ESL: (Grades 9-12) Level 2
Curriculum Guide

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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	**Education - Item #10**
Date	**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:

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ACKNOWLEDGEMENT

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

Instructors

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-TELs), 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 billiteracy 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 is 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 2
Grades 9-12

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Unit 1: Think Again

Different cultures view the influences on people's actions and behavior differently. Students will think about what affects their behavior and choices, and how those influences contribute to their identity. Students will read about people whose beliefs, goals, and fears shape their lives. They will use graphic organizers to make text-to-self connections in writing and speaking. Students will use narrative form to explain how a particular person/experience/cultural belief helped define who they are. Finally, students will create a children's book that identifies common influences on people's actions.

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 2

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 beliefs affect someone's identity?	Culture influences our beliefs about ourselves, others, and our place in the world.
How do people overcome obstacles and achieve their goals?	Challenges to our beliefs can make us re-think, question, and re-shape our beliefs; this makes us stronger.
How can people be fooled by others?	It is important to develop self-confidence and self-awareness so other people don't negatively affect our identities.
How can people overcome fears so that those fears don't rule their lives and decisions?	Expressing opinions, goals, and fears in writing and speaking can help us overcome our fears and achieve our goals.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Discussion, tests, quizzes, picture prompt writing activities, listening comprehension tasks, projects, graphic organizers, text annotation, opinion writing and speaking activities, reading responses, recorded speaking practice, creative responses, pre-reading/during reading/post-reading activities.	▪ End of Unit Project ▪ End of Unit Writing Assessment ▪ End of Unit Reading Assessment

Unit Projects / Assessments
As part of this unit, students will write a personal narrative about an important person, experience, or belief that shaped who they are today. Students will also work together to create a children's book about the influences on our behavior and personalities; students will present their books to the class. 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.

Stage 3: Learning Plan
How will the learning unfold over the course of the unit? 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 2 ESL curriculum is to advance students from Level 2 proficiency to Level 3 or beyond.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Drawing/Artistic Representation ▪ Technology/multimedia Activities Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching 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.

What will Students know?

Students will know:

- How to identify subjects/predicates in sentences
- How to write sentences correctly using complete subjects and predicates
- How to correct sentence fragments
- How to use the verb "to be" and "to do" correctly
- How to use present tense verbs correctly
- Words and phrases we use to describe identity and personality
- Words and phrases we use to express opinions
- Words and phrases we use to explain actions and intent
- Definitions of character and setting in a story
- The 5 parts of a plot in a story
- How to use preview and prediction as prereading strategies

What will Students do?

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

- Use "do" and "does" questions in a partner role play about jobs
- Complete a plot diagram to show the parts of a story
- Write a narrative paragraph that expresses an opinion about a character in a story
- Write a compare/contrast paragraph comparing themselves to a character in a story
- Research a future career and create a chart to show information
- Complete prereading and post-reading graphic organizers to define vocabulary, character, plot and setting
- Use guided reading questions to complete text annotations as we read
- Use complete sentences and correct verb tenses to write a personal narrative paragraph
- Use complete sentences and correct verb tense, along with pictures, to describe behavior and personality in a children's book

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.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.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.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

Edge:(Level A (National Geographic Learning/Cengage Learning) textbook and teacher resource materials for Unit 1: Think Again
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
Thematic/content-specific activities and Picture Prompts from Lanternfish ESL https://bogglesworldesl.com/
Additional writing practice activities from English for Everyone https://englishforeveryone.org/
Leveled Independent Reading Practice from Marshall Adult Education http://resources.marshalladulteducation.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.9-10.2	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.9-10.5	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.9-10.2	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.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
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 2: Family Matters

Families affect individuals' lives in many ways. Students will think about how their families affect them physically, socially, and emotionally. They will read nonfiction and fiction texts about the influences of families. Students will look at how culture interacts with genetics, family meals and traditions, and parental expectations. They will use graphic organizers to make text-to-self connections in writing and speaking. Students will practice question/answer to write an article. Finally, students will interview others and create a short documentary defining family.

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 2

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
What is genetics, and how does it affect who we are and family resemblances?	Genetics can help people understand the origin and aspects of some parts of their identities.
Why are shared family meals important?	Research shows that shared family meals contribute to closeness and community, and shared family meals that reflect your culture can help you maintain important aspects of your culture.
How do the behavior, cultural beliefs, and gender understanding of parents/family affect children's identities?	Culture influences parenting styles and expectations and can sometimes clash with children's expectations when living in a new country. Families need to have open discussions about these conflicts to develop better understanding within the family.
What is most important in order for a "family" to really be a "family?"	The definition of a family changes with context, but respect, love and understanding endure.

Stage 2: Evidence	
Formative Assessments	**Summative Assessments**
Discussion, tests, quizzes, picture prompt writing activities, listening comprehension tasks, projects, graphic organizers, text annotation, opinion writing and speaking activities, reading responses, recorded speaking practice, creative responses, pre-reading/during reading/post-reading activities.	- End of Unit Project - End of Unit Writing Assessment - End of Unit Reading Assessment

Unit Projects / Assessments
As part of this unit, students will write a news article about an important event happening in school or in the world. They will use question words, appropriate pronouns, and present tense verbs to explain the event. Students will also work together to interview friends and family members about what is important in a family. Students will create a documentary using i-Movie, Power Point/Keynote with audio/video, or Photo Booth video.   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.

Stage 3: Learning Plan
How will the learning unfold over the course of the unit?   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 2 ESL curriculum is to advance students from Level 2 proficiency to Level 3 or beyond.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. - Linguistic Activities - Logical-mathematical - Spatial Bodily-Kinesthetic - Interpretive, interpersonal and presentational - Reading, listening, viewing - Drawing/Artistic Representation - Technology/multimedia Activities Activities in the target language should foster purposeful and meaningful communication that	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching 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.

relates to relevant, real-world situations.	

What will Students know?

Students will know:

- How to use subject pronouns correctly
- How to use action verbs correctly in present tense
- How to use helping verbs (*can, could, may, might*) correctly
- How to use *have* and *do* correctly in present tense.
- Words and phrases we use to describe family
- Words and phrases we use to express opinions
- How to identify author's purpose in fiction and nonfiction
- How to use RACE format to answer a question with text evidence

What will Students do?

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

- Use subject pronouns and action verbs correctly to express opinions in a recorded speaking task describing likes and dislikes
- Write a paragraph using words and pictures to summarize what we read
- Use question words correctly and conduct an interview of family/friends about the topic of family
- Use iMovie, Power Point, Photobooth, or another technology tool to create a documentary defining "Family" based on interviews
- Complete prereading and post-reading graphic organizers to define vocabulary and author's purpose
- Use guided reading questions to complete text annotations as we read
- Use the information in a memoir to role play a conversation between an author and her father
- Write an article about an event in the community
- Read and follow the "Recipe for Traits" to create a poster about genetics

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.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.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

Edge:(Level A (National Geographic Learning/Cengage Learning) textbook and teacher resource materials for Unit 2: Family Matters
"A Recipe for Traits," interactive DNA activity https://learn.genetics.utah.edu/content/basics/activities/pdfs/A%20Recipe%20for%20Traits_Public.pdf
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
Thematic/content-specific activities and Picture Prompts from Lanternfish ESL https://bogglesworldesl.com/
Additional writing practice activities from English for Everyone https://englishforeveryone.org/
Leveled Independent Reading Practice from Marshall Adult Education http://resources.marshalladulteducation.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/

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.9-10.2	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.9-10.5	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.9-10.2	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.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
RST.9-10.6	Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
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.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.2.E	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.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
WHST.9-10.3	Not applicable
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.9-10.9	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: True Self

People face many struggles as they uncover and assert their identities. Peers play a big part in accepting who we are. Students will look at how appearances, peer groups, and societal expectations influence identity. Students will read nonfiction, narrative, and poetry texts and use graphic organizers to make text-to-self connections in writing and speaking. Students will write a story that focuses on an everyday conflict. Finally, students will take photos and write captions to create photo essays and organize a group gallery walk that focuses on the unit's essential questions.

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 2

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 we find or create ourselves?	We are a combination of who we already are, and the choices that make us who we will become.
Does appearance matter?	Your appearance can affect how others judge you which, for better or worse, can affect how you feel about yourself. It's important to understand that you are more than what others see.
How/why do people put themselves into categories?	Being part of a group can be both positive and negative; people feel a sense of belonging and pride in being a part of a group that can be good for them, but a group can also influence people to do the wrong things.
What are some of the struggles people must face about their identity?	Asserting identity can be difficult when family, society, and peers challenge who you are.
What is "talent?"	Everyone has special talents; finding your talent can help you find your identity.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Discussion, tests, quizzes, picture prompt writing activities, listening comprehension tasks, projects, graphic organizers, text annotation, opinion writing and speaking activities, reading responses, recorded speaking practice, creative responses, pre-reading/during reading/post-reading activities.	- End of Unit Project - End of Unit Writing Assessment - End of Unit Reading Assessment

Unit Projects / Assessments
As part of this unit, students will write a creative story that focuses on an everyday conflict and how it can be resolved. They will use appropriate pronouns and choose the correct tense verbs to explain the event. Students will also use computers/phones/cameras to take pictures that reflect their identities. They will use captions and editing to enhance their pictures. As a group, students will organize their pictures into a gallery walk about identity. 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.

Stage 3: Learning Plan
How will the learning unfold over the course of the unit? 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 2 ESL curriculum is to advance students from Level 2 proficiency to Level 3 or beyond.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. - Linguistic Activities - Logical-mathematical - Spatial Bodily-Kinesthetic - Interpretive, interpersonal and presentational - Reading, listening, viewing - Drawing/Artistic Representation - Technology/multimedia Activities Activities in the target language should foster purposeful and meaningful communication that	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching 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.

relates to relevant, real-world situations.	

What will Students know?

Students will know:

- The difference between subject and object pronouns and when to use them
- How to use the past tense form of *be* and *have*
- How to use regular and irregular past tense verbs correctly
- How to use the past progressive verb tense correctly
- How to identify and use direct objects in sentences
- Words and phrases we use to describe identity
- Words and phrases we use to express opinions
- Character, conflict, and plot in a story
- How to identify and explain a metaphor in poetry
- How to use RACE format to answer a question with text evidence

What will Students do?

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

- Role play using commands, requests, and directions based on characters in the text
- Write a paragraph expressing an opinion about art or music styles
- Record a dramatic reading of a poem we read
- Write a paragraph comparing/contrasting two poems using evidence from the text
- Write a creative story that focuses on a conflict
- Take photos that represent identity and create captions; then use those photos to create a group gallery walk
- Complete prereading and post-reading graphic organizers to define vocabulary, conflict, and figurative language
- Use guided reading questions to complete text annotations as we read

Unit 3 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.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
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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

Edge:(Level A (National Geographic Learning/Cengage Learning) textbook and teacher resource materials for Unit 3: True Identity
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
Thematic/content-specific activities and Picture Prompts from Lanternfish ESL https://bogglesworldesl.com/
Additional writing practice activities from English for Everyone https://englishforeveryone.org/
Leveled Independent Reading Practice from Marshall Adult Education http://resources.marshalladulteducation.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/

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.9-10.2	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.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
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.9-10.4	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 4: Give and Take

Helping others, and accepting help from others, builds character. Students will think about how and why they should help others or accept help from others. They will read nonfiction and fiction texts about the influence upstanders can have on their lives and the lives of others and the consequences of ignoring people in need. Students will write a problem-solution essay about a problem they see in their community. Finally, students will use music, video clips, audio clips, photos, and words to create a multi-media presentation that focuses on the unit's essential questions.

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 2

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 much should people help each other?	Helping people can be rewarding and influence your own identity, but it is important to learn when/how to help for the maximum benefit for you and the person you help.
How do families help each other in unique and difficult circumstances?	Physical, emotional, and mental disabilities can put stress on family relationships; it is important for caretakers to get the support they need in order to help their loved ones.
What is the difference between a helpful and harmful relationship?	Helping shouldn't be demeaning, critical, or cause the person you help to lose his dignity and humanity; helping means giving someone the tools to be independent and confident
Why do some people choose to be "bystanders" instead of "upstanders?"	Outside influences, including peers, media, and environment, can sometimes lead you away from helping someone, so it is important to have the strength to stand up for those who need your help.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Discussion, tests, quizzes, picture prompt writing activities, listening comprehension tasks, projects, graphic organizers, text annotation, opinion writing and speaking activities, reading responses, recorded speaking practice, creative responses, pre-reading/during reading/post-reading activities.	▪ End of Unit Project ▪ End of Unit Writing Assessment ▪ End of Unit Reading Assessment

Unit Projects / Assessments
As part of this unit, students will think about a problem they see in their community and think of possible solutions that could help solve that problem. They will use appropriate pronouns and prepositions to explain their solutions.   Students will also work together and use music, pictures, video, etc. to create a multi-media presentation about the importance of helping others. 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.

Stage 3: Learning Plan
How will the learning unfold over the course of the unit? 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 2 ESL curriculum is to advance students from Level 2 proficiency to Level 3 or beyond.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. ▪ Linguistic Activities ▪ Logical-mathematical ▪ Spatial Bodily-Kinesthetic ▪ Interpretive, interpersonal and presentational ▪ Reading, listening, viewing ▪ Drawing/Artistic Representation ▪ Technology/multimedia Activities Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching 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.

What will Students know?

Students will know:

- The difference between subject and object pronouns and when to use them
- How and when to use possessives
- How to use prepositions and prepositional phrases correctly
- Words and phrases we use to describe ourselves and others
- Words and phrases we use to express opinions
- Chronological and Order of Importance text structures
- How to identify and explain simile and metaphor in poetry
- How to use RACE format to answer a question with text evidence

What will Students do?

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

- In pair talk, describe a person or experience that is important
- Write a paragraph explaining a solution to a problem
- Research a famous person who overcame a disability and create a Power Point about his life
- Create an iMovie, Power Point, or Photobooth video explaining why it is important to others and how we can help others
- Complete prereading and post-reading graphic organizers to define vocabulary, figurative language, and text structure
- Use guided reading questions to complete text annotations as we read

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.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.
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Additional writing practice activities from English for Everyone https://englishforeveryone.org/
Leveled Independent Reading Practice from Marshall Adult Education http://resources.marshalladulteducation.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.9-10.2	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.9-10.10	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.9-10.7	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.