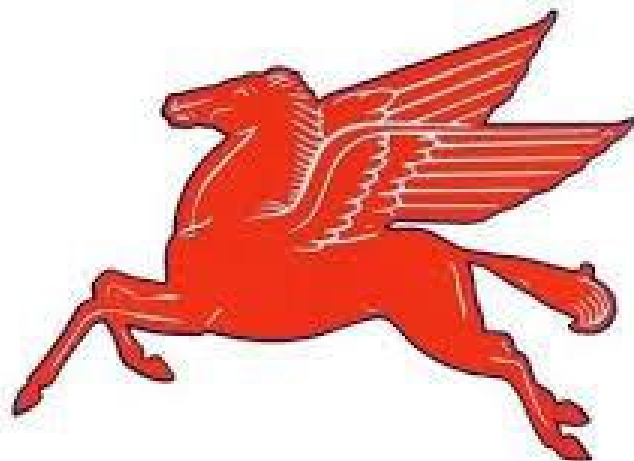


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



English II / Grade 10

Updated 2022

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: 2022

Table of Contents

<i>Paulsboro Public Schools Administration and Board of Education</i>	<i>Page 3</i>
<i>Paulsboro Public Schools Mission Statement</i>	<i>Page 4</i>
<i>Definitions</i>	<i>Page 5</i>
<i>Pacing Guide</i>	<i>Page 6</i>
<i>Standards/Objectives/Essential Questions/Assessments/Enduring understandings/Resources/Modifications</i>	<i>Pages 7-21</i>
<i>Benchmark Assessments</i>	<i>November/ February/ May</i>

Paulsboro Public Schools

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Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

DEFINITIONS

NJ Student Learning Standards – Clear and specific benchmarks for students’ achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

21st Century Life and Careers Standards – These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

Gifted and Talented Learners – Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners – Students in need of support and interventions to improve student achievement.

English Language Learners – Students with a native language other than English or who are at varying degrees of English language proficiency.

10th GRADE PACING CHART (2022-2023)

TOPIC	# OF DAYS	DATES	COMMENTS
1 – Conflict and Connection	22	<i>MP1</i>	Short Story, Memoir, Poem, Court Opinion, Editorial, Write an argument
2 – The Power of Perception	23	<i>MP1</i>	Short Story, Poem, Informational Text, Poem, Infographic, Essay, News Article, Write an Explanation/ Explanatory Essay, Deliver a Multimedia Presentation
3 – Hard-Won Liberty	22	<i>MP 2</i>	Argument, Short Story, Memoir, Speech, Documentary Film, Myth, Graphic Novel, Poem, Write an Argument, Deliver an Argument
4 – Reckless Ambition	23	<i>MP 2</i>	Drama, Film, Graphic Novel, Book Review, Argument, Short Story, Poem, Informational Text, Write a Literary Analysis
5 – Forces of Change	22	<i>MP 3</i>	Short Story, Article, Science Writing, Poem, Documentary Film, Informational Article, Memoir, Write a Research Report
6 – Our Place in Nature	23	<i>MP 3</i>	Short Story, Public Service Advertisement, Argument, Poem, Informational Text, Essay, Write a Short Story, Produce a Podcast
7 – Research Report	45	<i>MP 4</i>	Write a Research Paper

Unit 1: Conflict and Connections

Big Idea: What differences can't be bridged?

NJSLS:
 RL.10.2, RL.10.6, RI.10.1, RI.10.6, RL.10.1, RL.10.3,
 RI.10.9, RI.10.8, RL.10.4, RI.10.4, W.10.9.a, W.10.2.f,
 SL.10.5, W.10.7, W.10.1, SL.10.1.a, W.10.5, W.10.10 ,
 W.10.8, W.10.3.a–b, W.10.3.d–e, W.10.2, W.10.9.b,
 SL.10.1, SL.10.6, W.10.1.a–e, SL.10.1.b, SL.10.1.c ,
 SL.10.1.d, L.10.5.a, L.10.4, L.10.4.a, L.10.4.b, L.10.5.b,
 L.10.1.b, L.10.1, RL.10.10, RI.10.10

21st Century Life and Careers:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Technology Standards:
TECH.8.1.8: 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.
TECH.8.1.8.A.CSI: Understand and use technology systems.
TECH.8.1.8.A.CS2: Select and use applications effectively and productively.
TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Critical Knowledge and Skills

Concept(s):

- 1:** The ability to read a variety of text requires independence, comprehension, and fluency.
- How to use text evidence to support analysis.
 - Identify the theme or central idea of the text by analyzing the development of the story.
 - Analyze how the text's form/structure contributes to its meaning.
 - Identify how the author develops and contrasts different characters' points of view.
 - Use context clues, online, or print resources to expand vocabulary usage/understanding.
- 2:** Writing is the process of communicating in print for a variety of audiences and purposes.
- Use clear reasons and relevant evidence to support claims in arguments.
 - Write a detailed story using a well-structured event sequence.
 - Write a report drawing on several sources to answer a question.
 - Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
 - Use evidence from the text to support your analysis, reflection, or research.
- 3:** Oral language and listening are tools for communicating, thinking, and learning.
- Follow the rules for discussion.
 - Vary sentence structure when in a conversation.
- 4:** A media literate person can evaluate how words, images, and sounds influence a message.
- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

- Analyze theme

Learning Goal(s):

1. Communicate in clear, concise, organized language that

<p>TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.</p> <p>TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH.9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</p> <p>TECH.9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</p> <p>Companion Standards:</p> <p>SOC.9-12.1.1.1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</p> <p>SOC.9-12.1.1.2: Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</p> <p>MODIFICATIONS: Advanced Learner: Independent research & Presentations Frequent writing tasks Vocabulary Study Independent Reading</p>	<ul style="list-style-type: none"> Analyze cultural and historical context Analyze author’s purpose Analyze character motivations Evaluate argument Analyze rhetoric Write an argument 	<p>varies in content, format, and form for different audiences and purposes</p> <ol style="list-style-type: none"> 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources
	Formative/Summative Assessments	Primary & Supplementary Resources
	<p>FORMATIVE: Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p>SUMMATIVE: NJ SmartStart Assessment 1 Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 10 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. Novels 4. Commonlit.com 5. NewsELA.com 6. Link-It 7. Open Educational Resources

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

UNIT 2: The Power of Perception

Big Idea: How does our point of view shape our view of the world?

NJSLS:
 RL.10.1, RL.10.3, RI.10.2, RI.10.6, RL.10.4, RL.10.5, SL.10.2, L.10.5.a, SL.10.5, W.10.2, W.10.7, W.10.10, SL.10.4, W.10.8, L.10.3.a, W.10.9.a, SL.10.1.d, W.10.1, W.10.7, L.10.4.a, L.10.4.c, L.10.5.b, L.10.3, L.10.2.b, L.10.1.b, RL.10.7, RI.10.7, RL.10.10, RI.10.10, W.10.2.a–f, SL.10.3

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CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Technology Standards:
TECH.8.1.8: 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.
TECH.8.1.8.A.CS1: Understand and use technology systems.
TECH.8.1.8.A.CS2: Select and use applications effectively and productively.
TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

- Analyze character motivations
- Make inferences
- Analyze central idea

Learning Goal(s):

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes.

<p>TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH.9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.</p> <p>TECH.9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media</p> <p>Companion Standards:</p> <p>SOC.9-12.1.1.1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</p> <p>SOC.9-12.1.1.2: Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</p> <p>SOC.9-12.1.3.1: Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>MODIFICATIONS: Advanced Learner: Independent research & Presentations Frequent writing tasks Vocabulary Study Independent Reading</p>	<ul style="list-style-type: none"> ● Analyze author’s purpose and point of view ● Analyze figurative language ● Analyze plot structure ● Interpret graphics ● Analyze motives ● Analyze literary devices ● Analyze structure 	<ol style="list-style-type: none"> 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats. 3. Investigate, research, and synthesize information from various media sources. 4. Follow the process for writing an explanatory essay
	Formative/Summative Assessments	Primary & Supplementary Resources
	<p><i>FORMATIVE:</i> Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i> NJ SmartStart Assessment 1 Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 10 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. Novels 4. Commonlit.com 5. NewsELA.com 6. Link-It 7. Open Educational Resources

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

UNIT 3: Hard – Won Liberty

Big Idea: How can we escape what oppresses us?

NJSLS:
 SL.10.2, RI.10.8, RI.10.6, RL.10.3, RL.10.5, RI.10.4, RI.10.3, RI.10.5, RI.10.2, RI.10.9, RI.10.1, RL.10.10.b, RL.10.2, W.10.9.b, W.10.8, SL.10.1.b, W.10.3, SL.10.4, W.10.6, W.10.7, W.10.2.a, W.10.1, W.10.1d, SL.10.1.a, SL.10.1.d, SL.10.5, W.10.2, SL.10.3, SL.10.1, L.10.2, L.10.4.a, L.10.4.d, L.10.5.b, L.10.1.a, L.10.1.b, L.10.1, RI.10.7, RL.10.9, RL.10.10, RI.10.10, W.10.4, W.10.10, SL.10.6

21st Century Life and Careers:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
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CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Technology Standards:
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TECH.8.1.8.A.CS2: Select and use applications effectively and productively.
TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Critical Knowledge and Skills

Concept(s):

- 1:** The ability to read a variety of text requires independence, comprehension and fluency.
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- 2:** Writing is the process of communicating in print for a variety of audiences and purposes.
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 - Write a report drawing on several sources to answer a question.
 - Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
 - Use evidence from the text to support your analysis, reflection, or research.
- 3:** Oral language and listening are tools for communicating, thinking, and learning.
- Follow the rules for discussion.
 - Vary sentence structure when in a conversation.
- 4:** A media literate person can evaluate how words, images, and sounds influence a message.
- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

- Analyze:**
- Argument

Learning Goal(s):

1. Communicate in clear, concise, organized language that varies in

<p>TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.</p> <p>TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task.</p> <p>TECH.9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.</p> <p>Companion Standards:</p> <p>SOC.9-12.1.1.1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</p> <p>SOC.9-12.1.1.2: Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</p> <p>SOC.9-12.1.3.1: Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>MODIFICATIONS: Advanced Learner: Independent research & Presentations</p>	<ul style="list-style-type: none"> ● Rhetoric ● Character development ● Structure ● Diction and syntax ● Purpose ● Media techniques 	<p>content, format, and form for different audiences and purposes.</p> <ol style="list-style-type: none"> 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats. 3. Investigate, research, and synthesize information from various media sources. 4. Follow the process for writing an argumentative essay
	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
	<p><i>FORMATIVE:</i></p> <p>Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i></p> <p>NJ SmartStart Assessment 1 Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 10 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. Novels 4. Commonlit.com 5. NewsELA.com 6. Link-It 7. Open Educational Resources

Frequent writing tasks
Vocabulary Study
Independent Reading

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

UNIT 4: Reckless Ambition

Big Idea: When is ambition dangerous?

NJSLS:
 RL.10.10.b, RL.10.2, RL.10.3, RL.10.4, L.10.5.a, RL.10.7, RI.10.8, W.10.2, SL.10.1, W.10.3, W.10.1, SL.10.4, W.10.7, W.10.9.a, SL.10.5, W.10.2.b, L.10.4.a, L.10.4.b, L.10.4.c, L.10.3, L.10.1.b, L.10.2, RI.10.6, W.10.9.b, SL.10.3, RL.10.10, RI.10.10, W.10.9, W.10.6

21st Century Life and Careers:
CRP1: Act as a responsible and contributing citizen and employee.
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TECH.8.1.8.A.CS2: Select and use applications effectively and productively.
TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.
TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

Analyze:

- Drama
- Character and theme

Learning Goal(s):

1. Communicate in clear, concise, organized language that varies in

<p>communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>TECH 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task</p> <p>Companion Standards: SOC9-12.1.4.2: Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.</p> <p>MODIFICATIONS: Advanced Learner: Independent research & Presentations Frequent writing tasks Vocabulary Study Independent Reading</p> <p>Students with Disabilities: Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods. Utilize remediation resources which include assessment and intervention, in planning and instruction.</p>	<ul style="list-style-type: none"> ● Figurative language ● Media representations ● Visual elements ● Evidence 	<p>content, format, and form for different audiences and purposes.</p> <ol style="list-style-type: none"> 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats. 3. Investigate, research, and synthesize information from various media sources. 4. Follow the process for writing a literary analysis
	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
	<p>FORMATIVE: Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p>SUMMATIVE: NJ SmartStart Assessment 1 Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 10 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. Novels 4. Commonlit.com 5. NewsELA.com 6. Link-It 7. Open Educational Resources

English Language Learners:
Provide hands-on activities and explanations.
Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).
Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.
Use English Learners resources such as study guides, assessments and a visual glossary.

UNIT 5: Forces of Change

Big Idea: How do changes, large and small, affect us?

NJSLS:
 RL.10.5, RL.10.1, RI.10.2, RI.10.3, RI.10.5, RI.10.4, RI.10.6, RL.10.4, RL.10.2, SL.10.2, SL.10.3, W.10.3.a, SL.10.4, SL.10.6, SL.10.1, W.10.2, W.10.2.d, W.10.7, W.10.8, W.10.6, SL.10.1.c, SL.10.1.d, W.10.2.a, W.10.10, SL.10.2, SL.10.3, SL.10.5, SL.10.1.b, L.10.5.b, L.10.4.c, L.10.4.b, W.10.3.c, L.10.1.b, L.10.1, RI.10.1, RL.10.10, RI.10.10, W.10.4

21st Century Life and Careers:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Technology Standards:
TECH.8.1.8: 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.
TECH.8.1.8.A.CS1: Understand and use technology systems.
TECH.8.1.8.A.CS2: Select and use applications effectively and productively.
TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

Analyze:

- Plot and setting
- Word choice and tone

Learning Goal(s):

1. Communicate in clear, concise, organized language that varies in

<p>TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>TECH 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task</p>	<ul style="list-style-type: none"> ● Text structure ● Purpose and audience ● Figurative language and satire ● Media techniques ● Theme 	<p>content, format, and form for different audiences and purposes.</p> <ol style="list-style-type: none"> 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats. 3. Investigate, research, and synthesize information from various media sources. 4. Follow the process for writing a research report / poem
<p>Companion Standards:</p> <p>SOC.9-12.1.1.1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</p> <p>SOC.9-12.1.1.2: Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</p> <p>MODIFICATIONS: Advanced Learner: Independent research & Presentations Frequent writing tasks Vocabulary Study Independent Reading</p> <p>Students with Disabilities:</p>	<p>Formative/Summative Assessments</p> <p>FORMATIVE: Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p>SUMMATIVE: NJ SmartStart Assessment 1 Link-It Assessment HMH Unit Tests</p>	<p>Primary & Supplementary Resources</p> <ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 10 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. Novels 4. Commonlit.com 5. NewsELA.com 6. Link-It 7. Open Educational Resources

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

UNIT 6: Our Place in Nature

Big Idea: What effect do we have on nature, and how does nature affect us?

NJSLS:
 RL.10.3, RL.10.5, RL.10.4, RI.10.1, RI.10.4, RI.10.3, RI.10.5, RL.10.2, SL.10.2, SL.10.3, W.10.3.a, W.10.7, SL.10.1.d, W.10.1.a, W.10.1.d, SL.10.5, SL.10.1, W.10.2.a, SL.10.1.c, W.10.6, SL.10.1.b, W.10.2, W.10.2.c, W.10.2.d, W.10.8, SL.10.6, W.10.1, SL.10.2, L.10.4, L.10.4.d, L.10.4.c, L.10.1.a, L.10.1.b, L.10.2.b, L.10.2.a, RL.10.1, SL.10.4, RL.10.10, RI.10.10, W.10.4, W.10.10, SL.10.4

21st Century Life and Careers:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Technology Standards:
TECH.8.1.8: 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.
TECH.8.1.8.A.CS1: Understand and use technology systems.
TECH.8.1.8.A.CS2: Select and use applications effectively and productively.
TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

Analyze:

- Point of view
- Narrative structure

Learning Goal(s):

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes.

<p>TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.</p> <p>TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>TECH 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task.</p> <p>TECH.9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.</p> <p>TECH.9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change</p> <p>Companion Standards: SOC.9-12.1.3.1: Distinguish valid arguments from false arguments when interpreting current and historical events. SOC.9-12-1.3.2: Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias</p> <p>MODIFICATIONS: Advanced Learner:</p>	<ul style="list-style-type: none"> ● Media techniques and purposes ● Pacing and tension ● Figurative language ● Pro – con organization ● Symbol and theme 	<ol style="list-style-type: none"> 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats. 3. Investigate, research, and synthesize information from various media sources. 4. Follow the process for writing a short story
	Formative/Summative Assessments	Primary & Supplementary Resources
	<p><i>FORMATIVE:</i> Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i> NJ SmartStart Assessment 1 Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 10 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. Novels 4. Commonlit.com 5. NewsELA.com 6. Link-It 7. Open Educational Resources

Independent research & Presentations

Frequent writing tasks

Vocabulary Study

Independent Reading

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

UNIT 7: Research Paper

Big Idea:

<p>NJSLS: RL.9-10.1, RI.9-10.1., RI.9-10.2, RI.9-10.3, RI.9-10.6, RI.9-10.8, W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10, L.9-10.1, L.9-10.2, D, L.9-10.3, L.9-10.5</p> <p>21st Century Life and Careers: CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.</p> <p>Technology Standards: TECH.8.1.8: 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. TECH.8.1.8.A.CS1: Understand and use technology systems. TECH.8.1.8.A.CS2: Select and use applications effectively and productively. TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools. TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression. TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to</p>	Critical Knowledge and Skills	
	<p>Concept(s):</p> <p>1: The ability to read a variety of text requires independence, comprehension and fluency.</p> <ul style="list-style-type: none"> • How to use text evidence to support analysis. • Identify the theme or central idea of the text by analyzing the development of the story. • Analyze how the text's form/structure contributes to its meaning. • Identify how the author develops and contrasts different characters' points of view. • Use context clues, online, or print resources to expand vocabulary usage/understanding. <p>2: Writing is the process of communicating in print for a variety of audiences and purposes.</p> <ul style="list-style-type: none"> • Use clear reasons and relevant evidence to support claims in arguments. • Write a detailed story using a well-structured event sequence. • Write a report drawing on several sources to answer a question. • Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources. • Use evidence from the text to support your analysis, reflection, or research. <p>3: Oral language and listening are tools for communicating, thinking, and learning.</p> <ul style="list-style-type: none"> • Follow the rules for discussion. • Vary sentence structure when in a conversation. <p>4: A media literate person can evaluate how words, images, and sounds influence a message.</p> <ul style="list-style-type: none"> • Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process. 	
	<p>Students are able to:</p> <ul style="list-style-type: none"> • understand the primary purpose of an academic research paper. 	<p>Learning Goal(s):</p> <p>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes.</p>

<p>communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>TECH 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task</p>	<ul style="list-style-type: none"> • know ways to get started with the writing process. • understand barriers associated with writing a research paper. • be able to start writing a research paper 	<p>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats.</p> <p>3. Investigate, research, and synthesize information from various media sources.</p> <p>4. Follow the process for writing a research paper</p>
	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
<p>Companion Standards:</p> <p>SOC.9-12.1.3.1: Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>SOC.9-12.1.3.2: Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</p> <p>SOC.9-12.1.3.3: Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.</p> <p>SOC.9-12.1.4.2: Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.</p> <p>MODIFICATIONS: <i>Advanced Learner:</i> Independent research & Presentations Frequent writing tasks</p>	<p>FORMATIVE: Teacher Observation Class discussion Homework/Classwork</p> <p>SUMMATIVE: Final Research Paper</p>	<p>1. Chromebook 2. Open Educational resources 3. Academic Research websites 4. EBSCO Host</p>

Vocabulary Study
Independent Reading

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.