
5. Understanding the demands of and creating a story for specific age levels (i.e., 1-3 years old, preschool level, beginning readers)
6. Critiquing and judging the effectiveness and relative success of children’s stories

IV. INSTRUCTIONAL TECHNIQUES

The aim of the course is for students to grow as writers by exercising the options available to real world authors. The instructional techniques employed should strive to teach students strategies to approach any type of writing, and to develop their powers of observation, their voice, and their craft while helping them develop the habits and routines of life-long writers. Adopting a writing workshop methodology can assure that students achieve the course objectives while the teacher maintains respect for student ownership of their work as well as for the idiosyncratic nature of each student's writing process. The instructor should foster a student- centered learning environment. Writing workshop pedagogy, which emphasizes differentiated instruction, includes the following:

- A. Helping students author their own writing development by guiding them in defining their specific writing objectives (within the broad parameters of the course objectives) and determining the best means to accomplish them. Students will shape their own writing assignments, and define their selected audience and the pacing of their progress for each piece
- B. Providing students with a structure that encourages daily writing habits
- C. Providing budding writers with a range of strategies to employ in their writing journals which can help them mine their imagination, record their observations and experiences, and discern in them the seeds for art
- D. Supplying students with effective strategies to address the challenges every writer encounters (e.g., writer's block, difficulties with development, revision, decision-making with respect to choices of voice, genre, style, etc.)
- E. Providing students regular opportunities to confer with the teacher and peers during their drafting process
- F. Helping students discover their best processes of brainstorming, drafting, crafting, revising, editing

To foster an inspirational, safe, and productive workshop environment and to achieve the goals stated above, a variety of instructional techniques are employed to meet the needs of diverse learners. Among these are:

- A. Close monitoring of each student's writing goals, process and progress through individual conferencing held within class. Students will have conferences with the instructor during the drafting stage of each polished piece for a minimum of five individual conferences per semester
- B. Informal discussions, conversations, and conferences with individual students and groups throughout the semester
- C. Regular assessment of the Writer's Notebook
- D. Regular assessment of writing exercises
- E. Student-led readings of their own work and the work of published authors of their choosing

- F. Class-wide and small group discussions and critiques of writing models
- G. Small-group peer sharing, critiquing, and editing of written work
- H. Performing student-produced or published monologues, dialogues, and short plays
- I. Mini-lessons on style, language, structure and form, mechanics, elements of poetry, and other topics related to writing in each of the five genres
- J. Mini-lessons that emerge organically based upon teacher observations of student's individual struggles as well as group needs
- K. The use of a wide range of literary models, including published writing as well as teacher and student work, which illustrate skills and options students can utilize as they develop their craft
- L. Exploration of print and online forums for writers, including journals, zines, and online discussion groups
- M. As called for by individual student's needs, consult Appendix XI for accommodations and modifications for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students and Students with 504 Plans.

V. EVALUATION

The following components will be included in the assessment of student performance:

- A. The quality, thoughtfulness, and timeliness of the Writer's Notebook
- B. Student growth evident in works-in-progress as well as in polished pieces submitted
- C. Adherence to deadlines for the Writer's Notebook, writing exercises, and all drafts
- D. Student's ability to meet requirements, including length, of writing exercises and drafts
- E. Student's function within the writing community, including participation in and preparedness for writing groups and in class-wide discussions
- F. Student's preparedness for writing conferences and application of feedback
- G. Student reflections on works-in-progress and polished pieces
- H. Student monitoring and self-assessment of skill development (e.g., mechanics, editing, etc.)
- I. Understanding and application of skills presented during mini-lessons
- J. Student submission of an original work to a literary journal, magazine, website, or competition, or to read an original work to an audience outside of class (e.g., poetry readings, Folio coffeehouse, etc.)

Individual portfolios should contain a minimum of five polished pieces representing each of the five genres and student-selected works-in-progress.

Differentiated assessment rubrics will be employed which reflect students' individual goals and which trace incrementally their growth relative to specific skills.

VI. PROFESSIONAL DEVELOPMENT

The following are recommended components of the teacher's professional development:

- A. Attend professional development courses, symposia, etc., to learn about instructional strategies related to the writing workshop model and the latest research in this field
- B. Attend poetry and other readings by published, professional, and developing writers
- C. Observe writing classes in other school districts and share ideas with their colleagues
- D. Continue one's own development as a writer as well as an instructor by participating in writing workshops and/or writers' groups
- E. Read print and online publications dedicated to contemporary fiction and poetry and the writing market.

APPENDIX I:

New Jersey Student Learning Standards for English Language Arts 11- 12

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

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.

RL.11-12.3. 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).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. 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).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early 21st-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 11-12
Progress Indicators for Writing**Text Types and Purposes**

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
3. 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.
4. 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.
5. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. 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.
6. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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.

Research to Build and Present Knowledge

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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
2. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

1. 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.
2. 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.
3. 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.

4. 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.

SL.11-12.2. 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.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grades 11-12

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Observe hyphenation conventions.
2. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

1. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.

APPENDIX III:

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>.

APPENDIX V

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time

Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)

MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words

Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank

ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test

Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses

Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem

Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan

GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication