

# Hoboken Public Schools

## English III: American Literature Curriculum



# English III

HOBOKEN PUBLIC SCHOOLS

---

## Course Description

English III: American Literature and Composition is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose several papers, speeches, and presentations using representative forms of discourse. This course will address the standards for success on the Partnership for Assessment of Readiness for College and Careers (PARCC).

## Course Resources

### Unit One

Short Stories/Poetry Units, choose two highlighted, two or more stories of teacher's choice

The Earth on Turtle's Back, 20-23  
When Grizzlies Walked Upright, 24-26  
from The Navajo Origin Legend, 27-28  
from the Iroquois Constitution, 42-44  
from Of Plymouth Plantation, 58-65  
from Sinners in the Hands of an Angry God, 86-91  
from What to the Slave is the Fourth of July, 97  
The Declaration of Independence, 112-115  
from The American Crisis, 117-119  
from The Autobiography, 140-146  
from The Interesting Narrative of the Life of Olaudah Equiano, 170-175  
Letter from the President's House, 181

Writing Workshop: Autobiographical Narrative, 188-195 (Focus text: from The Autobiography, Benjamin Franklin)

List of Novels to Supplement Instruction (choose one):

Native American Literature Anthology  
The Complete Writings, Phillis Wheatley  
Chronicle of the Narvaez Expedition, Alvar Nunez Cabeza de Vaca  
Letters from an American Farmer, J Hector St. John de Crevecoeur  
The Interesting Narrative of The Life of Olaudah Equiano, Olaudah Equiano  
Democracy in America, Alexis de Tocqueville  
American Colonies: The Settling of North America

### Unit Two

Multiple Perspectives on the Era, 210-224  
The Devil and Tom Walker, 228-239  
The Minister's Black Veil, 272-284  
The Fall of the House of Usher and Where is Here (Comparing Gothic Literature), 292-310  
The Raven, 312-317  
From Moby-Dick, 337-335  
Ralph Waldo Emerson selections (from Nature, from Self-Reliance, Concord Hymn), pages 366-371  
Henry David Thoreau selections (from Walden, from Civil Disobedience), pages 378-387  
Poetry of Emily Dickinson, 408-417  
from Preface to the 1855 Edition of Leaves of Grass, 426-428

from Song of Myself, 428  
Poetry of Walt Whitman, 428-436

Writing Workshop: Reflective Essay Note: The reflective essay requires students to refer to the works of Emerson and/or Thoreau.

List of Novels to Supplement Instruction (choose one):

The Scarlet Letter by Nathaniel Hawthorne  
Leaves of Grass by Walt Whitman  
Complete Stories and Poems by Edgar Allan Poe  
The Complete Poems of Emily Dickinson by Emily Dickinson  
Selected Writings of Ralph Waldo Emerson by Ralph Waldo Emerson  
Walden and Civil Disobedience by Henry David Thoreau  
Eyewitness to America: 500 years of American History in the words of those who saw it happen, David Colbert, ed.  
An American Primer, Daniel Boorstin, ed.

**Unit Three**

**Short Stories/Poetry Units, choose two highlighted, two or more stories of teacher's choice**

**Background suggestion: Multiple Perspectives on the Era 462-476**

**The Occurrence at Owl Creek Bridge, page 480-489**

**A Confederate Account of the Battle of Gettysburg, 502-503**

**An Episode of War, 508-513**

**From My Bondage and My Freedom, 520-527**

**Spirituals: Go Down, Moses; Swing Low, Sweet Chariot, 532-534**

**The Gettysburg Address, 538-539**

**Letter to His Son, 541-542**

**From Cold Mountain, 546-549**

**An Account of an Experience with Discrimination, 554-556**

**The Notorious Jumping Frog of Calaveras County, 576-581**

**To Build a Fire, 596-610**

**Heading West, 617-621**

**I Will Fight No More Forever, 622**

**The Story of an Hour, 628-632**

**The Poetry of Paul Laurence Dunbar, 636-638**

**A Wagner Matinee, 652-661**

**Writer's Workshop: Historical Investigation Report, 664**

List of Novels to Supplement Instruction (choose one):

The Adventures of Huckleberry Finn by Mark Twain

My Antonia by Willa Cather

Spoon River Anthology by Edgar Lee Masters

The Classic Slave Narratives, ed. Henry Louis Gates, Jr.

Narrative of the Life of Frederick Douglass by Frederick Douglass

The American Reader: Words That Moved a Nation, ed. Diane Ravitch

Empire Express: Building the First Transcontinental Railroad by David Howard Bain

What They Fought For 1861-1865 by James McPherson

**Unit Four**

**Short Stories/Poetry Units, choose two highlighted, two or more stories of teacher's choice**

**Background suggestion: Multiple Perspectives on the Era 462-476**

**The Occurrence at Owl Creek Bridge, page 480-489**

**A Confederate Account of the Battle of Gettysburg, 502-503**

**An Episode of War, 508-513**

From My Bondage and My Freedom, 520-527  
Spirituals: Go Down, Moses; Swing Low, Sweet Chariot, 532-534  
The Gettysburg Address, 538-539  
Letter to His Son, 541-542  
From Cold Mountain, 546-549  
An Account of an Experience with Discrimination, 554-556  
The Notorious Jumping Frog of Calaveras County, 576-581  
To Build a Fire, 596-610  
Heading West, 617-621  
I Will Fight No More Forever, 622  
The Story of an Hour, 628-632  
The Poetry of Paul Laurence Dunbar, 636-638  
A Wagner Matinee, 652-661  
Writer's Workshop: Historical Investigation Report, 664

List of Novels to Supplement Instruction (choose one):

The Adventures of Huckleberry Finn by Mark Twain  
My Antonia by Willa Cather  
Spoon River Anthology by Edgar Lee Masters  
The Classic Slave Narratives, ed. Henry Louis Gates, Jr.  
Narrative of the Life of Frederick Douglass by Frederick Douglass  
The American Reader: Words That Moved a Nation, ed. Diane Ravitch  
Empire Express: Building the First Transcontinental Railroad by David Haward Bain  
What They Fought For 1861-1865 by James McPherson

**Unit Five**

Short Stories/Poetry Units, choose two highlighted, two or more stories of teacher's choice

Suggestion: Multiple Perspective on the Era, 966-980  
From Hiroshima, 984-995  
The Death of the Ball Turret Gunner, 997  
Research Project: Primary Resources, 1003-1006  
The Life You Save May be Your Own, 1012-1223  
The First Seven Years, 1028-1037  
Poetry of Tradition and Rebellion, 1052-1076  
The Rockpile, 1082-1090  
Inaugural Address, 1104-1109  
Letter from Birmingham City Jail, 1109-1112  
From A Raisin In the Sun, 1117  
From Good Night, and Good Luck, 1241-1248  
Reading for Information: Analyzing Argumentative and Expository Texts, pages 1250-1254  
Multiple Perspective on the Era, 1278-1292  
Antojos, 1298-1307  
Everyday Use, 1312-1320  
Everything Stuck to Him, 1327-1331  
Contemporary Poetry, 1336-1371  
Contemporary Nonfiction, 1374-1437  
Reading for Information: Analyzing Functional and Expository Texts, 1442-1446  
Writing Workshop: Argumentative Essay, 1256-1263; Short Story, 1448-1460  
List of Novels to Supplement Instruction (choose one):  
Sailing Alone Around the Room by Billy Collins  
The Bluest Eye by Toni Morrison  
Dreaming in Cuban by Cristina Garcia  
The Namesake by Jhumpa Lahiri  
Death and the King's Horseman by Wole Soyinka  
Mother Love: Poems by Rita Dove  
Nonfiction Readings Across the Curriculum, Pearson Prentice Hall

On Nature: Great Writers on the Great Outdoors, ed. Lee Gutkind

The Tipping Point: How Little Things Can Make a Big Difference by Malcolm Gladwell

### **Pacing Guide**

<b>Unit Title</b>	<b>Time Frame</b>
<b>Unit One: Reading Literature and Writing Narratives</b>	<b>5-7 Weeks</b>
<b>Unit Two: Reading Information and Writing Informational/Explanatory</b>	<b>5-7 Weeks</b>
<b>Unit Three: Reading Information and Writing Arguments</b>	<b>5-7 Weeks</b>
<b>Unit Four: Reading Literature and Writing Narratives</b>	<b>5-7 Weeks</b>
<b>Unit Five: Reading Literature and Information/Writing an Narrative &amp; Argument</b>	<b>5-7 Weeks</b>

### **Unit 1 – Reading Literature and Writing Narratives**

Five to Seven Weeks

#### **Overview**

In this unit, students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. They will determine a theme or central idea of a text and analyze in detail its development over the course of the text. Next, students will explore the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. When writing narratives, students will use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

#### **Essential Questions**

- How is the relationship between literature and place identified?
- How does literature shape or reflect society?
- How is being an American symbolized?

#### **Essential Learning Outcomes**

- Students will be able to determine two or more themes or central ideas of a text and analyze their development over the course of the text.
- Students will be able to analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact
- Students will be able to write narratives to develop real or imagined experiences or events using effective technique; use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Students will be able to engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
- Students will be able to write narratives that create a smooth progression of experiences or events.

### **Technology Infusion**

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

### **Standards Addressed**

- CS: RL.11.1- RL.11.2, RL.11.3, RL.11.4, RL.11.5 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain. W.11.4-Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- SL.11.1-Come to discussions prepared having read and researched material under study explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas.
- SL.01.Apply the understanding that usage is a matter of convention can change over time and is sometimes contested.

### **Differentiation**

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

### **Assessments**

- Narrative Essay
- Text Based Short Response
- Prepared Oral Presentation
- Self-Evaluation
- Multiple Choice/ Short Response Test

### **21<sup>st</sup> Century Learning Connection**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
  - 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
  - 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
-

## Unit 2 Reading Information Text and Writing Informational/Explanatory

5-7 Weeks

### Overview

In this unit, students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Furthermore, they will analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made and how they are introduced and developed. Students will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### Essential Questions

- How is knowledge the same as understanding?
- How can textual evidence unmask the understanding of complex text?
- How is author's purpose tied to the narrative elements if any?
- How can progress be made without understanding of conflict?

### Essential Learning Outcomes

- Students will be able to analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- Students will compose informative/explanatory samples to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### Technology Infusion

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

### Standards Addressed

- RI.11.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.
- 11-12.RI.09 Analyze seventeenth- eighteenth- and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence the Preamble to the Constitution the Bill of Rights and Lincoln's Second Inaugural Address) for their themes purposes and rhetorical features.
- W.11.1 .Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level concerns values and possible biases.
- W.11.4-Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- SL.11.1-Come to discussions prepared having read and researched material under study explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas.

- L.01.Apply the understanding that usage is a matter of convention can change over time and is sometimes contested.

### **Differentiation**

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

### **Assessments**

- Literary Analysis Prompts
- Formal Assessments
- Multimedia Presentation
- Narrative Writing Prompts
- Journals Writing

### **21<sup>st</sup> Century Learning Connection**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

---

## **Unit 3 – Reading Information and Writing Arguments**

6 Weeks

### **Overview**

In this unit, students will be able to cite strong and through textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text. Through this lens, students will analyze how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them. Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. To continue, students will analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). Finally, students will be able to determine the author’s point or view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.

### **Essential Questions**

- How does an experience influence a writer’s style and purpose?
- How does the use of voice empower an individual?
- How does knowledge impact the running of one’s life?
- How does literature shape or reflect society?



## Essential Learning Outcomes

- Students will be able to determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.
- Students will be able to write arguments, introduce precise, knowledgeable claim(s), and distinguish the claim(s) from alternate or opposing claims.

## Technology Infusion

- 8.1.12. A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12. A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.12. C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.

## Standards Addressed

- CS: RI.11.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.
- 11-12.RI.09 Analyze seventeenth- eighteenth- and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence the Preamble to the Constitution the Bill of Rights and Lincoln's Second Inaugural Address) for their themes purposes and rhetorical features.
- W.11.1 .Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level concerns values and possible biases.
- W.11.4-Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- SL.11.1-Come to discussions prepared having read and researched material under study explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas.
- L.01.Apply the understanding that usage is a matter of convention can change over time and is sometimes contested.

## Differentiation

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

## Assessments

- Literary Analysis Prompts

- Formal Assessments
- Multimedia Presentation
- Narrative Writing Prompts
- Journal Review

### **21<sup>st</sup> Century Learning Connection**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

## **Unit 4 – Reading Literature and Writing Narratives**

6 Weeks

### **Overview**

In this unit, students will analyze how the author uses rhetoric to advance the point of view or purpose. From this knowledge, students will draw evidence from informational texts to support analysis, reflection, and research. As a result of their reading explorations, students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### **Essential Questions**

- How do writers of the period use form to reflect the overall meaning of the text?
- How does the literature of the period depict the American dream?

### **Essential Learning Outcomes**

- Students will be able to analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- Students will utilize critical thinking skills in order to write narratives, use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

### **Technology Infusion**

- 8.1.12. A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12. A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

### **Standards Addressed**

- CS: RI.11.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.
- 11-12.RI.09 Analyze seventeenth- eighteenth- and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence the Preamble to the Constitution the Bill of Rights and Lincolns Second Inaugural Address) for their themes purposes and rhetorical features.

- W.11.1 .Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level concerns values and possible biases.
- W.11.4-Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- SL.11.1-Come to discussions prepared having read and researched material under study explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas.
- L.01.Apply the understanding that usage is a matter of convention can change over time and is sometimes contested.

### **Differentiation**

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

### **Assessments**

- Literary Analysis Prompts
- Formal Assessments
- Multimedia Presentation
- Narrative Writing Prompts
- Journal Review

### **21<sup>st</sup> Century Learning Connection**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

---

## **Unit 5 – Reading Literature and Information/Writing Arguments & Narrative**

8 Weeks

### **Overview**

In this unit, students will analyze how complex characters (e.g., those with multiple of conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot. Next, they will analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. Through this experience, students will produce clean and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Last, students will analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place and informal tone).

## Essential Questions

- How does an experience influence a writer's style and purpose?
- How do our differences define us?
- How does experience determine what we perceive?
- How does our current understanding of America, compare with the historical perception of America?

## Essential Learning Outcomes

- Students will be able to read and comprehend literature, including stories, dramas, and poems, in the grades 11-12– CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Students will be able to write arguments, develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

## Technology Infusion

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

## Standards Addressed

- CS: RI.11.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.
- 11-12.RI.09 Analyze seventeenth- eighteenth- and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence the Preamble to the Constitution the Bill of Rights and Lincolns Second Inaugural Address) for their themes purposes and rhetorical features.
- W.11.1 .Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level concerns values and possible biases.
- W.11.4-Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- SL.11.1-Come to discussions prepared having read and researched material under study explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas.

## Differentiation

- Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.
- Modeling or independent student led research
- Extended time for revisions or opportunity to identify and develop areas of personal interest
- Invite students to explore different points of view on a topic of study and compare.
- Encourage students to make transformations - use a common task or item in a different way
- Encourage students to explore concepts in depth and encourage independent studies or investigations.

- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

### **Assessments**

- Literary Analysis Prompts
- Formal Assessments
- Multimedia Presentation
- Narrative Writing Prompts

### **21<sup>st</sup> Century Learning Connection**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.