

ESL: (Grades 9-12) Level 4 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

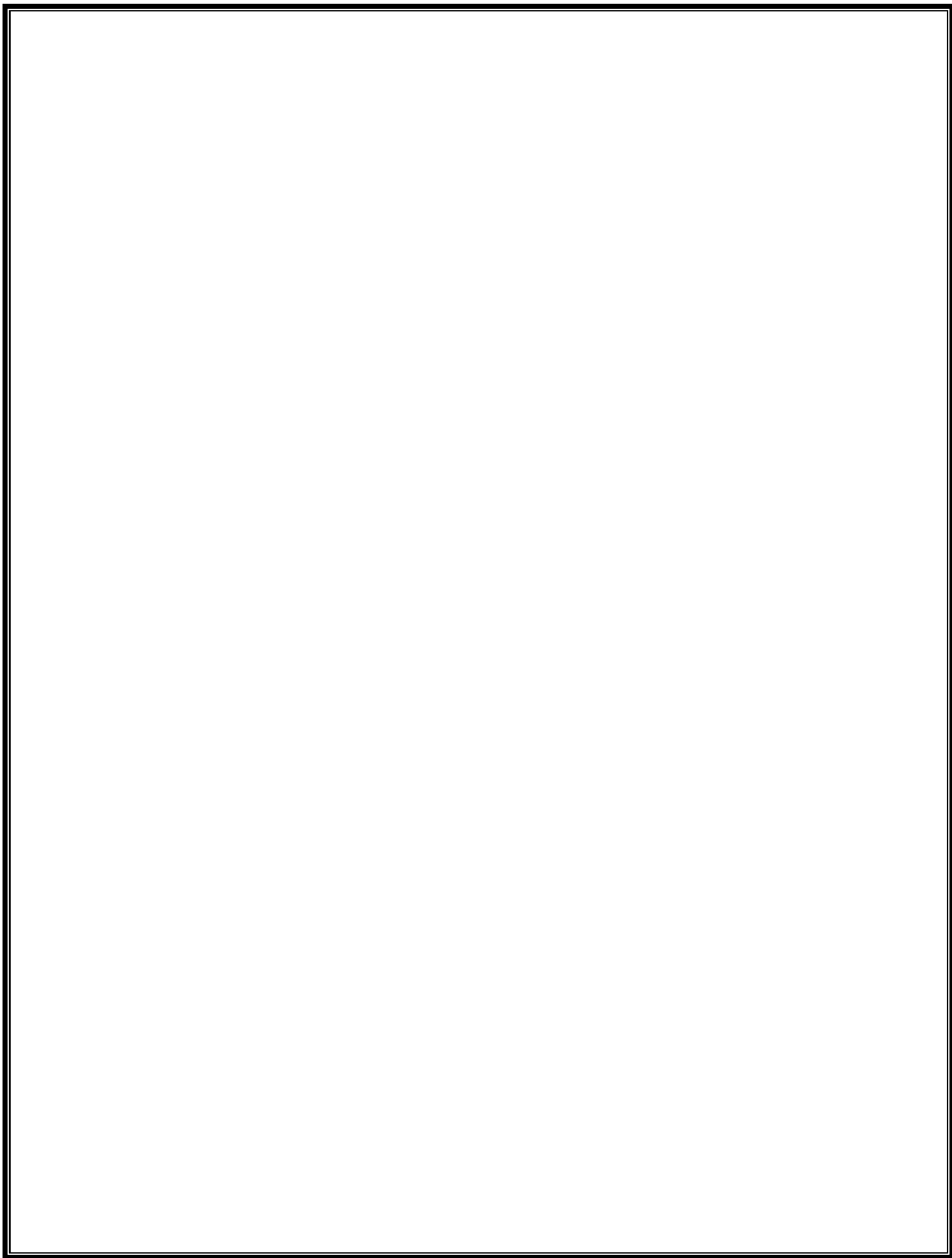
Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

ACKNOWLEDGEMENT

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 translanguage 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-TEs), 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 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 4

Grades 9-12

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Unit 1: Double Take

Can you ever be sure that you really know another person? How well do you know your family, your friends, or your classmates? In this unit, students will investigate opportunities for the moment when people show them who they are. Students will also be able to realize that there may be more to someone than they think. In addition, they will try to look beyond stereotypes and consider the role of culture in relationships. Students will learn how to express their opinions in complete sentences as well as applying the Subject and Verb Agreement.

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 4

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)
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Essential Questions	Enduring Understandings
When do we really know someone?	<p>Watching for a moment when people show us who they really are.</p> <p>Identifying events that could change our perspective of people.</p> <p>Being aware of the danger of stigmatizing people we don't know very well.</p> <p>Considering that there may be more to someone that we think.</p> <p>Considering the influence of someone's accusations on our identity.</p> <p>Looking beyond the stereotype.</p>
What strategies can I use to better understand unfamiliar language?	<p>Looking for familiar words / context clues may help me figure out what the author is saying.</p>
What are some language forms that require more advanced understanding?	<p>Looking for figurative and poetic language and its interpretation.</p>
Why doesn't everyone see things the way I do?	<p>Identity is strongly based on cultural identification. It shapes how we see the world, ourselves, and others.</p>

Stage 2: Evidence	
Formative Assessments	Summative Assessments
<p>Anecdotal records, collaborative discussion, tests, quizzes, exit tickets, picture prompt writing activities, class polls, performance tasks, listening comprehension tasks, graphic organizers, text annotation, project-based assessment, reading responses, pre-reading/during reading/ post-reading activities, and/or creative extension projects.</p> <p>Online mini assessments: Quizzes, Kahoot, Quizlet, Jeopardy, etc.</p>	<ul style="list-style-type: none"> ▪ IPA's: Integrated Performance Assessments ▪ End of Unit Projects ▪ End of Unit Writing Assessment ▪ Skills-based Reading/ Writing Unit Assessment
Unit Projects / Assessments	
<p>Students will write an expository essay responding to the prompt, "When Do We Really Know Someone? Students will use references and examples from Unit 1 reading selections. Their essay will be finally converted into an I-movie with their own voice/ audio narration.</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 4 ESL curriculum is to advance students from Level 4 proficiency to Level 5 proficiency or to allow them to meet the criteria for exiting the program.</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 ▪ Interpretive, interpersonal, and presentational ▪ Reading, listening, viewing ▪ Drawing/ artistic interpretation ▪ Technology-based activities 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching Gradual Release of Responsibility</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>

What will Students know?

Students will know:

How to express themselves in complete compound and complex sentences

How to identify and fix sentence fragment

How to form plural nouns

How to use Subject and Verb Agreement

How to analyze the plot: characterization and setting - exposition, conflict, complications, climax, falling action, and resolution

How to interpret characterization

How to interpret conflict

How to interpret author's perspective

How to interpret some figurative language

How to use text evidence

Different types of essays

How to compose a well-organized paragraph

How to write an expository essay

Words and phrases we use to describe identity and personality

Word formation rules: -tion suffix

Technical Vocabulary: Workplace Workshop Inside a Hospital

How to read with fluency and accuracy

How to compare across texts

What will Students do?

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

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.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.
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.
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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 C (National Geographic Learning/ Cengage Learning) textbook and teacher resource materials:

UNIT 1 Cluster 1: The Moustache (short story) & Who We Really Are (news feature)

UNIT 1 Cluster 2: Two Kinds (short story) & Novel Musician (profile)

UNIT 1 Cluster 3: Skins (short story) & Nicole (oral history)

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

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

Authentic Listening Activities from Randall's ESL Cyber Listening Lab

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

Thematic/content-specific activities and Picture Prompts from Lanternfish ESL

<https://bogglesworldesl.com>

Games, Quizzes, and Flashcards from www.quizlet.com

Additional writing practice activities from English for Everyone

<https://englishforeveryone.org/>

Additional writing practice activities

<https://www.collegeessayguy.com/blog/how-to-write-a-college-essay#D=>

FlpiGrid APP for Video recording of presentational speaking tasks

Games, Quizzes, and Flashcards from www.quizzes.com

Additional writing practice activities from English for Everyone

<https://englishforeveryone.org/>

Additional writing practice activities https://www.collegeessayguy.com/blog/how-to-write-a-college-essay#D=
Additional reading practice activities https://www.ereadingworksheets.com
Additional vocabulary / grammar activity https://jeopardylabs.com/play/the-moustache

Helpful Resources for ESL Lesson Planning and Material Creation	
WIDA	https://wida.wisc.edu/
NJ TESOL	https://njtesol-njbe.org/
CI Peek	https://fluencymatters.com/category/ci-peek/
ELLevation	https://ellevationeducation.com/home/default
Krashen on L2 Acquisition	http://www.sdkrashen.com
The Comprehensible Classroom	https://comprehensibleclassroom.com
Comprehensifying and Extending Authentic Resources	http://www.ceauthres.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.9-10.4	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.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.

Indicator Number	Reading Science and Technical Subjects Indicator
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.

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.9-10.3	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.9-10.7	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
CRP2	Apply appropriate academic and technical skills.
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.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

Unit 2: Against the Odds

What expectations do your friends and family have for you? What happens when people expect very little of you? Do you challenge these expectations and how? In this unit, students will speculate about possible expectations and different ways people challenge them. Students will also be able to discover their own potential. In addition, they will learn how people do “the impossible” and why. Finally, they will learn how to read and interpret non-fictional texts with all non-fictional features.

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 4

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 People Challenge Expectations?	<ul style="list-style-type: none"> • People challenge others' hopes by doing "the impossible." • While challenging someone's expectations for us, we tend to discover new potentials. • There are many reasons, factors, and needs that lead people to challenge existing opinions and stereotypes. • Challenges teach us something new about ourselves. • "Necessity is the mother of invention."
While reading a nonfiction selection, do I need to follow extra texts features?	While reading a nonfiction selection, there are many text features that offer additional informative facts that are necessary to understand the whole concept.
What strategies can I use to better understand unfamiliar language?	<p>Biliteracy is a valuable skill in a global community.</p> <p>Looking for familiar words / context clues may help me figure out what the author is saying.</p>
Why doesn't everyone see things the way I do?	Identity is strongly based on cultural identification. It shapes how we see the world, ourselves, and others.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
<p>Anecdotal records, collaborative discussion, tests, quizzes, exit tickets, picture prompt writing activities, class polls, performance tasks, listening comprehension tasks, graphic organizers, text annotation, project-based assessment, reading responses, pre-reading/during reading/ pos-reading activities, and/or creative extension projects.</p> <p>Online mini assessments: Quizzes, Kahoot, Quizlet, Jeopardy, etc.</p>	<ul style="list-style-type: none"> ▪ IPA's: Integrated Performance Assessments ▪ End of Unit Projects ▪ End of Unit Writing Assessment ▪ Skills-based Reading/ Writing Unit Assessment
Unit Projects / Assessments	
<p>Students will write a personal narrative responding to the prompt, “Have you faced any obstacles in your life? How do you challenge expectations that others set for you?” Students will use references and examples from Unit 2 reading selections. Their essay will be finally converted into an I-movie with their own voice/ audio narration.</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 4 ESL curriculum is to advance students from Level 4 proficiency to Level 5 proficiency or to allow them to meet the criteria for exiting the program.</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 ▪ Interpretive, interpersonal, and presentational ▪ Reading, listening, viewing ▪ Drawing/ artistic interpretation ▪ Technology-based activities 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching Gradual Release of Responsibility</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>

What will Students know?

Students will know:

How to use Pronoun Agreement
How to use Present Tense forms
How to use action verbs

How to analyze narrative nonfiction: online magazine article, news feature, autobiography, interview
How to analyze non-fiction text features
How to analyze development of ideas
How to relate ideas
How to identify author's point of the view
How to relate Main Idea and Details
How to use text evidence
How to synthesize information

Different types of essays
How to compose a well-organized paragraph
How to write a personal narrative
Words and phrases we use to describe identity and personality
Technical vocabulary: Workplace Workshop Inside a Veterinarian Clinic

How to read with fluency and accuracy
How to compare across texts

What will Students do?

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

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.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.
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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.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.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 C (National Geographic Learning/ Cengage Learning) textbook and teacher resource materials:

UNIT 2 Cluster 1: La Vida Robot (magazine article) & Reading, Writing, and Recreation? (News feature)

UNIT 2 Cluster 2: My Left Foot (autobiography) & Success Is a Mind-Set (interview)

UNIT 2 Cluster 3: The Freedom Writers Diary (diary) & Strength, Courage, and Wisdom (song lyrics)

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

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

Authentic Listening Activities from Randall's ESL Cyber Listening Lab

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

Thematic/content-specific activities and Picture Prompts from Lanternfish ESL

<https://bogglesworldesl.com>

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<https://englishforeveryone.org/>

Additional writing practice activities

<https://www.collegeessayguy.com/blog/how-to-write-a-college-essay#D=>

Additional reading practice activities

<https://www.ereadingworksheets.com>

Additional reading / writing activity

<https://jeopardylabs.com/play/skins-jeopardy>

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA	https://wida.wisc.edu/
NJ TESOL	https://njtesol-njbe.org/

CI Peek	https://fluencymatters.com/category/ci-peek/
ELLevation	https://ellevationeducation.com/home/default
Krashen on L2 Acquisition	http://www.sdkrashen.com
The Comprehensible Classroom	https://comprehensibleclassroom.com
Comprehensifying and Extending Authentic Resources	http://www.ceauthres.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.9-10.6	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.9-10.10	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.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in 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., <i>force, friction, reaction force, energy</i>).
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.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.8	Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
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.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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.9-10.7	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.

Indicator Number	College and Career Ready Practices Indicator
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

Unit 3: The Ties That Bind

What Tests a Person's Loyalty? In this unit, students will find out how competition can test people's loyalty. Students will also consider whether loyalty is always the best policy. In addition, they will explore the ways loyalties may change over time or whether loyalty can be enforced. Finally, they will learn how to write a narrative essay. As a follow up activity, students will apply this skill to create another ending for one of the short stories.

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 4

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 Tests a Person's Loyalty?	<ul style="list-style-type: none"> • We experience and learn how competition tests people's loyalty. • We need to define whether loyalty is the best policy. • There are many ways loyalties may change over time. • We need to define whether loyalty can be enforced.
While reading fictional selections, do I recognize their style?	While reading fictional selections, there are many factors such as point of view, language, vocabulary, sentence structure that readers can identify. These characteristics contribute to a specific style and tone.
What strategies can I use to better understand unfamiliar language?	<p>Biliteracy is a valuable skill in a global community.</p> <p>Looking for familiar words / context clues may help me figure out what the author is saying.</p>
Why doesn't everyone see things the way I do?	Identity is strongly based on cultural identification. It shapes how we see the world, ourselves, and others.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
<p>Anecdotal records, collaborative discussion, tests, quizzes, exit tickets, picture prompt writing activities, class polls, performance tasks, listening comprehension tasks, graphic organizers, text annotation, project-based assessment, reading responses, pre-reading/during reading/ post-reading activities, and/or creative extension projects.</p> <p>Online mini assessments: Quizzes, Kahoot, Quizlet, Jeopardy, etc.</p>	<ul style="list-style-type: none"> ▪ IPA's: Integrated Performance Assessments ▪ End of Unit Projects ▪ End of Unit Writing Assessment ▪ Skills-based Reading/ Writing Unit Assessment
Unit Projects / Assessments	
<p>Students will learn to write a narrative essay. Then, they will create another ending for one of the short stories. Students will refer to the Unit 3 reading selections. Their essay will be finally converted into an I-movie with their own voice/ audio narration.</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 4 ESL curriculum is to advance students from Level 4 proficiency to Level 5 proficiency or to allow them to meet the criteria for exiting the program.</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 ▪ Interpretive, interpersonal, and presentational ▪ Reading, listening, viewing ▪ Drawing/ artistic interpretation ▪ Technology-based activities 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching Gradual Release of Responsibility</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>

What will Students know?

Students will know:

How to use present and past tense

How to use regular and irregular past tense verbs

How to use action verbs

How to analyze author's purpose

How to analyze author's style and structure: point of view, language, vocabulary, sentence structure

How to make inferences

How to use text evidence

How to retell a story

How to make comparisons: Compare and Contrast

How to synthesize information

Different types of essays

How to write a narrative essay

Words and phrases we use to describe sequence of events

Word families

Technical vocabulary: making an argument in a debate

How to read with fluency and accuracy

How to compare across texts

What will Students do?

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

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.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.
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
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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 C (National Geographic Learning/ Cengage Learning) textbook and teacher resource materials:

UNIT 3 Cluster 1: Amigo Brothers (short story) & Freedom Writer's Diary (diary)

UNIT 3 Cluster 2: My Brother's Keeper (short story) & Little Sister (poem)

UNIT 3 Cluster 3: The Hand of Fatima (short story) & Old Ways, New World (news report)

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

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

Thematic/content-specific activities and Picture Prompts from Lanternfish ESL
<https://bogglesworldesl.com>

Games, Quizzes, and Flashcards from www.quizlet.com

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

Additional writing practice activities
<https://www.collegeessayguy.com/blog/how-to-write-a-college-essay#D=>

Additional reading practice activities
<https://www.ereadingworksheets.com>

Additional vocabulary/ grammar activity:
<https://jeopardylabs.com/play/sentences-254>

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA	https://wida.wisc.edu/
NJ TESOL	https://njtesol-njbe.org/

CI Peek	https://fluencymatters.com/category/ci-peek/
ELLevation	https://ellevationeducation.com/home/default
Krashen on L2 Acquisition	http://www.sdkrashen.com
The Comprehensible Classroom	https://comprehensibleclassroom.com
Comprehensifying and Extending Authentic Resources	http://www.ceauthres.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.9-10.6	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.9-10.1	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.9-10.6	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.9-10.9	Compare and contrast findings presented in a text to those from other sources

	(including their own experiments), noting when the findings support or contradict previous explanations or accounts.
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.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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.9-10.7	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
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
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.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

Unit 4: Express Yourself

In every culture, people discover variety of ways to communicate. What does it really mean to communicate? In this unit, students will learn to observe how people learn new forms of communication in our social and professional lives. Students will also be able to explore everyday challenges to communication whether it's related to workplace, travel, or social conversations. In addition to various forms of communication, students will be able to consider the role of technology in communication. Finally, students will reinforce their ability to use various text structures.

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 4

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)
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Essential Questions	Enduring Understandings
What Does It Really Mean to Communicate?	<ul style="list-style-type: none"> • We discover more verbal and non-verbal ways people communicate every day. • We experience everyday challenges to communication whether it's related to workplace, travel, or social conversations. • We need to observe how people learn new forms of communication. • We need to consider the role of technology in communication.
While writing different texts, do I use various text structures and phrases?	While writing different texts, there are many forms such as text structure and precise phrases that writers need to master and apply in a specific text. These characteristics contribute to a specific style.
What strategies can I use to better understand unfamiliar language?	<p>Biliteracy is a valuable skill in a global community.</p> <p>Looking for familiar words / context clues may help me figure out what the author is saying.</p>
Why doesn't everyone see things the way I do?	Identity is strongly based on cultural identification. It shapes how we see the world, ourselves, and others.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
<p>Anecdotal records, collaborative discussion, tests, quizzes, exit tickets, picture prompt writing activities, class polls, performance tasks, listening comprehension tasks, graphic organizers, text annotation, project-based assessment, reading responses, pre-reading/during reading/ post-reading activities, and/or creative extension projects.</p> <p>Online mini assessments: Quizzes, Kahoot, Quizlet, Jeopardy, etc.</p>	<ul style="list-style-type: none"> ▪ IPA's: Integrated Performance Assessments ▪ End of Unit Projects ▪ End of Unit Writing Assessment ▪ Skills-based Reading/ Writing Unit Assessment
Unit Projects / Assessments	
<p>Students will write an expository essay responding to the prompt: What Does It Really Mean to Communicate? They will refer to the Unit 4 reading selections and use them as their contextual evidence. Their essay will be finally converted into an I-movie with their own voice/ audio narration.</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 4 ESL curriculum is to advance students from Level 4 proficiency to Level 5 proficiency or to allow them to meet the criteria for exiting the program.</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 ▪ Interpretive, interpersonal, and presentational ▪ Reading, listening, viewing ▪ Drawing/ artistic interpretation ▪ Technology-based activities 	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching Gradual Release of Responsibility</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>

What will Students know?

Students will know:

How to use various pronouns: possessive, demonstrative, reflexive, and indefinite
How to use pronouns in prepositional phrases
How to use multiple-meaning words

How to recognize and respond to humor
How to analyze free verse
How to analyze literary devices: flashback
How to use text evidence
How to master public speaking

Various Text structures: compare and contrast, cause and effect, sequence, chronological, problem and solution, spatial, and descriptive
How to write an organized text
Words and phrases for each of the text structure
Technical vocabulary: law enforcement, inside a police department, texting vocabulary

How to read with fluency and accuracy
How to compare across texts

What will Students do?

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

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.10	Read and comprehend complex literary and informational texts independently and proficiently.
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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.
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 C (National Geographic Learning/ Cengage Learning) textbook and teacher resource materials:
 UNIT 4 Cluster 1: Face Facts: The Science of Facial Expressions (magazine article) & Silent Language (magazine article)
 UNIT 4 Cluster 2: They Speak for Success (news feature) & Breaking the Ice (humor column)
 UNIT 4 Cluster 3: My English (narrative nonfiction) & How I learned English (poem)

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

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

Authentic Listening Activities from Randall's ESL Cyber Listening Lab

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

Thematic/content-specific activities and Picture Prompts from Lanternfish ESL

<https://bogglesworldesl.com>

Games, Quizzes, and Flashcards from www.quizlet.com

Additional writing practice activities from English for Everyone

<https://englishforeveryone.org/>

Additional writing practice activities

<https://www.collegeessayguy.com/blog/how-to-write-a-college-essay#D=>

FlpiGrid APP for Video recording of presentational speaking tasks

Games, Quizzes, and Flashcards from www.quizzes.com

Additional writing practice activities from English for Everyone

<https://englishforeveryone.org/>

Additional writing practice activities

<https://www.collegeessayguy.com/blog/how-to-write-a-college-essay#D=>

Additional reading practice activities

<https://www.ereadingworksheets.com>

Additional vocabulary / grammar activity

<https://jeopardylabs.com/play/sentences-254>

Helpful Resources for ESL Lesson Planning and Material Creation	
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WIDA	https://wida.wisc.edu/
NJ TESOL	https://njtesol-njbe.org/
CI Peek	https://fluencymatters.com/category/ci-peek/
ELLevation	https://ellevationeducation.com/home/default
Krashen on L2 Acquisition	http://www.sdkrashen.com
The Comprehensible Classroom	https://comprehensibleclassroom.com
Comprehensifying and Extending Authentic Resources	http://www.ceauthres.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.9-10.6	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.9-10.1	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.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in 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.9-10.6	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.9-10.8	Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
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.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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.9-10.7	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
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
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.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.