

Audubon School District Curriculum  
Board of Education Reapproval Date - June 2017

**Content Area(s):** Language Arts  
**Grade Level(s):** 10-12  
**Unit Name:** Personality Profile  
**Timeline:** 2-3 days  
**Curriculum Developer(s):** Kulak

**ENDURING UNDERSTANDINGS (Benchmarks):**

Personality profiles are a positive way to celebrate the accomplishments of our school community  
 Interview preparation and transcription will ensure my pieces are valid and accurate

**ESSENTIAL QUESTIONS:**

How do we choose a person to write about?  
 How do we prepare interview questions?  
 What do we need to bring to the interview?  
 How do we transcribe an interview tape?  
 How do we write a personality profile?

CONTENT			INSTRUCTION and ASSESSMENT	
STANDARDS	SKILLS (What Students Be Able to Do?)	CONCEPTS (What Students Will Understand)	ACTIVITIES/STRATEGIES (Learning Activities/Differentiation/Interdisciplinary Connections)	ASSESSMENT (How Learning Will Be Assessed)
<u>NJSLS.ELA-Literacy.W.11-12.2a-f</u> <u>NJSLS.ELA-Literacy.W.11-12.3a-e</u> <u>NJSLS.ELA-Literacy.W.11-12.4-6</u>	Determine newsworthy profiles Construct quality personality profiles Prepare interview questions Execute effective interview	Profile Writing Interview Skills	Read texts carefully and the ideas and issues in articles act as launching points for discussion Read textbook chapters for information Read newspaper and magazine articles of varying complexities Interpret and analyze content Notice form, shape, and style of writing Make connections between texts, noticing similarities and differences in writing style and voice Appreciate and notice the use of language precision and, when appropriate, humor of reporters Demonstrate understanding of assigned chapters in the textbook Identify components of existing profile Profile a classmate(s)/Self	Reading Quizzes Homework Class Participation/Discussion Writing Exercises Group Work Workbook Activities Formal Writing (publishable work) Informal Writing

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## Appendix

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"><li>● Utilize collaborative media tools</li><li>● Provide differentiated feedback</li><li>● Opportunities for reflection</li><li>● Encourage student voice and input</li><li>● Model close reading</li><li>● Distinguish long term and short term goals</li></ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"><li>● Utilize “skeleton notes” where some required information is already filled in for the student</li><li>● Provide access to a variety of tools for responses</li><li>● Provide opportunities to build familiarity and to practice with multiple media tools</li><li>● Leveled text and activities that adapt as students build skills</li><li>● Provide multiple means of action and expression</li><li>● Consider learning styles and interests</li><li>● Provide differentiated mentors</li><li>● Graphic organizers</li></ul>

<b>ELLs</b>	<ul style="list-style-type: none"><li>● Pre-teach new vocabulary and meaning of symbols</li><li>● Embed glossaries or definitions</li><li>● Provide translations</li><li>● Connect new vocabulary to background knowledge</li><li>● Provide flash cards</li><li>● Incorporate as many learning senses as possible</li><li>● Portray structure, relationships, and associations through concept webs</li><li>● Graphic organizers</li></ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"><li>● Creativity</li><li>● Innovation</li><li>● Critical Thinking</li><li>● Problem Solving</li><li>● Communication</li><li>● Collaboration</li></ul>	
<b>Integrating Technology</b>	
<ul style="list-style-type: none"><li>● Chromebooks</li><li>● Internet research</li><li>● Online programs</li><li>● Virtual collaboration and projects</li><li>● Presentations using presentation hardware and software</li></ul>	