ESL I- Unit 1

Content Area: **ESL**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

Unit Focus

This unit focuses on school and family life in America and the immigrant experience. The unit comprises two chapters, "School Days" and "Family Time". In this unit, students will be able to follow commands and instructions in English, use single words and phrases and use the conventions and mechanics in English reading and writing . The sub-emphasis that must be established in reading and writing is the listening and communication skills required of an L2 learner. This 9-week plan is to introduce and review target vocabulary in nouns, verbs, adjectives and prepositions and academic vocabulary. Students will practice these skills in writing and orally. Students will also be introduced to some figurative and idiomatic language while reading graphic stories, informational texts, descriptive fiction and biography. In this unit students will also learn about Hispanic Heritage Month, bullying awareness and important African-American historical figures.

NJSLS ELA

LA.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.L.9-10.2.C Spell correctly.

LA.L.9-10.3 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LA.L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

LA.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LA.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

LA.W.9-10.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

LA.W.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.

LA.W.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 (MLA or APA Style Manuals).

LA.W.9-10.10 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.

LA.RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

LA.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LA.RL.9-10 Reading Literature LA.RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

LA.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

LA.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

NJSLS and Correlating SLOs

NJSLS	Student Learning Objectives
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	• there can be uncertainty in texts • cited evidence must be strong, thorough and relevant • cite strong and thorough textual evidence • make relevant connections to support analysis
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	• every text has a central idea and related theme • to determine a theme or central idea of a text • to provide an objective summary of the text
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	• the figurative and connotative meanings of words and phrases are determined by how they are used in the text • determine the figurative and connotative meaning of words and phrases as they are used in the text
RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matter uncertain.	• accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially • identify and cite areas where the text leaves matters uncertain • support analysis of what the text says explicitly as well as inferentially • analyze a text, particularly in areas where matters are left uncertain
RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	• determine a central idea of a text • provide an objective summary of the text
RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	• words and phrases can have figurative, connotative, and technical meanings
RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	• different mediums can present different perspectives on a given topic (e.g., a person's life story)

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	• informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• clear and coherent writing is appropriate to task, purpose, and audience • producing clear and coherent writing in which the organization is appropriate to task, purpose, and audience
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	• planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing • addressing what is most significant for a specific purpose and audience strengthens writing
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	• technology can be used to produce, share, and update individual or shared writing projects • use technology to produce, share, and update individual or shared writing products. use technology to link to other information
W 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.	• the research process is used to answer a question or solve a problem • research process applies to our own questions and/or problems • narrow or broaden the inquiry when appropriate • synthesize multiple sources on the subject to demonstrate understanding of the subject • conduct short and sustained research projects to answer a question or solve a problem • narrow or broaden the inquiry when appropriate

W.9-10.10. 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.	• writing occurs over various time frames for a variety of tasks, purposes and audiences • write routinely over extended and shorter time frames • write routinely for a range of tasks, purposes, and audiences
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	• initiate and participate effectively in a range of collaborative discussions with peers • build on others' ideas and express our ideas clearly and persuasively
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	• diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources • evaluate the credibility and accuracy of each source
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	• content, organization, development, and style are appropriate to task, purpose, and audience • present information, findings, and supporting evidence clearly, concisely, and logically
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	• strategic use of digital media can enhance findings, reasoning, and evidence, and add interest in presentations • strategically use digital media to add interest to presentations
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly.	• spell correctly
L.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	• determine or clarify the meanings of unknown or multiple-meaning words and phrases • determine or clarify the meaning of unknown and multiple-meaning words and phrases,

	choosing flexibly from a range of strategies • use context clues to determine or clarify meaning • identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases • consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used • verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary
L.9-10.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.	• accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression

WIDA Standards

1:	Social and Instructions Language
ELD-SI.4-12. Narrate	Share Ideas about one's own and other's lived experiences and previous learning
ELD-SI.4-12. Inform	Summarize most important aspects of information
2:	Language for Language Arts
ELD-LA.4-12. Narrate.Interpretive	Identify themes or central ideas that develop over the course of a text
ELD-LA.4-12. Narrate.Interpretive	Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequence, and context)
ELD-LA.4-12. Inform.Interpretive	Identifying and summarizing central ideas

Rationale, Transfer Goals, and Enduring Understandings

In this unit students are learning about school and family in the United States and immigrant experiences of people from other countries. Through the study of informational and fictional texts, videos, audio stories and images, students will learn about life in America and share their experience both in their country and moving here. Students will use the reading, writing, speaking and listening strategies of language to improve their language proficiency.

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
- How do you greet someone in English? - How is school in the United States different or similar to school in other countries? - How do you express your needs in English? - What traditions do people in the United States have?	- What ELA tier 1 vocabulary words will the student need to acquire to do well in school? - Readers determine the main idea, author's purpose and details to support their understanding of fiction and nonfiction texts. - Readers use context clues to determine the meaning of unknown words. - Students use academic language in speaking and writing. - Writers convey their ideas clearly and in an organized way with the help of sentence models.	- Listening for understanding - Speaking for communication and presentation - Writing for communication and explanation (following conventions and mechanics) - Reading for comprehension - Understanding the cultural aspects of school and family in the United States

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
- School and family in America	- Strategies: Comprehension, questioning, summarizing

- Respond to oral directions - Common greetings - Identify main idea and sequence - Grammar Verbs - Imperative Nouns - School and family vocabulary Adjectives - Opposites Prepositions - Prepositions of place - Writing (writing single words and sentences using sentence models) - Conducting research online - Oral presentation	- Classify information - Produce drawings, phrases, short sentences - Respond to oral directions - Follow two-step oral directions - Ask and answer short questions - Describe actions, people, places

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
1-2 SKILLS	L.2 L.2.C L.4 RI.2 RL.2 SL.4-5	- Reader: "My First Day of School" - Reader: "Welcome to School" - Dictionary: "How to Use this Dictionary" - Features of a graphic story/descriptive fiction	- Common greetings - Grammar: Parts of speech Prepositions of place (on, off, in out, under) - School vocabulary - Short answers (Do you go to school? What school do you go to?) - Responding to commands/directio	- Follow oral directions related to classroom procedures - Common greetings - Using context clues to determine word meaning	- Respond to oral directions - Common Greetings - Communicating basic needs. (I don't understand. Please help me) - Asking questions (May I go to the_____? Where is the_____?) - Short answers (Do you go to school? What school do you go	- "My First Day of School" comprehension questions - "Welcome to School" comprehension questions - Check on the parts of speech - Participation - Teacher observation - Vocabulary

			ns (Imperative) - Identifying the parts of a page		to?) - Responding to commands/directions (Imperative) - Prereading activities and prediction - Read text aloud	check - Exit tickets - Vocabulary game - Graphic organizer
1-2 RESOURCES		- Champion of Ideas (Red Level Ch. 1) - Champion of Ideas Writer (Activity 1-5) - Champion of Ideas Dictionary 2 (Pg 4-7) - Champion of Ideas digital resources - Champion Audio - Dictionary Search (Dictionary 2, Activity 1-2) - Smartboard, document camera, paper, folders, pens.	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary game) - Champion Writer (Activity 1-3) - Vocabulary (Champion dictionary 2) - Parts of a page	- YouTube (Audio clips) - EdPuzzle		
	L.2	- Reader: "Good Notes	- How to take	- Follow oral	- Respond to oral	- "Good Notes =

3-4 SKILLS	L.2.C L.4 RI.2 RL.2 RL.10 SL.4-5 W.9-10	= Good Grades" - Martin Luther King, Jr.: Changing Lives (Champion Library) - Identifying main ideas, sequence, personal preference - Difference between fiction and nonfiction texts - Features of a biography - Features of a nonfiction text	notes - Ask and answer informational questions in writing - Vocabulary: School vocabulary, MLK Vocabulary - Grammar: What is a verb? Verbs (imperative) - Writing a book report	directions related to classroom procedures - Common greetings - Using context clues to determine word meaning	directions - Communicating needs orally - Asking and answering informational questions - Naming people, places and things - Describing actions - Communicating basic needs. (I don't understand. Please help me) - Asking questions (May I go to the_____? Where is the_____?) - Responding to commands/directions (Imperative) - Prereading activities and prediction - Read text aloud	Good Grades" comprehension questions - "Martin Luther King, Jr.: Changing Lives" comprehension questions - Chapter 1 Evaluation - Check on the parts of speech - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
3-4 RESOURCES		- Champion of Ideas (Red Level Ch. 1) - Champion of Ideas Writer (Activity 7) - Champion of Ideas Writer	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary game) - Champion of Ideas Writer (Activity 7) - Champion of	- MLK EdPuzzle - YouTube (Audio clips)		

		(Activity 8-10) - Champion of Ideas Dictionary 2 - Smartboard, document camera, paper, folders, pens. - Graphic organizer	Ideas Writer (Activity 8-10) - Teacher Directions Worksheet - Graphic organizer (timeline) - Book report			
5-6 SKILLS	L.2 L.2.C L.4 RI.2 RL.2 RL.10 SL.4-5 W.9-10	- Reader: "Saturday: My Favorite Day of the Week" - Reader: "It's Never Too Late" - Identifying main ideas, sequence, personal preference - Features of descriptive fiction	- Common greetings: simple statements (Good morning, good afternoon, etc) - Vocabulary (Family members, Days of the week, Rooms in a house) - Grammar: Review verbs Nouns, what is a noun? Adjectives - Concept of opposites (young/old, tall/short) Prepositions (prepositions of place) - Write sentences using a model	- Follow oral directions related to classroom procedures - Common greetings - Listen for a specific purpose (to gain information about a Vietnamese family)	- Respond to oral directions - Communicating needs orally - Asking and answering informational questions - Rename, restate, paraphrase - Describing actions - Communicating basic needs. (I don't understand. Please help me) - Asking and answering informational questions (How are you today? I am fine/ How do you think they are feeling? They are	- "Saturday: My Favorite Day of the Week" comprehension questions - "It's Never Too Late" comprehension questions - Check on the parts of speech - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer

					feeling...) - Responding to commands/directions (Imperative) - Prereading activities and prediction - Read text aloud	
5-6 RESOURCES		- Champion of Ideas (Red Level Ch. 2) - Champion of Ideas Digital Library (Chapter 2 concept picture) - Champion of Ideas Writer (Activity 11-14, 15-16) - Champion of Ideas Dictionary 2 - Smartboard, document camera, paper, folders, pens, small box, scissors. - Images of different families - Vietnamese artifacts - Graphic	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary game) - Champion Writer (Activity 11-14, 15-16) - Vocabulary (Champion dictionary 2)	- YouTube (Audio clips) - EdPuzzle		

		organizer - Family tree - Design a house (Dictionary 2, Activity 3)				
7-8 SKILLS	L.2 L.2.C L.4 RI.2 RL.2 RL.10 SL.4-5, 2, 5 W.9-10	- Reader: "An American Tradition: Honoring Parents" - "Apolonio Rodriguez: Mexican Immigrant" (Champion Library) - Identifying main ideas, sequence, personal preference - Discuss a book - Nonfiction article - Hispanic Heritage Month Project (Short internet research on a Hispanic tradition - Google Slides)	- Vocabulary (Parent celebration vocabulary, idioms) - Grammar review: Verbs Nouns, what is a noun? Adjectives - Concept of opposites (young/old, tall/short) Prepositions (prepositions of place) - Write sentences using a model	- Follow oral directions related to classroom procedures - Common greetings - Listen for a specific purpose (to gain information about a American traditions)	- Understand and use volume, stress, pacing, enunciation, eye contact and gestures when speaking/reading - Making transitional statements (This is a good point/ Yes I agree/ I do not agree, but I respect your ideas) - Discuss a book - Discuss their immigrant experience	- "An American Tradition: Honoring Parents" comprehension questions - "Apolonio Rodriguez: Mexican Immigrant" comprehension questions - Chapter 2 Evaluation - Check on the parts of speech - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
7-8 RESOURC		- Champion of Ideas (Red Level Ch. 2) - Champion	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary	- YouTube (Audio clips)		

ES		of Ideas Digital Library (Chapter 2 concept picture) - Champion of Ideas Writer (Activity 17-20) - Champion of Ideas Dictionary 2 - Smartboard, document camera, paper, folders, pens. - Graphic organizer	game) - Champion Writer (Activity 17-20) - Vocabulary (Champion dictionary 2)	- Bullying Awareness EdPuzzle		
9 SKILLS	L.2 L.2.C L.4 RI.2 RL.2 RL.10 SL.4-5, 2, 5 W.9-10	- Hispanic Heritage Month Project (Research on a Hispanic tradition - Google slides) - Teacher-student meeting and portfolio evaluation - Evaluation Week for Unit 1	- Students share research data (slides)	- Listening to peer projects	- Project presentation	- Champion tester
		- Champion tester	Teacher created evaluation			

9 RESOURCES			materials			

Career Readiness, Life Literacies & Key Skills

Students will be conducting research projects online where they will have to evaluate the validity of the information and use online tools to create presentations. Students practice various softwares, and tasked with a short research project. During this marking period as students will use technology to research different topics, to draft and edit their writing and to deepen their vocabulary acquisition.

9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.2.CT.3:	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.12.IML.2:	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.8:	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Interdisciplinary Connections

Students will be introduced and will practice various software, and tasked with a short research project. During this marking period as students work on their project they will be exposed to information relating to Hispanic Pride (which ties into our reading). Our readings will also incorporate African American historical figures bringing in diversity and its benefits.

6.1.12.HistoryCA.2.a:	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
6.1.12.CivicsDP.13.a:	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and

	Roe v. Wade).
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-PS4-1), (HS-PS4-4)
WHST.9-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS4-5)