

Englewood Public School District
English Language Arts
Grade 8
Third Marking Period

Unit 3: Personal Growth

Overview: This unit is centered on the “carpe diem” aspect of youth and the psychology behind the formation of teenage cliques. The extended classical text, *The Outsiders*, by S.E. Hinton deals with the changes youth experience during adolescence. The theme of the individual vs. the group is the basis for the informational readings in this unit. Students will analyze characters and the transformation they go through during the text. Students will also have the opportunity to research modern day issues in teen society such as cyberbullying. Throughout the unit students will be comparing and contrasting spoken word vs. written word as well as analyzing drama for cinematic art.

Time Frame: 35-45 Days

Enduring Understandings:

Youth is a time of great personal growth.

Carpe Diem means to seize the moment and live life to the fullest.

Essential Questions:

What are the different effects of spoken and written words?

How does cyberbullying affect personal growth?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant</p>	<p style="text-align: center;">Topics</p> <p>Written vs. Spoken Poetry</p> <p>Poetry Slam</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s Global Awareness <p style="text-align: center;">Objectives</p>	<p>Students will research the poet Gwendolyn Brooks to find out more about her life and career. (CRP4, CRP7)</p> <ul style="list-style-type: none"> https://www.oakdome.com/k5/lesson-plans/internet/common-core-biography-research-graphic-organizer.php 	<p><u>Texts:</u></p> <p>“We Real Cool” by Gwendolyn Brooks</p> <p>“We Real Cool” (Audio)</p> <p>https://www.poetryfoundation.org/features/audio/detail/75640</p> <p>“Revising Verbs” by Standards Solution</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Do Nows Journals Exit Tickets <p><u>Summative Assessments:</u></p> <p>Students will be evaluated on the quality of their written responses.</p> <p>Students will be evaluated on the quality</p>

evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Students will analyze the effects of reading a poem silently as opposed to reading it aloud.

Students will write their own poetry slam-style poems.

Students will read the poem “We Real Cool” by Gwendolyn Brooks.

(CRP4)
Students will create an original last line for the poem. (CRP6)

Students will then listen to a clip of Gwendolyn Brooks reading the poem dramatically to analyze for sound, noting when she stops and where her voice changes. (CRP4)

Students will select another poem by Brooks to analyze. They will read the poem aloud to the class and then explain what they believe the poem means, citing textual evidence. (CRP4, CRP8, 9.2.8.B.3)

- <https://www.poemhunter.com/gwendolyn-brooks/poems/>

Students will write their own poems with an emphasis on delivering them orally. (CRP4, CRP6, CRP11)

Students will practice revising verbs with a partner. (CRP4)

- <https://www.hamilton.edu/documents/writing>

Companion Texts:
Scholastic Magazine

“What Teachers Make”
https://www.commonlit.org/en/texts/what-teachers-make?search_id=4523239

“Puerto Rican Obituary”
https://www.commonlit.org/en/texts/puerto-rican-obituary?search_id=4523353

of their poem slam deliveries.

Benchmark Assessments:

- Common Formative Assessment
- Exact Path

Alternative Assessments:

Students will discuss their possible last lines of the poem
Example Questions: Did you want to continue the rhyme pattern? Did the line fit the theme of the poem? What is the theme of the poem? After the actual final line is revealed, students will analyze its effect on the tone and mood of the poem.

Students will discuss the audio version of the poem.
Example questions:
1. How does Brooks’ rhythm and emphasis add to her reading of the poem?
2. How does her reading emphasize the alliteration and rhyme of the poem?

<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and</p>		<p>- center/Sentence_Revis ion.PDF</p>		<p>3. How does the layout of her poem match her reading of the poem?</p> <p>4. Why do you think Gwendolyn pauses after the word "Wes"?</p> <p>Students will share their poem analysis with the class.</p> <p>Students will participate in a poetry slam by presenting their poems.</p> <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p><u>Summative Assessments:</u> Students will be evaluated on their responses to the open-ended questions.</p> <p><u>Alternative Assessments:</u> Students will work in small groups to find other examples of the theme "carpe diem" in movies and music.</p> <p>Students will engage in group discussion about their Venn diagrams.</p> <p>Students will share their open-ended responses via</p>
	<p>Topics</p> <p>Theme Comparison</p> <p>Carpe Diem</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Global Awareness • Health Literacy <p>Objectives</p> <p>Students will be able to compare how one theme is developed in two different texts.</p>	<p>Students will read the Robert Frost poem "Carpe Diem" to discover the meaning of the phrase and the theme of the poem. (CRP4)</p> <ul style="list-style-type: none"> • https://www.thecurriculumcorner.com/thecurriculumcorner123/2014/09/teaching-theme/ <p>Students will read an article titled <i>Carpe Diem: Seize the Digital Revolution</i> which details an Arizona school. (CRP4)</p> <p>Students will then compare and contrast the idea of "Carpe Diem" between the poem and as the basis of the school. (CRP4, CRP8)</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/files/resource 	<p><u>Texts:</u></p> <p>"Carpe Diem" by Robert Frost</p> <p>http://allpoetry.com/poem/8469247-</p> <p>Carpe Diem: Seize the Digital Revolution</p> <p>http://homeworksforstudents.com/news/carpe_diem_seize_the_digital_revolution/</p> <p>Various articles on carpe diem and YOLO</p> <ul style="list-style-type: none"> • http://www.huffingtonpost.com/2013/07/12/tufts-yolo-essay-question_n_3582173.html • http://abcnews.go.com/Health/young-adults-tweet-yolo-live-engaged-reckless-behavior/story?id=18027279#.UNXLE4njmbM 	

tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

s/lesson_images/lesso
n378/venn.pdf

Students will read various articles on the ideas of *carpe diem* and YOLO and respond to open-ended questions (**CRP4, CRP7, CRP8, 9.2.8.B.3**):

1. What is YOLO? How is it related to the idea of *carpe diem*? How is it different?
2. At first, YOLO was like a teen buzzword. What did it indicate? According to the articles, how has its meaning changed?
3. Consider other slang words or acronyms like YOLO that kids know but parents don't. What are the benefits of this kind of secret language for teenagers? What are some of the dangers for kids who effectively use acronyms like this to keep adults or friends from knowing what they are doing?
4. If you were to choose a motto for how you make decisions, what would it be? Would you choose *carpe*

- <http://www.npr.org/2012/09/02/160472966/new-teen-buzzword-yolo>

“Identifying Verbals” by Standards Solution

Companion Texts:
Scholastic Magazine

“To the Virgins to Make Much of Time”
https://www.commonlit.org/en/texts/to-the-virgins-to-make-much-of-time?search_id=4524022

“Why Winne the Pooh Is the Living In the Moment Character We All Need”
<https://newsela.com/read/el-em-winnie-the-pooh-living-in-the-moment>

Google Docs and add comments to their peers' work.

Students will peer review their grammar sentences for accuracy.

diem or YOLO or something else? Why?

Students will practice writing sentences using verbal correctly. **(CRP4)**

Students will read *Just Listen* and respond to text-dependent questions for each chapter. **(CRP4, CRP8)**

Students will create a character chart that captures the similarities and differences of the three sisters in *Just Listen*. **(CRP4, CRP6, CRP11)**

Students will write an analytical essay on Annabel from *Just Listen*. Students will need to come up with their own angle for analyzing the character. **(CRP4, CRP8, CRP11)**

- http://freeology.com/wp-content/files/analyzing_characters.pdf

Texts:

Just Listen by Sarah Dessen

Companion Texts:

Scholastic Magazine

“Hello My Name Is...”
https://www.commonlit.org/en/texts/hello-my-name-is-_____.search_id=4524854

“Identity”
https://www.commonlit.org/en/texts/identity?search_id=4524854

Formative Assessments:

- Do Nows
- Journals
- Exit Tickets

Students will be evaluated on their responses to the text-dependent questions.

Summative Assessment:

Students will be evaluated on the quality of their analytical essays.

Alternative Assessments:

Students will discuss the theme of identity in *Just Listen*.

Students will present their character charts to the class.

Students will peer review their essays using a PARCC rubric.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Topics		Texts:	Formative Assessments:
Cyberbullying	Students will read an article on cyberbullying to create a Letterpop newsletter presenting the most salient points. Each newsletter should include background information on cyberbullying, how it can be prevented, and statistics. The newsletter must include a mix of graphics and information. All information must be properly cited. (9.2.8.B.3, 8.1.8.D.1, 8.1.8.A.1, CRP4, CRP7, CRP8, CRP11) • www.letterpop.com	What is Cyberbullying? http://www.stopbullying.gov/cyberbullying/what-is-it/	<ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets
Gangs		“For Many Latina Teens, Gang Life Adds to Stress” http://www.nytimes.com/2010/02/21/us/21cnclatina.html?pagewanted=all	Students will be evaluated on the quality of their Letterpop newsletters.
Socratic Seminar		“From gang life to grad school -- ‘I would’ve never seen myself in this position’” http://www.journaltimes.com/news/local/article_c1d6e366-7ea8-11e0-9ff5-001cc4c002e0.html	
Compare and Contrast Writing		Companion Texts: <i>Scholastic Magazine</i>	Students will be evaluated on their performance in the Socratic Seminar.
Twenty-First Century Themes and Skills include:	Students will participate in a Socratic Seminar on the question: What type of bullying do you think is more detrimental: physical bullying or cyberbullying? Why? (9.2.8.B.3, 8.1.8.D.1, CRP4, CRP8,) In an essay, students compare and contrast the writer’s style in the two articles on gang life, paying particular attention to the author’s word choice and its impact on the tone of the article. (CRP4, CRP6, CRP8, CRP11) • http://www.readwritethink.org/files/resources/les	“More Teens Talking to Their Parents About Being Cyberbullied, Poll Finds” https://newsela.com/read/cyberbullying-poll	
<ul style="list-style-type: none"> • The Four C’s • Global Awareness • Civic Literacy • Health Literacy 			Summative Assessment: Students will be evaluated on the quality of their compare and contrast essays.
Objectives	Students will be informed about the contemporary issues of cyberbullying and gangs.		
	Students will be able to compare and contrast two authors’ takes on the same issue.		Alternative Assessments: Students will present their newsletters to the class via informal oral presentation.
			Students will participate

Students will share their Venn diagrams to gather more information before writing their essays.

Students will review each other's essays, and students will revise as needed.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic

Topics				
Open-Ended Response Writing	Students will read the first half of <i>The Outsiders</i> and respond to Guided Reading Questions. (CRP4)	Texts: <i>The Outsiders</i> , Ch. 1-6, by S.E. Hinton	Formative Assessments:	
Character Analysis	Students will write a five-paragraph character analysis on one of the greasers analyzing his transformation throughout the novel using specific examples and direct quotes. (CRP4, CRP8, CRP11)	Companion Texts: <i>Scholastic Magazine</i>	<ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets 	
Twenty-First Century Themes and Skills include:		“Herd Behavior” https://www.commonlit.org/en/texts/herd-behavior?search_id=4525973	Students will be evaluated on their responses to the Guided Reading Questions.	
<ul style="list-style-type: none"> • The Four C's • Global Awareness • Civic Literacy 			Summative Assessment: Students will be evaluated on their open-ended responses.	
Objectives				
Students will be able to analyze a character in a novel.	<ul style="list-style-type: none"> • https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-featured-files/unit_characteranalysis_characteranalysis.pdf 			
Students will hone their abilities to write analytical essays.	Students will respond to one of the following open ended response questions using evidence from the text		Students will be evaluated on the quality of their analytical essays.	

<p>irony) create such effects as suspense or humor.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>Topics</p> <p>Theme: Being Golden</p> <p>Argumentative Writing</p> <p>Analyzing Song Lyrics</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C's • Global Awareness • Civic Literacy <p>Objectives</p> <p>Students will be able to interpret the development of a theme.</p> <p>Students will be able to write arguments that respond to counterarguments.</p>	<p>(CRP4, CRP8, CRP11, 2.1.8.E.3):</p> <ol style="list-style-type: none"> 1. The Socs and Greasers are two very different groups. Explain three differences between the two groups. If you were a student at Ponyboy's high school, would you want to belong to either group? 2. What does it mean to be an outsider? Who are the true outsiders in the novel? <p>After finishing <i>The Outsiders</i>, students will compose an argumentative essay focusing on the skill of incorporating a counterargument. Students will respond to the following prompt: Which group was more of a menace to society... the Greasers or the Socs? Take a position, explain using examples from the story, and refute possible counterarguments. (2.2.8.B.2, 2.2.8.C.3, CRP4, CRP6, CRP8, CRP11)</p> <p>Students will read the poems focused on the theme of "being golden" and compare and contrast their structure, word choice and rhythm. Then, students will compare Johnny's reference to Robert Frost's poem to the text of the poem. (CRP4, CRP8)</p>	<p>Texts:</p> <p><i>The Outsiders</i>, Ch. 7-12, by S.E. Hinton</p> <p>"Nothing Gold Can Stay" by Robert Frost</p> <p>J. R. R. Tolkien's "All That is Gold Does Not Glitter" http://web.cs.dal.ca/~johnston/poetry/all_that_is_gold.html</p> <p>"Using the Substitution Method to Find out Unknown Words" by Standards Solution</p> <p>Video:</p> <p>Stevie Wonder's lyrics <i>Stay Gold</i> http://www.youtube.com/watch?v=Y3QhA2WiyFI</p> <p><i>The Outsiders</i> (1983)</p> <p>Companion Texts:</p> <p><i>Scholastic Magazine</i></p>	<p>Alternative Assessments:</p> <p>Students will share their guided reading questions with a partner and correct answers as needed.</p> <p>Students will peer review their character analysis using a writer's checklist.</p> <p>Students will share their open-ended responses using Google Docs and provide feedback to their peers.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Summative Assessment:</p> <p>Students will be evaluated on the quality of their argumentative writing.</p> <p>Alternative Assessments:</p> <p>Using their papers as guides, students will engage in a debate about which group was more of a menace.</p> <p>Students will engage in large group discussion to discuss the theme "being golden" and how it can</p>
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<p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> • http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf <p>Students will analyze the structure, elements, style and purpose of “Stay Gold” by Stevie Wonder. (CRP4, CRP8)</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf 	<p>“Classic Model for an Argument” https://valenciacollege.edu/wp/cssc/documents/SampleArgumentOutline.pdf</p>	<p>apply to other media.</p> <p>Students will share with a partner their analysis worksheets.</p>
<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Topics</p> <p>PARCC RSTs</p> <p>Objectives</p> <p>Students will gain a better understanding of EBSRs and TECRs.</p> <p>Students will hone their understanding of literary elements.</p> <p>Students will practice completing LATs.</p>	<p>Instructors will select the reading and writing RST lessons that best meets their students’ needs.</p>	<p><u>Reading PARCC RST Lessons</u></p> <p>Lesson 1: Introducing the EBSR and TECR</p> <p>Lesson 2: Modeling the EBSR and TECR</p> <p>Lesson 3: Identifying the Main Idea</p> <p>Lesson 4: Identifying Supporting Details</p> <p>Lesson 5: Using Context Clues for the Vocabulary EBSR</p> <p>Lesson 6: The Evidence-Based Selected Response</p> <p>Lesson 7: The Technology-Enhanced Constructed Response</p> <p>Lesson 8: Practice Completing the Research Simulation Task</p> <p><u>Writing PARCC RST Lessons</u></p>	<p>Reading PARCC RST Lesson 8</p> <p>Writing PARCC RST Lesson 8</p>

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Lesson 1: Introduction to the Prose Constructed Response on the Research Simulation Task

Lesson 2: Modeling the Prose Constructed Response

Lesson 3: Understanding the PCR Prompt and Writing an Opening Topic Statement

Lesson 4: Selecting Textual Evidence to Support Reasons

Lesson 5: Drafting the Prose Constructed Response Outline

Lesson 6: Writing Quality Body Paragraphs

Lesson 7: Practice Completing the Prose Constructed Response

Lesson 8: Writing Advanced-Proficient Prose Constructed Responses

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will

be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Student will watch clips or The Outsiders to build prior knowledge ● Peer support for analytical essay ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	<ul style="list-style-type: none"> ● Student will watch clips or The Outsiders to build prior knowledge ● Reduce essay requirements as needed ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<ul style="list-style-type: none"> ● Student will watch clips or The Outsiders to build prior knowledge ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Students will write an introduction to a modern retelling of The Outsiders ● Students will present their new version ideas to peers in a Google Slide presentation ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Comprehensive Health and Physical Education:

2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.

2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

Integration of Technology Standards NJSL 8:

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.

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

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.