

ESL Level 5 (Grades 9-12) Curriculum Guide

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

**DENISE CLEARY
ACTING SUPERINTENDENT**

**Kevin LaMastra
SUPERVISOR OF BILINGUAL, ESL & WORLD LANGUAGES**

The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Date

Education - Item #10

Agenda Item

Rationale

Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2022-2023 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

504 Officer & District Anti-Bullying Coordinator

Annabell Louis – (908) 486-2800 ext. 8025; alouis@lindenps.org

Title IX Coordinator

Steven Viana – (908) 486-7085; sviana@lindenps.org

Director of Special Education

Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

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The Linden Public School District acknowledges with appreciation the efforts of the persons who contributed to the preparation of this guide:

Instructors

**ELOY DELGADO
JENNIFER PEKOZ
WILLIAM SIMONITIS
ANNA ZOLOTUCHA-SKIBA**

Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

LINDEN PUBLIC SCHOOLS

Bilingual/ESL K-12

Mission Statement

The mission of the Linden Public Schools Bilingual/ESL Program is to provide our English Language Learners (ELLs) with standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to their needs. We seek to provide world class language instruction that will help our English Language Learners (ELLs) to attain high levels of proficiency, resulting in their abilities to find success in both social and academic contexts. Linking English language instruction to content area studies, English Language Learners will empower themselves through critical thought, reflection, and action to become active participants in their school and local community.

Students will meet rigorous standards that will prepare them for success in content area studies, preparing them for college, the workplace and beyond. The program also honors linguistic pluralism, whereby the first languages and cultures of ELL's are highly valued, and acknowledged as an essential foundation supporting the development of literacy and academic skills across the content areas. Above all, the Linden Public Schools will strive to help each student develop a sense of dignity, self-worth, responsibility, respect for others, and the skills to make a significant contribution to our diverse society.

In addition, the department seeks to fulfill its mission through dedication to continuous improvement and professional development that promotes effective, research based second language methodologies.

PROGRAM GOALS

The goals of the **Bilingual Education** program are to ensure that English language learners are provided with content area support in the native language and in English which will allow them to develop academic skills while acquiring English language skills. The aim of the program is to prepare the students to communicate in social settings, to achieve success in academic settings, and to meet graduation requirements.

The Bilingual Education program builds upon the cultural background of the students in the program while also introducing the students to the culture of the United States. Developmental ESL instruction is an integral part of the Bilingual Education program. The Bilingual Education curriculum develops communicative competence in listening comprehension, speaking, reading, and writing in the English language

The goal of the **ESL program** is to provide a daily developmental second language program where English is acquired through comprehensible immersion in context of content area studies. Its aim is to facilitate acquisition of English so that ELLs students will meet NJ Learning

Standards, the objectives of the standard English instruction program as well as the WIDA standards.

ESL is designed to enable ELLs to access mainstream curriculum and to achieve their personal best in the school setting as well as becoming responsible citizens in local, national, and worldwide community. Learners can best meet these goals through a standards-based curriculum which integrates a Cognitive Academic Language Learning Approach (CALLA) and Sheltered Instruction Observation Protocol (SIOP) approach. Furthermore, learning strategies infused into this program enable students to become lifelong learners. Language learning through meaningful context in an academic setting improves the education and language acquisition of the ELL.

The World-Class Instruction Design and Assessment (WIDA) ESL Standards for Pre-K12 Students and the state and district standards provide the academic framework for instruction. Learners receive direct instruction using realia, vocabulary, concrete based materials, background instruction, graphic organizers, practice, and other appropriate strategies. The ESL course is flexible based on the needs of the learners in the program.

Biliteracy and Guiding Principles of Language Development

Our guiding principles of Language Development reflect our commitment to build upon the home language and cultural knowledge that students bring to our schools and emphasize the importance of language in learning.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.

10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.

Foundational Concepts

The Linden Public Schools ESL Curriculum has been designed for congruency with the four “Big Idea” outlined in the WIDA Standards. Like the “Can Do” philosophy, they support the design of standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to multi-lingual learners’ strengths and needs.

EQUITY of Opportunity and Access	INTERGRATION Of Content and Language
Collaboration Among Stakeholders	Functional Approach To language development

EQUITY OF OPPORTUNITY AND ACCESS

Multilingual learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. Increasing avenues of access, agency, and equity for all multilingual learners—including newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELEs), students with disabilities, and gifted and talented English learners—requires educators to be knowledgeable, skillful, imaginative, and compassionate.

The Linden Public Schools ESL curriculum seeks to guide educators to:

- Set high expectations for all students
- Provide access for multilingual learners to rich, standards-based, grade-level content including by scaffolding up (see the WIDA website for resources about scaffolding)
- Enact linguistically and culturally sustainable pedagogies
- Create opportunities for multilingual learners to:
- engage actively with each other in deep learning

- access and use multiple languages, including through translanguaging

When designing and delivering standards-based curriculum, instruction, and assessment, educators should consider multilingual learners’:

- Previous personal and educational experiences
- Recency of arrival in the United States, if applicable
- Diverse cognitive and behavioral strengths, needs, and abilities
- Home and community
- Languages and cultures

Drawing on students’ linguistic and cultural resources is essential to helping them navigate life in a diverse world, in addition to supporting them in meeting demands of academic content areas as they advance through school.

Integration of Language and Content:

Multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content.

While acquiring language proficiency, learners employ “multimodality”, the use of multiple means of communication. This is an essential way that for all students to access and engage in the content areas. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means.

Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. All students are able to both interpret and express ideas with greater flexibility when using multimodal resources, including multiple languages. Multimodality allows all students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. For example, as students read, they also might refer to illustrations or diagrams, and as students write, they might also represent their ideas numerically or graphically.

The integration of content and language for multilingual learners promotes:

- Understanding the connections between content and language
- Making meaning within and across content areas (disciplines)
- Interaction of students with each other in challenging content activities
- Coordination of design and delivery of curriculum, instruction, and assessment

Collaboration among Stakeholders

Collaboration between school leaders, content and language teachers, specialists, support personnel, students and families, is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive.

It is crucial for the academic success of multilingual learners that both language and content teachers and administrators see themselves as responsible for fostering the language development of multilingual learners, and for systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development.

Although different classrooms may have different instructional foci, all classrooms with multilingual learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for multilingual learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of multilingual learners.

Content and language teachers can work together to:

- Plan and deliver grade-level standards-based instruction
- Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas
- Support one another
- Share unique fields of expertise

In this way, multilingual learners and their families benefit from a coherent and shared understanding of expectations and common goals for learning.

Functional Approach to Language Development

To understand what is meant by a “functional approach to language,” WIDA uses the metaphor of the tool box to describe language. We use different linguistic tools to to communicate, to develop relationships, and to act upon the world. Like any good toolbox, the language toolbox contains various tools that function for different needs. Particular linguistic tools achieve certain purposes. For example, we make choices with language to reflect the topic at hand, the social roles and identities of those involved (am I talking to a college admissions interviewer or to my best friend?), and the needs of our listeners and readers. We make choices with language to organize our ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help multilingual learners expand what they can do with language, thereby growing their language toolbox. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts.

Strategies to Promote Biliteracy Development in the Classroom

Linden Public Schools seeks to foster the academic success of English/multi-language learners through improving our capacity to use our students' home languages as a resource and bridge to biliteracy. Our goal is to help students' sustain and build their first language literacy, using it as the foundation upon which their English academic skills are developed toward the ultimate goal of helping students to graduate from high school bilingual, biliterate, high achieving and globally competent.

When teachers use biliteracy strategies to support students they deliver instruction that:

- * Helps students to transfer academic content from one language to another
- * Engages in Contrastive Analysis
- * Develops students' academic language in both languages across the content areas
- * Develops metalinguistic awareness
- * Connects to curriculum that reflects a global perspective

The following strategies are examples of effective ways that teachers can promote authentic biliteracy development in their classrooms:

1. Strategic Use of Group Work:

One of the best approaches that teachers can take includes the strategic use of group work. Students have an opportunity to work with others who don't come from the same language background, community, or culture. So, the next time you create groups in the classroom, think about how to structure them to help expose your monolingual students to new languages and cultures as they practice collaborating and communicating across languages. Allow your students to feel confident in their culture and identity when sharing it with their peers.

2. Content-based Language Instruction

This is a very effective teaching strategy that incorporates both content area objectives and language into the lesson. You can have objectives for your content area that are different from your language objectives. Just make sure that your students know the language and content goals for each lesson so that they can self-regulate their learning.

3. Allow them to Express Themselves

Students in dual language classes sometimes want to express themselves in their native language. Allow your students to feel confident doing this, don't make them feel as though using one language is "appropriate" or "bad". To truly make students feel confident in authentic biliteracy, they must feel like they can be themselves in your classroom.

4. Allow Translanguage

Children from bilingual homes sometimes strategically make use of words from two different languages to help them communicate effectively. For instance, they might say one sentence in

English and the next in Spanish, or even mixing the two in one sentence. By allowing students to engage in this natural process of speaking in your classroom, they can draw from those two languages as a useful resource to help them better express themselves and explore difficult academic content.

5. Provide Culturally Sensitive Content and Assessment

Each child's culture shapes and guides their awareness and perspective of the world, and it's vital to consider that when it comes to dual language education. When you create or select learning content or assessments, keep in mind that some of the things that you, as an educator, find familiar might not be familiar to a child. This could influence that student's recorded learning outcome but not show an accurate representation of what they know.

6. Incorporate Families into Your Learning Community

Some bilingual learners have monolingual parents who may not be fluent in English. One way of helping to guarantee your student's full engagement is by engaging parents. You can do this by providing school communications such as announcements and notes in different languages, even if your translation is not perfect.

Earning the NJ Seal of Biliteracy

The Seal of Biliteracy was an initiative started by Californians Together in 2008 to acknowledge and award bilingual and multilingual students. In 2011, it officially became legislation in California and now multiple states throughout the nation have implemented a statewide Seal of Biliteracy. On January 19, 2016, New Jersey became the 17th state to implement a legislated statewide Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, comprehend and write in two or more languages at a high level of proficiency.



The Seal of Biliteracy seeks to:

- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community

The Seal of Biliteracy opens up opportunities for those pursuing higher education or joining the workforce. As the world increasingly becomes more global, the need for employees with bilingual and multilingual skills has increased.

Employers seek bilingual or multilingual individuals for reasons such as:

- Accessing expanding markets;
- Better serving customer needs;
- Reaching particular and wider ranges of audiences; or
- Opening a channel of communication with customers.

Linden's Multiple Pathways to Biliteracy

A long-term goal of the Linden Public Schools is to enable all students to graduate with high levels of language proficiency in at least two languages.

As described earlier in this document, having high levels of skills in at least two languages will equip our students to meet the demands and challenges of our interconnected, global world, and to play an active role as global citizens. At the secondary level, students have the opportunity to study a wide variety of World Languages: Chinese, French, German, Italian, Russian and Spanish.

As a district, we value of the linguist and cultural diversity of our students, families and community. We understand the language and culture that our ELLs bring to our schools are the foundation that all further literacies will be built upon. We strive to provide culturally sustaining pedagogy, encouraging students to maintain and expand their home languages, while also achieving high levels of English language proficiency.

For this reason, the Bilingual, ESL & World Languages department encourages and facilitates testing for all qualifying 12th grade students so that they may have an opportunity to attain the NJ Seal of Biliteracy. In general, it is anticipated that all students who study a World Language in grades 9-12, will have attained or exceeded the intermediate-mid level of proficiency required to earn the NJ Seal of Biliteracy.

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ESL: Proficiency Level 5

Grades 9-12

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Unit 1: Character, Choice and Consequence

The interaction between our character and the choices we make defines our futures and the futures of those around us. Students will think about how circumstance and character influence our choices. Students will look at the characteristics of the literary tragic hero to explore the human condition. They will read and annotate a tragic play, along with nonfiction and fiction texts about people and the choices they make. Students will use text evidence to write a literary essay and also complete a creative project based on a play.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
45 Classes (9 weeks) Marking Period 1	LHS ESL classes meet every day for a double period (110 minutes).	Level 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1 - Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See What will Students do? for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
How do fate and free will affect our character?	We all have the freedom to make choices, but sometimes those choices are colored by factors beyond our control (family, culture, gender, environment, etc.). We need to be aware of those influences before making a choice.
What are the consequences of learning the truth about ourselves and others?	Although looking honestly at ourselves and others and acknowledging difficult truths about ourselves can be a challenge, it is ultimately worth it in our quest to define ourselves.
How do one person's choices affect the community?	We are individuals who exist within groups based on culture, religion, nation, family—it is important to understand that our choices don't only affect us, but the members of the groups we belong to both in the present and in the future.
How do we know what is "right?"	Formal institutions give us laws and rules to follow, but sometimes the "right" thing is in conflict with those institutions, and we have to make hard choices that have consequences.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Discussion, tests, quizzes, picture prompt writing activities, listening comprehension tasks, projects, graphic organizers, text annotation, reading response journals, opinion writing and speaking activities, reading responses, recorded speaking practice, creative responses, pre-reading/during reading/post-reading activities.	<ul style="list-style-type: none"> ▪ End of Unit Project ▪ End of Unit Writing Assessment ▪ End of Unit Reading Assessment
Unit Projects / Assessments	
<p>As part of this unit, students will respond to a literary essay prompt with a formal essay that includes text evidence cited correctly using MLA format. Students will complete all the steps in the planning, writing, and revising process. They will utilize RACE format for evidence-based writing.</p> <p>Students will also complete a creative task based on their reading. Students will be given a choice board that includes projects that incorporate art, music, creative writing, and technology. Students can create a “found poem” using the play’s text, artwork or sculpture based on the play, create a soundtrack to accompany the play, research an aspect of Greek culture, or write an alternate ending to the play.</p> <p>Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.</p>	

Stage 3: Learning Plan
<p>How will the learning unfold over the course of the unit?</p> <p>The thematic units of the LHS ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the LHS LEVEL 5 ESL curriculum is to advance students from Level 5 proficiency to English classes.</p>

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Drawing/Artistic Representation ▪ Technology/multimedia Activities 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.</p>

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.	
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What will Students know?

Students will know:

- Characteristics of tragic hero in literature
- Characteristics of Greek tragedy and culture/history
- RACE format in writing
- How to correctly cite text evidence in an essay using MLA format
- How to organize an academic essay
- How to construct compound and complex sentences and use them to enhance writing
- How to use verb tenses correctly in academic writing
- How to use a thesaurus to expand vocabulary in writing and speaking
- How to use comparatives/superlatives correctly
- How to use adverbs and adjectives to enhance writing

What will Students do?

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

- Write an essay explaining how Oedipus demonstrates the characteristics of the tragic hero using evidence from the play
- Complete pre-reading research activity about Greek Tragedy and the Greek theater
- Annotate PDF text electronically as we read
- Complete pre-reading and post-reading graphic organizers about plot, character, setting, and theme
- Use a reading journal to record new vocabulary and figurative language examples
- Create a “found poem” using the play’s text, artwork or sculpture based on the play, create a soundtrack to accompany the play, research an aspect of Greek culture, or write an alternate ending to the play and present project to the rest of the class

Unit 1 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSLs	College and Career Readiness Anchor Standards for Reading
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CCSS.ELA-LITERACY.CCRA.R.4	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.
CCSS.ELA-LITERACY.CCRA.R.5	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.
CCSS.ELA-LITERACY.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-LITERACY.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-LITERACY.CCRA.R.8	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.
CCSS.ELA-LITERACY.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-LITERACY.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Related NJSLS	College and Career Readiness Anchor Standards for Writing
CCSS.ELA-LITERACY.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-LITERACY.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-LITERACY.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-LITERACY.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.CCRA.W.10	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.

Related NJSLS	College and Career Readiness Anchor Standards for Speaking and Listening
CCSS.ELA-LITERACY.CCRA.SL.1	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.
CCSS.ELA-LITERACY.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-LITERACY.CCRA.SL.4	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.
CCSS.ELA-LITERACY.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-LITERACY.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Related NJSLS	College and Career Readiness Anchor Standards for Language
CCSS.ELA-LITERACY.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.CCRA.L.3	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.
CCSS.ELA-LITERACY.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-LITERACY.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.CCRA.L.6	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.

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Oedipus Rex (PDF copy)

Authentic Listening Activities from Randall's ESL Cyber Listening Lab
<https://www.esl-lab.com/>

Fiction/Nonfiction Literary and Content Specific Texts and Questions from Common Lit
<https://www.commonlit.org/en/user/login>

Additional writing practice activities from English for Everyone
<https://englishforeveryone.org/>

Leveled Independent Reading Practice from Marshall Adult Education
http://resources.marshalladulthoodeducation.org/reading_skills.htm

Six-Word Stories to jumpstart writing and discussion
<http://www.sixwordstories.net/>

Helpful Resources for ESL Lesson Planning and Material Creation	
WIDA	https://wida.wisc.edu/
NJ TESOL	https://njtesol-njbe.org/
ELlevation	https://ellevationeducation.com/home/default
Larry Ferlazzo's Blog	https://larryferlazzo.edublogs.org/
Colorin Colorado: A Bilingual Site for Educators and Families of English Language Learners	https://www.colorincolorado.org/
Books and Articles by Stephen Krashen	http://www.sdkrashen.com/

Interdisciplinary Connections
Connect to grade level College and Career, 21 st Century Life and Careers, and a content area(s) (science, social studies, etc.) relevant to your unit. Make sure you use latest NJSLS updated version.

Indicator Number	Reading History and Social Studies Indicator
RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Indicator Number	Reading Science and Technical Subjects Indicator
RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Indicator Number	Writing History, Science, and Technical Subjects Indicator
WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Indicator Number	College and Career Ready Practices Indicator
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.
CRP12	Work productively in teams while using cultural global competence.

Unit 2: Mirror, Mirror...

We see the reflection of our character in the people around us. Students will think about how our relationships with others, and the perception of others, affects what we know of ourselves. They will look at the interactions among self, family, gender/race, love, reputation, perceived power and position. They will read and annotate a tragic play, along with nonfiction and fiction texts about people and the ways they see and understand themselves. Students will use text evidence to write a literary essay and also complete a creative project.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
45 Classes (9 weeks) Marking Period 2	LHS ESL classes meet every day for a double period (110 minutes).	Level 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1 - Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See What will Students do? for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
Do our relationships with others define us?	We define ourselves, in part, through our relationships to others, but it is important not to lose our unique selves to the labels of parents, children, siblings, peers, or spouses.
Can we change how people see us?	Appearances can affect how others see us and manipulating appearances can change what others see in us.
What can distort our sense of who we are?	Jealousy, anger, hurt feelings, and insecurities can distort our sense of self and lead us to make poor choices.
How can differences affect our sense of self?	The differences that make us unique and original can sometimes make us feel insecure if we aren't confident in our self-knowledge and self-acceptance.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Discussion, tests, quizzes, picture prompt writing activities, listening comprehension tasks, projects, graphic organizers, text annotation, reading response journals, opinion writing and speaking activities, reading responses, recorded speaking practice, creative responses, pre-reading/during reading/post-reading activities.	<ul style="list-style-type: none"> ▪ End of Unit Project ▪ End of Unit Writing Assessment ▪ End of Unit Reading Assessment
Unit Projects / Assessments	
<p>As part of this unit, students will respond to a literary essay prompt with a formal essay that includes text evidence cited correctly using MLA format. Students will complete all the steps in the planning, writing, and revising process. They will utilize RACE format for evidence-based writing.</p> <p>Students will also complete a creative task based on their reading. Students will be given a choice board that includes projects that incorporate art, music, creative writing, and technology. Students can create a “found poem” using the play’s text, artwork or sculpture based on the play, create a soundtrack to accompany the play, create a movie trailer for the play, research an aspect of Shakespeare’s London, create a comic strip of the play, or write an alternate ending to the play.</p> <p>Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.</p>	

Stage 3: Learning Plan
<p>How will the learning unfold over the course of the unit?</p> <p>The thematic units of the LHS ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the LHS LEVEL 5 ESL curriculum is to advance students from Level 5 proficiency to English classes.</p>

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Drawing/Artistic Representation ▪ Technology/multimedia Activities 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.</p>

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.	
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What will Students know?

Students will know:

- Characteristics of tragic hero in literature
- Characteristics of Shakespearean plays
- Cultural context of Shakespearean plays
- RACE format in writing
- How to correctly cite text evidence in an essay using MLA format
- How to organize an academic essay
- How to construct compound and complex sentences and use them to enhance writing
- How to use verb tenses correctly in academic writing
- How to use a thesaurus to expand vocabulary in writing and speaking
- How to use comparatives/superlatives correctly
- How to use adverbs and adjectives to enhance writing

What will Students do?

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

- Write an essay explaining how Othello demonstrates the characteristics of the tragic hero using evidence from the play
- Complete pre-reading research activity about Shakespearean Tragedy, the Renaissance theater, and the history of racism and the Moor in the play
- Annotate PDF text electronically as we read
- Complete pre-reading and post-reading graphic organizers about plot, character, setting, and theme
- Use a reading journal to record new vocabulary and figurative language examples
- Create a “found poem” using the play’s text, artwork or sculpture based on the play, create a soundtrack to accompany the play, create a movie trailer for the play, research an aspect of Shakespeare’s London, create a comic strip of the play, or write an alternate ending to the play and present to the rest of the class

**Unit 2 Tasks and their relation to the
New Jersey Student Learning Standards for Language Arts**

Related NJSLS	College and Career Readiness Anchor Standards for Reading
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-LITERACY.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CCSS.ELA-LITERACY.CCRA.R.4	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.
CCSS.ELA-LITERACY.CCRA.R.5	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.
CCSS.ELA-LITERACY.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-LITERACY.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-LITERACY.CCRA.R.8	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.
CCSS.ELA-LITERACY.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-LITERACY.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Related NJSLS	College and Career Readiness Anchor Standards for Writing
CCSS.ELA-LITERACY.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CCSS.ELA-LITERACY.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-LITERACY.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-LITERACY.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.CCRA.W.10	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.

Related NJSLS	College and Career Readiness Anchor Standards for Speaking and Listening
CCSS.ELA-LITERACY.CCRA.SL.1	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.
CCSS.ELA-LITERACY.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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CCSS.ELA-LITERACY.CCRA.SL.4	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.
CCSS.ELA-LITERACY.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-LITERACY.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Related NJSLS	College and Career Readiness Anchor Standards for Language
CCSS.ELA-LITERACY.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.CCRA.L.3	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.
CCSS.ELA-LITERACY.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-LITERACY.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.CCRA.L.6	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.

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Othello (Folger Shakespeare Library PDF Edition)

Authentic Listening Activities from Randall's ESL Cyber Listening Lab
<https://www.esl-lab.com/>

Fiction/Nonfiction Literary and Content Specific Texts and Questions from Common Lit
<https://www.commonlit.org/en/user/login>

Additional writing practice activities from English for Everyone
<https://englishforeveryone.org/>

Leveled Independent Reading Practice from Marshall Adult Education
http://resources.marshalladulthoodeducation.org/reading_skills.htm

Six-Word Stories to jumpstart writing and discussion
<http://www.sixwordstories.net/>

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA	https://wida.wisc.edu/
NJ TESOL	https://njtesol-njbe.org/
ELlevation	https://ellevationeducation.com/home/default
Larry Ferlazzo's Blog	https://larryferlazzo.edublogs.org/
Colorin Colorado: A Bilingual Site for Educators and Families of English Language Learners	https://www.colorincolorado.org/
Books and Articles by Stephen Krashen	http://www.sdkrashen.com/

Interdisciplinary Connections

Connect to grade level College and Career, 21st Century Life and Careers, and a content area(s) (science, social studies, etc.) relevant to your unit. Make sure you use latest NJSLS updated version.

Indicator Number	Reading History and Social Studies Indicator
RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Indicator Number	Reading Science and Technical Subjects Indicator
RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Indicator Number	Writing History, Science, and Technical Subjects Indicator
WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Indicator Number	College and Career Ready Practices Indicator
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.
CRP12	Work productively in teams while using cultural global competence.

Unit 3: Different Places, Different Faces

Culture, language, race and tradition play a role in forming the people we become, even when we live in a new place. In this unit, students will look at how to use writing to express the conflicts we face as we try to maintain our culture even as we change and grow. Students will read memoir, fiction, and nonfiction written by and about immigrants and first-generation Americans. Students will keep a reading response journal and use their responses to write a literary analysis essay and complete a multimedia project about their own cultural identities.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
45 Classes (9 weeks) Marking Period 3	LHS ESL classes meet every day for a double period (110 minutes).	Level 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1 - Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See What will Students do? for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
How does being bilingual/multilingual affect identity?	As a multilingual learner, you have the ability to share your thoughts and feelings and challenge others to expand their understanding.
What role does education play in forming who we are?	Education has the ability to create new opportunities for growth, but only if it first acknowledges the unique perspectives of the learner.
How do race and ethnicity affect your identity?	Race and ethnicity encompass years of national and family history and experience and help create the person you will become.
Do we, or should we, have a “public” face and a “private” face?	In an effort to “fit in,” we may put on public and private faces, but our first obligation is to be ourselves in every situation.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Discussion, tests, quizzes, picture prompt writing activities, listening comprehension tasks, projects, graphic organizers, text annotation, reading response journals, opinion writing and speaking activities, reading responses, recorded speaking practice, creative responses, pre-reading/during reading/post-reading activities.	<ul style="list-style-type: none"> ▪ End of Unit Project ▪ End of Unit Writing Assessment ▪ End of Unit Reading Assessment
Unit Projects / Assessments	
<p>As part of this unit, students will respond to a literary essay prompt with a formal essay that includes text evidence cited correctly using MLA format. Students will complete all the steps in the planning, writing, and revising process. They will utilize RACE format for evidence-based writing.</p> <p>Students will also create their own multimedia “It’s My Life” project. Students will select the five most important events in their lives and use words, pictures, music, and video to explain how those events have influenced their identities.</p> <p>Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.</p>	

Stage 3: Learning Plan
<p>How will the learning unfold over the course of the unit?</p> <p>The thematic units of the LHS ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the LHS LEVEL 5 ESL curriculum is to advance students from Level 5 proficiency to English classes.</p>

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Drawing/Artistic Representation ▪ Technology/multimedia Activities 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.</p>

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.	
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What will Students know?
<p>Students will know:</p> <ul style="list-style-type: none"> • Characteristics of memoir writing and author's purpose • Words we use to describe identity • RACE format in writing • How to correctly cite text evidence in an essay using MLA format • How to organize an academic essay • How to speak effectively in a debate • How to construct compound and complex sentences and use them to enhance writing • How to use verb tenses correctly in academic writing • How to use a thesaurus to expand vocabulary in writing and speaking • How to use comparatives/superlatives correctly • How to use adverbs and adjectives to enhance writing • Words we use to describe ourselves and our feelings

What will Students do?
<p>Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:</p> <ul style="list-style-type: none"> • Write an essay comparing and contrasting two poems ("The New Colossus" and "Ellis Island") and their views of the history of American immigration. • Complete pre-reading research activity about Richard Rodriguez and Mexican immigration to the United States • Watch/read about Richard Rodriguez's opinion about bilingual education and have a class debate about the pros/cons of bilingual education • Annotate PDF text electronically as we read • Complete pre-reading and post-reading graphic organizers about theme and memoir form • Use an evidence-based reading response journal to identify and write about important ideas in each section of the memoir and better understand author's purpose • Create and present a "My Life" Power Point using writing, music and pictures that represent and explain the five most important events or people in their lives

<p align="center">Unit 3 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts</p>

Related NJSLs	College and Career Readiness Anchor Standards for Reading
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-LITERACY.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CCSS.ELA-LITERACY.CCRA.R.4	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.
CCSS.ELA-LITERACY.CCRA.R.5	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.
CCSS.ELA-LITERACY.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-LITERACY.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-LITERACY.CCRA.R.8	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.
CCSS.ELA-LITERACY.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-LITERACY.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Related NJSLS	College and Career Readiness Anchor Standards for Writing
CCSS.ELA-LITERACY.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CCSS.ELA-LITERACY.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-LITERACY.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-LITERACY.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-LITERACY.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.CCRA.W.10	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.

Related NJSL	College and Career Readiness Anchor Standards for Speaking and Listening
CCSS.ELA-LITERACY.CCRA.SL.1	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.
CCSS.ELA-LITERACY.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-LITERACY.CCRA.SL.4	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.
CCSS.ELA-LITERACY.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-LITERACY.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Related NJSL	College and Career Readiness Anchor Standards for Language
CCSS.ELA-LITERACY.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.CCRA.L.3	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.
CCSS.ELA-LITERACY.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-LITERACY.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.CCRA.L.6	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.

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Hunger of Memory: The Education of Richard Rodriguez by Richard Rodriguez

Authentic Listening Activities from Randall's ESL Cyber Listening Lab
<https://www.esl-lab.com/>

Fiction/Nonfiction Literary and Content Specific Texts and Questions from Common Lit
<https://www.commonlit.org/en/user/login>

Additional writing practice activities from English for Everyone
<https://englishforeveryone.org/>

Leveled Independent Reading Practice from Marshall Adult Education
http://resources.marshalladulthoodeducation.org/reading_skills.htm

Six-Word Stories to jumpstart writing and discussion
<http://www.sixwordstories.net/>

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA	https://wida.wisc.edu/
NJ TESOL	https://njtesol-njbe.org/
ELlevation	https://ellevationeducation.com/home/default
Larry Ferlazzo's Blog	https://larryferlazzo.edublogs.org/
Colorin Colorado: A Bilingual Site for Educators and Families of English Language Learners	https://www.colorincolorado.org/
Books and Articles by Stephen Krashen	http://www.sdkrashen.com/

Interdisciplinary Connections

Connect to grade level College and Career, 21st Century Life and Careers, and a content area(s) (science, social studies, etc.) relevant to your unit. Make sure you use latest NJSLS updated version.

Indicator Number	Reading History and Social Studies Indicator
RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social

	sciences; analyze the cumulative impact of specific word choices on meaning and tone.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Indicator Number	Reading Science and Technical Subjects Indicator
RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Indicator Number	Writing History, Science, and Technical Subjects Indicator
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Indicator Number	College and Career Ready Practices Indicator
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.
CRP12	Work productively in teams while using cultural global competence.

Unit 4: Journeys

In our global community, we meet people from many places and walks of life. In this unit, students will read a nonfiction text about the difficult choice of one mother and the life-changing journey of her son. Students will reflect on their own journeys to the United States and consider multiple viewpoints about the positive and negative impacts of immigration in supporting texts. They will use their personal experiences, along with the experiences of others, to write an argumentative essay addressing immigration policy. They will also create a multimedia project that reflects their immigration journey.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
45 Classes (9 weeks) Marking Period 4	LHS ESL classes meet every day for a double period (110 minutes).	Level 5

Stage 1: Identify Desired Results

WIDA Standards

Standard 1	Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
Standard 3	Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
Standard 4	Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
Standard 5	Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
Vocabulary Usage	ELP 1 - Most common vocabulary ELP 2 - High frequency vocabulary ELP 3 - General and some specific vocabulary ELP 4 - Specialized and some technical vocabulary ELP 5 - Specialized and technical vocabulary
Language Forms and Conventions	ELP 1 - Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words ELP 2 - Phrases, short sentences ELP 3 - Series of related sentences ELP 4 - Moderate discourse ELP 5 - Complex discourse
NJSLS	See What will Students do? for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
Why do people migrate? What factors influence people's decisions to leave their home countries, sometimes risking their lives in the process?	There are many reasons why people choose to leave their countries and move somewhere else, and most are willing to risk everything in the hope of a better life for themselves and their families.
How can learning someone's immigration story help us understand the complexity of global migration and the emotional and physical challenges for the human beings involved?	Hearing the choices one mother and son make in order to find better lives puts a human face on the oversimplified, politicized issue of immigration and shows us the difficult choices, emotional consequences, and complex feelings of immigrants everywhere.
How can we create kind and inclusive communities and show compassion for others?	Showing kindness and compassion towards others can be so simple, and it reminds us that we are united in our humanity and hope for a better life despite our differences.
How can we give a voice to people who are otherwise silent?	Writing and speaking are powerful tools that give everyone a voice, no matter who they are or where they come from, and listening to those voices helps us all grow as people.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Discussion, tests, quizzes, picture prompt writing activities, listening comprehension tasks, projects, graphic organizers, text annotation, reading response journals, opinion writing and speaking activities, reading responses, recorded speaking practice, creative responses, pre-reading/during reading/post-reading activities.	<ul style="list-style-type: none"> ▪ End of Unit Project ▪ End of Unit Writing Assessment ▪ End of Unit Reading Assessment
Unit Projects / Assessments	
<p>As part of this unit, students will respond to an argumentative essay prompt about immigration with a formal essay that includes text evidence from multiple sources cited correctly using MLA format. Students will complete all the steps in the planning, writing, and revising process. They will utilize RACE format for evidence-based writing.</p> <p>Students will also create their own multimedia “My Journey” project. Students will use words, pictures, music, and video to reflect on their journey to the United States and how that journey has influenced their identities.</p> <p>Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.</p>	

Stage 3: Learning Plan
<p>How will the learning unfold over the course of the unit?</p> <p>The thematic units of the LHS ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the LHS LEVEL 5 ESL curriculum is to advance students from Level 5 proficiency to English classes.</p>

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Drawing/Artistic Representation ▪ Technology/multimedia Activities 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.</p>

Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.	
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What will Students know?

Students will know:

- Characteristics of nonfiction/investigative journalism
- Words we use to describe identity
- Words we use to discuss social and political issues
- Types of logic used in argumentative writing
- How to correctly cite text evidence from multiple sources in an essay using MLA format
- How to organize an argumentative essay
- How to use transitional words effectively in an argument
- How to construct compound and complex sentences and use them to enhance writing
- How to use verb tenses correctly in academic writing
- How to use a thesaurus to expand vocabulary in writing and speaking
- How to use comparatives/superlatives correctly
- How to use adverbs and adjectives to enhance writing

What will Students do?

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

- Use the book and additional research to write an argumentative essay about immigration
- Complete pre-reading research activity about the history and current situation for Central Americans who immigrate to the United States through Mexico
- Annotate PDF text electronically as we read and answer during reading questions
- Watch Jose Antonio Vargas's TedxTalk, "Actions are Illegal, Never People," and write an opinion response
- Watch "American ID: Three Words," and create a poster with the three words they think describe the United States and why they chose those words, then present to the class
- Write a letter to Enrique or his mother Lourdes after reading, expressing their opinion of the choices Enrique and Lourdes have made
- Use iMovie, Photobooth video, Power Point, etc. to tell the story of their own personal journeys to the United States and share with the class

**Unit 4 Tasks and their relation to the
New Jersey Student Learning Standards for Language Arts**

Related NJSLs	College and Career Readiness Anchor Standards for Reading
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-LITERACY.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CCSS.ELA-LITERACY.CCRA.R.4	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.
CCSS.ELA-LITERACY.CCRA.R.5	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.
CCSS.ELA-LITERACY.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-LITERACY.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-LITERACY.CCRA.R.8	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.
CCSS.ELA-LITERACY.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-LITERACY.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Related NJSLs	College and Career Readiness Anchor Standards for Writing
CCSS.ELA-LITERACY.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-LITERACY.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-LITERACY.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-LITERACY.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.CCRA.W.10	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.

Related NJSLS	College and Career Readiness Anchor Standards for Speaking and Listening
CCSS.ELA-LITERACY.CCRA.SL.1	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.
CCSS.ELA-LITERACY.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-LITERACY.CCRA.SL.4	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.
CCSS.ELA-LITERACY.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-LITERACY.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Related NJSLS	College and Career Readiness Anchor Standards for Language
CCSS.ELA-LITERACY.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.CCRA.L.3	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.
CCSS.ELA-LITERACY.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-LITERACY.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.CCRA.L.6	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.

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Enrique's Journey by Sonia Nazario

Facing History and Ourselves: Teaching *Enrique's Journey* (A Six-Week Study Guide for the book including interdisciplinary activities)

<https://www.facinghistory.org/resource-library/enriques-journey>

Author Website:

www.enriquesjourney.com

Authentic Listening Activities from Randall's ESL Cyber Listening Lab

<https://www.esl-lab.com/>

Fiction/Nonfiction Literary and Content Specific Texts and Questions from Common Lit

<https://www.commonlit.org/en/user/login>

Additional writing practice activities from English for Everyone

<https://englishforeveryone.org/>

Leveled Independent Reading Practice from Marshall Adult Education

http://resources.marshalladulthoodeducation.org/reading_skills.htm

Six-Word Stories to jumpstart writing and discussion

<http://www.sixwordstories.net/>

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA

<https://wida.wisc.edu/>

NJ TESOL

<https://njtesol-njbe.org/>

ELlevation

<https://ellevationeducation.com/home/default>

Larry Ferlazzo's Blog

<https://larryferlazzo.edublogs.org/>

Colorin Colorado: A Bilingual Site for Educators and Families of English Language Learners

<https://www.colorincolorado.org/>

Books and Articles by Stephen Krashen

<http://www.sdkrashen.com/>

Interdisciplinary Connections

Connect to grade level College and Career, 21st Century Life and Careers, and a content area(s) (science, social studies, etc.) relevant to your unit. Make sure you use latest NJSL updated version.

Indicator Number	Reading History and Social Studies Indicator
RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors in regard to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Indicator Number	Reading Science and Technical Subjects Indicator
RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Indicator Number	Writing History, Science, and Technical Subjects Indicator
WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Indicator Number	College and Career Ready Practices Indicator
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.
CRP12	Work productively in teams while using cultural global competence.