



PISCATAWAY TOWNSHIP SCHOOLS

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Honors ELA

Content Area: English Language Arts

Grade Span: Grades 4- 5

Revised by: Marina Fonzetti and David Gaunt

Approval Date: August 2022

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COURSE OVERVIEW

Description		
<p>The Intermediate Honors program enriches and expands learning with a student-centered, project-based curriculum that affords opportunities in the decision-making process while taking advantage of real life scenarios that can be translated into cross-curricular problem-solving. Students explore a variety of digital options for project procedures, outcomes, and presentations and share their learning and experiences with peers.</p>		
Goals		
<p>The goal of the Intermediate Honors English Language Arts Program is to challenge and motivate students to move beyond the work of a traditional classroom and provide a stimulating and comprehensive learning environment that allows students to work to their full capabilities. The curriculum will push students to think beyond the classroom walls and explore opportunities that will help students discover for themselves the process of learning. Students will examine various facets of topics, giving students a choice in what they study and pursue, thus empowering them to take responsibility for their own learning. The Intermediate Honors ELA Program teaches students how to learn, not necessarily what to learn. When students take ownership over their learning, they become more passionate about learning. The Intermediate Honors ELA Program will have students working beyond the knowledge, comprehension, and application level of Bloom’s taxonomy, taking them to the higher levels of analysis, synthesis, and evaluation.</p>		
Scope and Sequence: Grade 5		
Unit	Topic	Length
1	Creative Writing	8 weeks
2	Passion Project	8 weeks
Scope and Sequence: Grade 4		
Unit	Topic	Length
1	Notice and Note Fiction	8 weeks
2	Notice and Note Nonfiction	8 weeks
Resources		
<p> https://www.readwritethink.org https://njagc.org/resources/resources-educators/ http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12 https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grade5.pdf </p> <p>and other relevant texts and media</p>		

All Units: Instructional Focus

Summary and Rationale	
<p>The Intermediate Honors program is an interdisciplinary approach to learning that integrates reading, writing, oral communication, and presentation skills in English Language Arts. The program supports a learning environment that encourages students to reach their highest potential. Students will engage their creativity, strengths, and abilities while making cross-curricular connections to the real world. The program is project-based and thematic, allowing for discovery, open-endedness, and freedom of choice. The students must use complex skills, such as problem solving, collaboration/teamwork, communication, and critical thinking. Students will use current technology to conduct research, complete tasks, and communicate. Students will explore 21st century life and career skills as they make informed decisions that prepare them to engage as active citizens in a dynamic global society.</p>	
State Standards	
Gifted Programming Standards: <i>National Association for Gifted Students (Revised 2019)</i>	
1.1	Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.
1.2	Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.
1.3	Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.
1.5	Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.
3.2	Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.
3.3	Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.
3.4	Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.
3.5	Students with gifts and talents become independent investigators.
3.6	Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.
4.1	Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
4.2	Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.7	Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.
4.8	Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.

GRADE 4 UNIT 1: Notice and Note Fiction

Summary and Rationale

The Intermediate Honors program is an interdisciplinary approach to learning that integrates reading, writing, oral communication, and presentation skills in English Language Arts. The program supports a learning environment that encourages students to reach their highest potential. Students will engage their creativity, strengths, and abilities while making cross-curricular connections to the real world. The Notice and Note Nonfiction reading unit is designed to help teach students to use higher-level thinking skills and strategies while reading informational text. The Notice and Note Nonfiction reading unit is designed to help teach students to use higher-level thinking skills and strategies while reading fiction texts. The unit consists of six different reading “signposts,” each of which is designed to allow a reader to think of text in a different and higher level way. Throughout the unit, students will read a variety of high level fiction texts, including short stories, excerpts of longer texts and a full length novel. Students will write a literary essay based on their chosen fiction piece to share by the end of the unit.

Recommended Pacing

Approximately eight weeks, or one full marking period.
 2 days to introduce students, class, and curriculum.
 Each fiction signpost will take approximately 3 days.
 Reading the book club novels will take 4 weeks.
 Completing the book club writing project will take 2 weeks.
 Presenting and sharing projects will take 1 week.

State Standards

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

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

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

RL.5.1.	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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RL.5.2.	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
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RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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	Describe how a narrator’s or speaker’s point of view influences how events are described.
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NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

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

RL.5.4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
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RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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RL.5.6.	Describe how a narrator’s or speaker’s point of view influences how events are described.
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NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
L5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Instructional Focus

Unit Enduring Understandings

- Readers use strategies to construct meaning
- Authors write with different purposes
- Readers develop a deeper understanding through reflection of text

Unit Essential Questions

- What can a reader do when they don't understand?
- Why are strategies important?
- What connections do readers make?
- What questions should readers ask themselves when reading?
- How do writers use techniques to engage the audience?

Objectives

- Students will know:**
- **how a character faces a problem, what strengths the character uses to overcome challenges, and how a character has changed**
 - **why a character acts in a way that contrasts with how you would expect someone to act or contradicts how the character has been acting**
 - **that when characters often realize or understand something important in the story, it will affect the character or plot and may reveal a theme**
 - **that when characters learn something from an older or wiser character, a lesson or theme will be revealed**
 - **when a character pauses to ask himself or a friend some really tough questions, the reader is getting a glimpse of what the character is struggling with**
 - **when you see a repetition in a story, it can give insight to a character or be a symbol of some sort**

- **when a character has a memory or flashback in a story, it can reveal more about the character, the plot and/or the theme**

Students will be able to:

- recognize different important signposts authors use when constructing a story
- write about reading with a writerly wide-awakeness
- recognize that characters and readers find meaning through struggles
- notice and note contrasts and contradictions in a story
- notice and note moments of realization in a story
- notice and note tough questions characters ask themselves or others
- notice and note when wise characters share wisdom with other characters
- notice and note when things happen again and again in a story
- notice and note when characters experience important memory moments in a story
- teach others how to use the signposts to effectively read fiction

Resources

**Core Text: Notice and Note: Strategies
for Close Reading**

Suggested Resources:

<https://www.heinemann.com/> (short stories and excerpts available on site)

Epic reading app

Alexander and the Horrible No Good Very

Bad Day

I Want My Hat Back

Chrysanthemum

Ira Sleeps Over

The Three Questions

Maniac Magee

The Giver

Among the Hidden

Esperanza Rising

Half and Half

Walk Two Moons

Hatchet

The Outsiders

Journey

The Watsons Go to Birmingham

YouTube videos:

Empire Strikes Back

Toy Story

Lion King

Up

GRADE 4 UNIT 2: Notice and Note Nonfiction

Summary and Rationale	
<p>The Intermediate Honors program is an interdisciplinary approach to learning that integrates reading, writing, oral communication, and presentation skills in English Language Arts. The program supports a learning environment that encourages students to reach their highest potential. Students will engage their creativity, strengths, and abilities while making cross-curricular connections to the real world. The Notice and Note Nonfiction reading unit is designed to help teach students to use higher-level thinking skills and strategies while reading informational texts. Students use three Big Questions to ask themselves while reading texts. The unit is also designed around five reading “signposts,” each of which students need to notice and take note of while reading texts. The Notice and Note unit also helps students to develop their research skills and techniques. The last few weeks of the unit will be devoted to utilize the questions, signposts and strategies in order to complete a research project on a chosen topic.</p>	
Recommended Pacing	
<p>Approximately eight weeks, or one full marking period. Teaching and practicing the Big 3 Questions will take 2 weeks. The 5 nonfiction signposts will take 3 weeks. The nonfiction research project will take 2 weeks. Presenting and sharing the projects will take 1 week.</p>	
State Standards	
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
RI.5.1.	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>	
RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the</p>	

reasoning as well as the relevance and sufficiency of the evidence.
 NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
 NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9.	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
L5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L5.3.	

Instructional Focus

Unit Enduring Understandings

- Reading expands the undertaking of the world, its people and oneself
- Authors write with different purposes in mind
- People rely on a variety of resources to obtain information
- New information may result in a new understanding or change of opinion
- Readers use strategies to construct meaning

Unit Essential Questions

- Why do people read?
- Why are strategies important?
- What questions should readers ask themselves when they read?
- How is nonfiction different from fiction?

Objectives

- Students will know:**
- readers approach nonfiction texts with their knowledge of genre in mind
 - readers orient themselves to complex nonfiction texts and then hold their ideas loosely as they read, remaining open to revision as they encounter new information
 - readers try to understand what they are learning as they read
 - readers rely on different strategies to help them make sense of unfamiliar or complex vocabulary
 - readers synthesize information across subtopics, both within a single text and across texts
 - readers pay attention to an author’s perspective, examining the language used to determine if an author is trying to persuade the reader
 - researchers use a variety of sources to learn about a topic
 - that writers sometimes show a difference between what the reader knows and what is in the text
 - that writers use numbers and statistics to stress important points about a topic
 - readers recognize the importance of expert quotes when reading about a particular topic
- Students will be able to:**
- apply context to determine the meaning of vocabulary in complex texts
 - recognize contrasts and contradictions in what they know and what the writer presents
 - recognize extreme or absolute language and understand why a writer uses each in her writing

- recognize numbers and statistics and understand how and why they are used in a piece of writing
- recognize the use of quoted words in a piece of writing and understand the difference between an expert quote and personal perspective
- recognize their own word gaps when reading nonfiction and themselves how they can figure out the meanings of unfamiliar words
- use their reading skills to research nonfiction topics and synthesize the information in their own way
- learn from sources and primary research
- write about reading in nonfiction
- teach others how to use big questions and signposts to effectively read informational text

Resources

Core Text: Reading Nonfiction: Notice and Note Stances, Signposts and Strategies

Suggested Resources:

<https://www.heinemann.com/>

“Garana’s Story”

“Hard at Work”

“Vampires Prey on Panama”

“Up Before Daybreak”

“The Dung Beetle as a Weapon Against Global Warming”

www.newsela.com

www.timeforkids.com

Epic reading app

GRADE 5 UNIT 1: Creative Writing

Summary and Rationale	
<p>The goal of this unit is to engage students in creative fiction writing. Students will read across fiction genres, noting differentiating characteristics, along with similarities in plot, character development, and author’s craft. Students will be expected to meet and exceed 5th grade writing standards in order to effectively produce a variety of coherent and engaging writing. Students will engage in teacher and peer conferring, self reflection and assessment with the ultimate goal of contributing to the creation of a literary magazine; one that can be shared amongst their school community.</p>	
Recommended Pacing	
<p>Approximately eight weeks, or one full marking period; 5-6 weeks reading/exploring craft across fiction genres and writing a variety of fiction pieces; 2-3 weeks creating and publishing collaborative literary magazine for school community.</p>	
State Standards	
<p>NJSLSA. W5.3.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.</p>
<p>NJSLSA. W4.</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>NJSLSA. W5.</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>NJSLSA. W6.</p>	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>NJSLSA. W7.</p>	<p>Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>
<p>NJSLSA. W10.</p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>NJSLSA. R1.</p>	<p>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p>NJSLSA. R2.</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>NJSLSA. R4.</p>	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>NJSLSA. R3.</p>	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>NJSLSA. R5.</p>	<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p>NJSLSA. R6.</p>	<p>Assess how point of view or purpose shapes the content and style of a text.</p>

RL.5.9.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RI.5.7	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Instructional Focus

Unit Enduring Understandings

- Writing is a process and the writing process is consistent across disciplines.
- Technology is a tool that can be used for collecting, organizing, creating, and presenting information.
- Collaboration is necessary in order to be an effective learner and citizen.
- Recognizing a diversity of viewpoints benefits all.

Unit Essential Questions

- How do fiction genres compare?
- How can I write an effective story?
- What risks do good writers take?
- What am I trying to achieve through writing?
- How can analyzing the perspectives of different characters impact a story?
- How does my writing compare to others/expectations?

Objectives

Students will know:

- **To be effective, writing must be a sufficiently developed, coherent unit of thought to address the needs of the intended audience;**
- **The stages of writing are sometimes recursive;**
- **Writers work through the process at different rates. Often, the process is enhanced by conferencing with others;**
- **They are their own best advocate and how to communicate their needs;**
- **Writers need to choose their words/language with care, depending on the content, purpose, and audience;**
- **Writers need to use correct spelling, punctuation, and capitalization;**
- **Sentences must be complete and clear. Variety in sentence structure helps to engage the reader and make meaning more clear;**
- **Tools to evaluate their process and end product;**
- **Collaboration and feedback are key components when creating exemplar products;**
- **Organizational and accountability techniques to manage larger, long-term projects.**

Students will be able to:

- Write multiple narratives that are well-written and demonstrate a theme;
- Conduct an inquiry into mentor texts and analyze the writing techniques the authors use;

- Engage in the writing process, conferring process, and publishing process;
- Refine and publish their work for their school community;
- Make choices regarding project topics, activities, and/or products;
- Work collaboratively with peers to develop and refine published collective work;
- Self assess their work based on exemplars, grade level on and above rubrics, and other assessment tools;
- Set appropriately high standards for work and behavior;
- Seek opportunities for self-growth through risk-taking, curiosity, and use of complexity and imagination.

Resources

<https://www.heinemann.com/>

Craft Lessons: Teaching Writing K-8,

Fletcher

Teacher created presentation

Mentor Texts

Student Samples

Self-Assessment Tools and Rubrics

Peer/Teacher Conferring Log

and other relevant texts and media

GRADE 5 UNIT 2: Passion Project

Summary and Rationale	
<p>The goal of this unit is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, self-management, and collaboration as students pursue a meaningful problem to solve or question to answer at the appropriate level of challenge. Students will engage in a rigorous, extended process of asking questions, finding resources, and applying information to real-world problems that exist within and beyond our community. Students will explore their passions as they grapple with solving problems that are multi-disciplinary because they bring in ELA standards, technology, and Gifted standards, plus other topics (careers, music, history, economics, ecology, art, and sports). Student choice and available resources will determine the various forms exhibited as ongoing and/or final products from this unit with the teacher acting as facilitator.</p>	
Recommended Pacing	
<p>Approximately eight weeks, or one full marking period; 1 week questioning and mind mapping, 3 weeks researching, 1 week developing creative product, 2 weeks developing presentation, and 1 week sharing amongst peers.</p>	
State Standards	
<p>Standards NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
RL.5.1.	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.6.	Describe how a narrator’s or speaker’s point of view influences how events are described.

Instructional Focus

Unit Enduring Understandings

- Lifelong learning is vital for individuals to thrive in and contribute to a changing society;
- Society progresses when individuals strive for excellence and seek challenges;
- Writing is a process and the writing process is consistent across disciplines.
- Collaboration is necessary in order to be an effective learner and citizen.
- Learning is an ongoing process.

Unit Essential Questions

- What am I passionate about?
- How can I move effectively through the research process?
- What am I trying to achieve through my research and writing?
- How can I harness the power of technology to research and communicate?
- How can I clearly and succinctly present my research findings to an audience of my peers?

Objectives

Students will know:

- **Passions can include interests, talents, concerns, wonderings, goals, visions, and curiosities;**
- **They need to think creatively in order to generate innovative ideas, products, and/or solutions to problems;**
- **They have many choices and decisions to make regarding content and product of their project;**
- **Collaboration is a key component to tackling important issues in today’s connected world;**
- **Organizational and accountability techniques to manage larger, long-term projects;**
- **They are their own best advocate and how to communicate their needs;**
- **What qualifies people as potential experts to interview;**

- **Tools to evaluate their process and end product;**
- **The steps in the recursive writing process;**
- **Open-ended questions produce detailed responses full of information;**
- **Primary source information needs to be quoted accurately and acknowledged with proper citation; Various presentation options for sharing their work with an audience.**

Students will be able to:

- Implement the evaluative thinking process;
- Apply and adapt a variety of strategies to resolve problems and dilemmas, and evaluate their effectiveness;
- Choose appropriate problems and dilemmas to research and resolve;
- Make choices regarding project topics, activities, and/or products;
- Think fluently and flexibly; be original; and elaborate on others' ideas; Investigate challenging problems, questions, and issues over an extended period of time;
- Focus on concepts, knowledge, and skills central to subject areas and intellectual disciplines;
- Develop skill sets that are valuable in any learning situation (research, experimentation, collaboration, creativity, problem solving and critical thinking);
- Develop tools to assess performance-based products and personal goals;
- Engage in work that makes an impact on or otherwise connects to the world beyond school, and to their personal interests and concerns;
- Use tools, techniques, and/or digital technologies employed in the world beyond school;
- Explore and demonstrate an understanding of the relationships within and connections across topics and disciplines;
- Share their work-in-progress with peers, teachers, and others for feedback;
- Actively listen to others in various situations; Familiarize themselves with various techniques for organizing larger, long-term projects;
- Use interview techniques and ask open-ended questions to experts in the community and beyond; Contact interview subject to schedule and confirm interview;
- Use various interview equipment and available digital resources; Write appropriate thank-you notes; Establish and work toward short and long term goals.
- Persevere in the face of obstacles. Advocate for self;
- Set appropriately high standards for work and behavior;
- Seek opportunities for self-growth through risk-taking, curiosity, and use of complexity and imagination;
- Identify individual project choices to exhibit their work and describe their learning to peers and people beyond the classroom;
- Receive feedback and/or engage in dialogue with their audiences.

Resources

Passion Project Planning Sheet

Student Samples

-Rubric for Passion Project

-Passion Project Plan

-Peer Coaching Feedback Form

- Teacher created presentation

-Multimedia videos/online tools to support research and notetaking

<https://www.20timeineducation.com/>

<https://engagetheirminds.com/genius-how-to-use-resources/>

<https://www.apple.com/keynote/>

https://owl.purdue.edu/owl/purdue_owl.html