

# ELA 10

## Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

### **About the Standards**

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: [21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages](#)

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum**

|   |                           |
|---|---------------------------|
| <b>Content Area:English Language Arts</b> |                           |
| <b>Course Title: 10th Grade English</b>   | <b>Grade level:10</b>     |
| <b>Unit 1: Asian Literature</b>           | <b>15 weeks</b>           |
| <b>Unit 2: Russian Literature</b>         | <b>10 weeks</b>           |
| <b>Unit 3: Career Study</b>               | <b>5 weeks</b>            |
| <b>Unit 4: African Literature</b>         | <b>10 weeks</b>           |
| <b>Date Created:</b>                      | <b>Board Approved On:</b> |
|   |                           |

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| <b>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum<br/>Unit 1 Overview</b> |
| <b>Content Area: English</b>  |

**Unit Title: Literature of Asia**

**Target Course/Grade Level: 10**

**Unit Summary:** Students will be exploring the Asian culture through a variety of short stories, poetry, and novels. They will be analyzing the history of many of these cultures while comparing and contrasting it to Western cultures. They will also be utilizing contemporary informational texts to research what it is like in several Asian areas today.

**Literary:**

- *Nectar in a Sieve* Kamala Markandaya
- *“By Any Other Name”* Samtha Rama Rau
- *“Rice Pudding”* Kamala Das
- *The Tao of Pooh (excerpt)* Benjamin Hoff
- *Ramayana (Ancient Epic)*
- *“I Built my Cottage among the Habitations of Men”*
- *“The Nose”* Akutagawa Ryonosuko
- *“My Papa’s Waltz”*
- *“Analects”* Confucius
- *Coleridge Poem: “Work Without Hope”*
- *Film: Grapes of Wrath*

**Prestwick House Power Plus Vocabulary for the New SAT Book Two**

**Extended Texts:**

- *Haroun and the Sea of Stories*

**Informational Texts:**

- Assorted Articles which examine the plight of women in Asian countries

**Interdisciplinary Connections:**

Connections are made primarily through the sharing of Asian art and music.

**21st Century Themes, Skills, and Standards:**

- CRP2. Apply appropriate academic and technical skills.
- 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
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Learning Targets**

| CPI #   | Cumulative Progress Indicators (CPI) for Unit   |
|---|---|
| W.9-10.3A,B,C,D,E   | Narrative Essay: A discussion of a cultural event and its impact on your life.  |
| W.9-10.1<br>W. 9-10.3.A,B,C,D,E<br>W.9-10.4<br>W.9-10.5<br>W.9-10.6<br>W.9-10.7<br>W.9-10.9 | Argumentative Essay: 5-paragraph essay in which students use informational texts about women in the Asian culture to formulate a thesis about the role of women in that culture. Students will be instructed on the proper use of citations for this essay. |

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| RI.9-10.2<br>RI.9-10.3<br>RI.9-10.4<br>RI.9-10.5 |  |
| S.L.9-10.1A,C,D<br>SL.9-10.4<br>SL.9-10.5        | PowerPoint presentation which analyzes how a part of Western Culture reflects Eastern ideas. |
| W.9-10.2 A,B,C,D,E,F                             | Summer Reading: Analytical Writing   |
| L.9-10.2<br>L.9-10.3                             | Vocabulary Units   |
| W.9-10.4<br>W.9-10.5<br>W.9-10.10                | Daily Journal Entries  |
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**Unit Enduring Questions:**

- How does cultural upbringing influence one's personal identity?
- In what ways is our identity defined by others?
- What does it mean to be "from" a place?
- How does society influence our identity and the choices we make?

**Unit Enduring Understandings:**

- An individual's identity is formed from personal experiences.
- Various factors shape our identity.

**Unit Objectives:**

*Students will know....*

- Broaden their knowledge as they read longer works of increasing complexity.
- Know various story elements and literary devices utilized by authors in the storytelling process

**Unit Objectives:**

*Students will be able to.....*

- Analyze functional, expository, and argumentative texts and complete timed-writing activities
- Study literary works within or across genres
- Emphasize reading skills while comprehending plot line, recognizing character development, setting, conflict and themes, building vocabulary, drawing conclusions, making inferences, establishing sequence and differentiating between fact and opinion.
- Analyze and support by citing textual evidence
- Provide proof of effective communication practices through participation in a variety and range of collaborative discussions and projects
- Emphasize individual research and preparation of a topic or issue
- Continue development of the ability to effectively evaluate both individual and peer contributions to a project or discussion
- Continue to develop and demonstrate a command of the conventions of standard English by employing sentence structure skills (compound and complex sentences, eliminating sentence fragments and run-ons, using proper verb tense, mastering s-v agreement and pronoun reference, using present tense when writing literary essays and applying paraphrasing and note-taking skills).
- Continue to develop and use grade-specific vocabulary.
- Continue to improve understanding of the elements of an effective essay (introduction, supportive and illustrative details and conclusion), develop organizational strategies utilizing chromebooks or a computer as a tool for writing.



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**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum  
Unit 2 Overview**

**Content Area: English**

**Unit Title: Russian Literature**

**Target Course/Grade Level: 10**

**Unit Summary :** Students will explore Russian Literature and will discover through plays and short stories the timelessness of those works and how they were influenced by historical events. We will also determine how different perspectives can all be true.

**Literary:**

- *The Seagull* Anton Chekhov
- “The Bet”
- “The Fifth Story” by Clarice Lispector
- Excerpts from the film version of *The Seagull*

**Prestwick House SAT College-Ready Vocabulary****Informational Text:**

- A variety of research articles that explore the Russian culture.

**Interdisciplinary Connections:**

- Students will research a variety of elements of Russian culture including government and historical leaders, scientists, artists, writers and architecture and present those findings to the class in a PowerPoint format. This research is meant to enhance and reinforce the impact a culture has on literature in Russia.

**21st Century Themes, Skills, and Standards :**

- CRP2. Apply appropriate academic and technical skills.
- 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
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Learning Targets**

| <b>CPI #</b>   | <b>Cumulative Progress Indicators (CPI) for Unit</b>   |
|--|--|
| RL.9-10.1<br>SL.9-10.1<br>SL.9-10.1b<br>SL.9-10.4<br>SL.9-10.5 | Updated scene from The Seagull   |
| W.9-10.4<br>W. 9-10.5<br>W.9-10.10                             | Narrative Essay: Write an essay in which a conflict arises that is told from two different perspectives. |
| L.9-10.2<br>L.9-10.3   | Vocabulary Units   |
| W.9-10.4<br>W.9-10.5<br>W.9-10.10                              | Ongoing Journal Responses/Discussion   |

**Unit Enduring Questions:**

- How does a country's history influence its art and literature?
- How is one's identity defined by social class?
- How do the decisions we make affect those around us?

**Unit Enduring Understandings:**

- Literature and art are responses to historical and societal events.
- Social class can be as stereotypically defining as race.
- Human nature is a stronger force in defining a person than cultural upbringing.

**Unit Objectives:**

*Students will know....*

- A variety of story elements and literary devices used by authors to convey tone in the storytelling process.
- Broaden their knowledge of different cultures as they read longer works from multiple genres with increasing complexity

**Unit Objectives:**

*Students will be able to.....*

- Study literary works either within or across genres
- Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and characters in a personal narrative format.
- Emphasize reading skills while comprehending plot line, recognizing character development, setting, conflict, and theme, building vocabulary and drawing conclusions, making inferences, establishing sequence, and differentiating between fact and fiction.
- Analyze and support by citing textual evidence.
- Introduce, cite and explain evidence within a research paper format.
- Provide proof of effective communication practices through participation in a variety and range of collaborative discussions and projects.
- 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.

**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum  
Unit 3 Overview**

**Content Area: English Language Arts**

**Unit Title: African and Middle Eastern Literature**

**Target Course/Grade Level: 10**

**Unit Summary:**

Selected works will offer insight into African cultural conflicts. Students will discuss the impact of colonization on the African people and will then investigate how a region's literature reflects change and adaptation. Through the reading of a variety of short stories, poetry, a novel and film, students will try to answer the question, should African cultures conform to Western ideas?

**Literary:**

- *Things Fall Apart* Achebe
- "The Second Coming" Yeats
- "Marriage is a Private Affair" Achebe
- "Snapshots of a Wedding" Head
- *Master Harold and the Boys* (film)

**Prestwick House Power Plus Vocabulary for the new SAT Book 2**

**Informational:**

- New York Times interview with Achebe
- "The United Nations Commission on Human Rights" (from the Universal Declaration Of Human Rights)

**Interdisciplinary Connections:**

- Investigate the history of colonization in Africa and the negative and positive impacts on those societies.

**21st Century Themes, Skills, and Standards**

- CRP.2 Apply appropriate academic and technical skills
- CRP.4 Communicate clearly and effectively and with reason.
- CRP.5 Consider the environmental, social and economic impacts of decisions.
- CRP.6 Demonstrate creativity and innovation.
- CRP.7 Employ valid and reliable research strategies
- CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them
- CRP.11 Use technology to enhance productivity.
- CRP.12 Work productively in teams while using cultural global competence

**Learning Targets**

| CPI #   | Cumulative Progress Indicators (CPI) for Unit   |
|---|---|
| W.9-10.1A,B,C,D,E<br>W.9-10.2.A,B,C,D,E,F<br>RI.9-10.2<br>RI.9-10.3<br>RI.9-10.4<br>RI.9-10.5 | Argumentative Essay: Was colonization of the African countries beneficial to the people of those countries? Use documents of Personal accounts as reference. MLA format to properly cite sources        |
| W.9-10.4<br>W.9-10.5<br>W.9-10.10   | Narrative Essay: Using the definition of a hero as your guide, create a Fictitious character and write a story about a day in the life of your Hero. Include your hero’s American values in your story. |
| SL.9-10.1<br>SL.9-10.1b<br>SL.9-10.4<br>SL.9-10.5   | Presentation: The Trial of Okonkwo<br>A debate where students argue whether the main character’s actions are justified.   |

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| W.9-10.4<br>W.9-10.5<br>W.9-10.10  | Ongoing Journal Responses and Discussion  |  |
| L. 9-10.2<br>L.9-10.3  | Vocabulary Units  |  |
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| <p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the effects of colonization on an existing and functioning society?</li> <li>● How does the Western interpretation of colonization differ from that of the native peoples of Africa?</li> </ul> | <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● In spite of outside influences, a culture can maintain its values.</li> <li>● Understanding the point of view of writers from a native country can offer insight into the truth behind the fiction.</li> </ul> |  |



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| <p><b>Unit Objectives:</b><br/> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● Broaden their knowledge of the importance of understanding a culture by experiencing its literature</li> <li>● How a culture's history impacts art and literature.</li> <li>● Various literary elements including figurative language, style and tone.</li> </ul> | <p><b>Unit Objectives:</b><br/> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Continue to develop and demonstrate a command of conventions of standard English by employing sentence structure skills, eliminating sentence fragments and run-ons, proper verb tense and s-v agreement, pronoun reference and using present tense when writing literary analysis.</li> <li>● Continue to determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings, analyze the cumulative impact of specific word choices on meaning and tone.</li> <li>● Provide proof of effective communication practices and participation in a variety of collaborative discussions and projects.</li> <li>● Analyze and support by citing textual evidence in proper parenthetical citation format.</li> <li>● Introduce, cite and explain evidence in a research paper.</li> <li>● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</li> </ul> |  |
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**Content Area: English Language Arts**

**Unit Title: Career Exploration/Research**

**Target Course/Grade Level: 10**

**Unit Summary:**

- What are the impacts of a career choice on a lifestyle? What is necessary to insure college/career readiness? What makes a source reliable and when and how should a source be used as evidence. Students will research a career of interest and will determine salaries, job descriptions, education requirements, job availability, etc. Students will then write a 3-5 page essay in which they present findings and ultimately determine whether or not this career is a possibility for them. We will reinforce use of MLA format and will include parenthetical citations in this essay. As a preliminary activity, students will learn how to determine credible sources for research.

**Content:**

**Student-directed research of a chosen career including internet and print resources.**

**Extended Content:**

**Student-directed research of an “ism” using internet and print resources.**

*Othello*

*Death of a Salesman*

**Interdisciplinary Connections:**

- Students will research careers including wages, job descriptions and projected growth of individual careers.

**21st Century Themes, Skills, and Standards:**

- CRP2 Apply appropriate academic and technical skills
- CRP3 Attend to personal health and financial well-being
- CRP4 Communicate clearly and effectively with reason
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
- CRP 10 Plan education and career paths aligned to personal goals
- CRP 11 Use technology to enhance productivity.

**Learning Targets**

| CPI #  | Cumulative Progress Indicators (CPI) for Unit   |
|--|---|
| W.9-10.1<br>W.9-10.3<br>W.9-10.4<br>W.9-10.5<br>W.9-10.6<br>W.9-10.7<br>W.9-10.9<br>RI.9-10.2<br>RI.9-10.3<br>RI.9-10.4<br>RI.9-10.5 | A 3-5 page essay written in proper MLA format addressing all elements of the requirements for the career they researched. |

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| L.9-10.1<br>L.9-10.3   | Vocabulary Units   |
| W.9-10.4<br>W.9-10.5<br>W.9-10.10  | Journals   |
| W.9-10.1<br>W.9-10.3<br>W.9-10.4<br>W.9-10.5<br>W.9-10.6<br>W.9-10.7<br>W.9-10.9<br>RI.9-10.2<br>RI.9-10.3<br>RI.9-10.5<br>SL.9-10.1<br>SL.9-10.4<br>SL.9-10.5 | Extended: 3-5 page research paper that explores “isms”.<br>Additional PowerPoint Presentation to “teach” ism to class. |
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| <p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● How do the decisions we make now impact our future?</li> </ul>   | <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Academic and social decisions made in high school can help shape our future endeavors.</li> </ul>   |
| <p><b>Unit Objectives:</b><br/><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● The importance of using credible sources in a research paper.</li> <li>● Broaden knowledge of chosen careers and fully investigate a topic.</li> </ul> | <p><b>Unit Objectives:</b><br/><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● Continue to develop and demonstrate a command of the conventions of standard English by employing sentence structure skills, including compound and complex sentences, eliminating sentence fragments and run-ons, using proper verb tense, mastering s-v agreement and pronoun reference.</li> <li>● Utilize online data resources and determine credibility of sources.</li> <li>● Research a chosen career using government and college websites.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>● Analyze and support findings by citing textual evidence.</li> <li>● Use proper parenthetical citations and works cited page to support research.</li> <li>● Write arguments to support claims in an analysis of a topic using valid reasoning and relevant sufficient evidence.</li> </ul> |  |
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**Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning**

**Specific Formative Assessments Utilized in Daily Lessons:**

- Web or Concept Maps
- Student Conference
- Observation
- Quiz (Vocabulary Units)
- Journal entries
- Socratic Seminars

**Summative Assessment Utilized throughout Units:**

- Personal Narrative Essay
- Research Essay using parenthetical citations.
- Career Research essay
- QBA's
- Benchmarks Listed or linked here

**Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:**

Teacher tutoring

Peer tutoring

Cooperative Learning Groups

Modified Assignments

Differentiated Instruction

Response to Intervention

Follow all IEP and 504 modifications

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

[Life and Career Standards](#)

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

**Project-based Learning Tasks:**

- Group power point presentations
- Trial of Okonkwo
- Create a Act 5 of *The Seagull*
- Poetry writing project
- Journalistic writing projects
- Career paper
- Staging and acting scenes for a play

**Vocabulary:**

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

**The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

**Technology:**

- Students must engage in technology applications integrated throughout the curriculum.
- Students will utilize Chromebooks on a daily basis for in-class writing assignments and group projects
- Students will research using on-line data bases provided by the media center accounts.
- Students will submit work, share documents, etc. using Google Classroom.



**Resources:**

- Ancillary resources and materials used to deliver instruction are included below:

**Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

**Low Prep Strategies (add to list as needed)**

**Varied journal prompts, spelling or vocabulary lists**

Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

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| <b>Anchor activities</b>                               | Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals. |
| <b>Choices of books</b>                                | Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.  |
| <b>Choices of review activities</b>                    | Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).  |
| <b>Homework options</b>                                | Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.   |
| <b>Student-teacher goal setting</b>                    | The teacher and student work together to develop individual learning goals for the student.  |
| <b>Flexible grouping</b>                               | Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.   |
| <b>Varied computer programs</b>                        | The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.   |
| <b>Multiple Intelligence or Learning Style options</b> | Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)  |

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| <b>Varying scaffolding of same organizer</b>                            | Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.  |
| <b>Think-Pair-Share by readiness, interest, and/or learning profile</b> | Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.   |
| <b>Mini workshops to re-teach or extend skills</b>                      | A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.  |
| <b>Orbitals</b>   | Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.  |
| <b>Games to practice mastery of information and skill</b>               | Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.  |
| <b>Multiple levels of questions</b>                                     | Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.) |
| <b>High Prep Strategies (add to list as needed)</b>                     |  |

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| <b>Cubing</b>                     | Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.  |
| <b>Tiered assignment/ product</b> | The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.  |
| <b>Independent studies</b>        | Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.  |
| <b>4MAT</b>                       | Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas  |
| <b>Jigsaw</b>                     | Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there. |
| <b>Multiple texts</b>             | The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.   |

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| <b>Alternative assessments</b>                | After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).   |
| <b>Modified Assessments</b>                   | Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.  |
| <b>Learning contracts or Personal Agendas</b> | A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom. |
| <b>Compacting</b>                             | This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).  |
| <b>Literature circles</b>                     | Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.   |
| <b>Learning Centers</b>                       | A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.  |

**Tic-Tac-Toe Choice Board  
(sometimes called “Think-  
Tac-Toe”**

The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

**Curriculum development Resources/Instructional Materials:**

List or Link Ancillary Resources and Curriculum Materials Here:

<http://www.state.nj.us/education/cccs/2016/ela/g0910.pdf>

<http://www.state.nj.us/education/cccs/2014/career/10.pdf>

**Board of Education Approved Text(s)**

*Nectar in a Sieve*

*The Seagull*

*Things Fall Apart*

*Othello*

*Haroum and the Sea of Stories*

*The Color of Water*

*Death of a Saleman*

