ESL II- Unit 2

Content Area: **ESL**
Course(s):
Time Period: **MP2**
Length: **45**
Status: **Published**

Unit Focus

This unit focuses on introducing students to different types of writing. The unit comprises two chapters, "Around the House" and "Around the World". Students will learn about tall tales, myths and technical writing. In addition to this, students will learn new vocabulary related to items in the home but also related to traveling. In this unit, students will be able to identify different and produce a variety of texts, use single words and full sentences 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 also learning about important historical figures, Native American Heritage Month and winter holidays celebrated in the United States.

NJSLS ELA

LA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

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.9-10.4 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.L.5. Demonstrate understanding of word relationships and nuances in word meanings.

LA.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.

A. Introduce a topic; organize complex 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. 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. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]"). B. Apply grades 9–10 Reading standards to nonfiction informational e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

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.9-10.2 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.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

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.RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery,

tension, or surprise).

LA.RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

LA.RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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.9-10.2. 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.

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.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

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.

LA.SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise)	• authors make specific choices when structuring and ordering a text, as well as manipulating time • those specific author choices create effects, such as mystery, tension, or surprise
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.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	• demonstrate understanding of figurative language, word relationships, and nuances in word meanings • interpret figures of speech in context and analyze their role in the text
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. Narrate	Recount and restate ideas to sustain and move dialogue forward
ELD-SI.4-12. Inform	Define and classify facts and interpretations
ELD-SI.4-12. Inform	Summarize most important aspects of information
ELD-SI.4-12. Explain	Follow and describe cycles and sequences of steps or procedures and their causes and effects
ELD-SI.4-12. Argue	Generate questions about different perspectives
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
ELD-LA.4-12. Inform.Expressive	Develop coherence and cohesion throughout text

ELD-LA.4-12. Argue.Expressive 5:	Establish and maintain a formal style and objective tone Language for Social Studies
ELD-SS.4-12. Explain. Interpretive	Determine multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
ELD-SS.4-12. Argue. Interpretive	Identifying topic and purpose
ELD-SS.4-12. Argue. Interpretive	Evaluating credibility, accuracy, and relevancy of source based on expert perspectives Select relevant information to support precise and knowledgeable claims with evidence from multiple sources.

Rationale, Transfer Goals, and Enduring Understandings

In this unit students learn about important historical figures Anne Frank, Sarah Bagley and Sofonisba Anguissola, about different types of writing (including tall tales, myths and technical writing). Students will also learn new vocabulary related to items in the home and travel. Through the study of informational and fictional texts, videos, audio stories and images, students will learn about important historical moments, how to use consumer documents and how to write sequenced expository paragraphs. 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 I talk about items in the house in English? - How do I talk about travel in English? - How do I read technical writing? - Why should we fight for the rights of others? - Why is Anne Frank's life experience important? - How do our interpretations of	- What ELA tier 1-3 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 will identify plot elements - Readers will differentiate	- 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

past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? - How does art help us understand the lives of people of different times, places and cultures?	between different types of writing - 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/paragraph models. - Writers will use sequencing when writing	

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
- Home, travel and art related vocabulary in English - Identify main idea and sequence - Identify plot elements - Grammar Verbs - Future tense, past progressive, present progressive Nouns - Regular and irregular plurals Adverbs: Describing when and how Prepositions - Prepositions of place Pronouns: Object pronouns - Writing (writing single words and sentences and paragraphs using sentence models) - Conducting research online - Oral presentation	- Strategies: Comprehension, questioning, summarizing - 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
10-11 SKILLS	L.1-2 L.2.C L.4 L.6 RI.1, 2, 3 RL. 1, 2, 4,10 SL.4-5 W.4, 5, 10	- Reader: "On the Move - No Problem!" - Reader: "How to Operate Your Washing Machine" - Identifying main ideas, sequence, personal preference - Identifying features of a consumer document (technical writing) - Identifying features of a short story - Identify examples of cause and effect in text - Use knowledge of affixes to determine word meaning	- Grammar: Nouns: Regular and irregular plurals, compound words Verbs: Describing actions using past progressive, present progressive, future Prepositions: prepositions of place (into, through) Adverbs: describing when and how Pronouns: object pronouns - Making statements about the immediate world with "there is/are" - Use connectors to sequence written text - Sentence structure: categorize items using nouns and conjunctions - Sentence structure: making requests and responding to requests using object pronouns	- Follow oral directions related to learning strategies represented visually - Sort items based on oral descriptions and visual support - Distinguish between formal and informal language while listening to a phone conversation - Using context clues to determine word meaning	- Identify target vocabulary orally - Ask questions to clarify meaning - Deliver a short oral presentation - Prereading activities and prediction - Read text aloud	- "On the Move - No Problem!" comprehension questions - "How to Operate Your Washing Machine" comprehension questions - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
10-11		- Champion of Ideas (Red Level Ch. 11)	- IXL (Grammar) -	- YouTube (Audio clips)		

RESOURCES		- Champion of Ideas Writer (Activity 104-106) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Champion of Ideas Digital Library - Graphic organizer - Smartboard, document camera, paper, folders, pens - Images of items found in a house (broom, brush, fork, spoon) - Graphic organizer	Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 104-106) - Vocabulary (Champion dictionary 2) - Champion digital library	- EdPuzzle		
12-13 SKILLS	L.2 L.2.C L.4 L.6 RI.1, 2, 7	- Reader: "Paul Bunyan: An American Tall Tale" - "Sara Bagley: Activist" (People and	Grammar: - Verbs: describing states of being using present and past tense verbs - Sentence structure:	- Locate regions on a map based on oral descriptions - Listen to gain	- Asking and answering questions with do, does, did - Prereading activities	- "Paul Bunyan: An American Tall Tale" comprehension questions - "Sara Bagley: Activist"

	RL.1, 2, 4, 5 SL.1, 2, 6 W.4, 5, 10	Stories in American History: A Historical Anthology - Pg. 16-17) - Identifying plot, setting and characters of a literary selection - Identify characteristics of a tall tale - Identify characteristics of a biography - Learn about Native American Heritage Month	making requests and responding to requests using object pronouns - Sentence structure: Asking and answering questions with do, does, did - Outline contributions of a significant individual	information about a concept - Class survey (Talking about leisure activities)	and prediction - Read text aloud	comprehension questions - Chapter 11 Evaluation - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
12-13 RESOURCES		- Champion of Ideas (Red Level Ch. 11) - Champion of Ideas Writer (Activity 107-110) - Champion of Ideas Digital Library (Concept Picture) - Champion	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion of Ideas Writer (Activity 107-110) - Vocabulary (Champion dictionary 2)	- Native Americans EdPuzzle - Paul Bunyan EdPuzzle -Sarah Bagley EdPuzzle - YouTube (Audio clips)		

		of Ideas Dictionary 2 - Smartboard, document camera, paper, folders, pens. - Collection of different literature genres - Picture examples of tools, US Map - Graphic organizer				
14-15 SKILLS	L.2 L.2.C L.4 L.6 RI.1, 2, 7 RL.1, 2, 4, 5 SL.1, 2, 6 W.4, 5, 10	- Reader: "Tips for a Safe and Comfortable Flight" - Reader: "The Diary of Anne Frank" - Identifying main ideas, writer's purpose and paraphrase the text - Connect information from text to self - Identify characteristics of major	- Vocabulary: travel, Anne Frank vocabulary - Introduce English writing conventions - Grammar: Nouns: regular and irregular plurals Verbs: Describing actions using past progressive, present progressive, future Prepositions: describing direction Conjunctions:	- Follow oral directions related to classroom procedures - Common greetings - Listen for a specific purpose	- Ask questions to clarify meaning - Produce simple vocabulary in an academic setting - Prereading activities and prediction - Read text aloud	- "Tips for a Safe and Comfortable Flight" comprehension questions - "The Diary of Anne Frank" comprehension questions - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game

		events in world history and identify the thoughts and actions of a historical figure - Identify the features of a biography - Identify the features of a nonfiction article	connecting ideas - Sentence structure: social language for traveling - Sentence structure: questions/ answers with do (expressing preferences) - Use connectors to sequence written text			- Graphic organizer
14-15 RESOURCES		- Champion of Ideas (Red Level Ch. 12) - Champion of Ideas Digital Library (Concept Picture) - Champion of Ideas Writer (Activity 111-113) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 111-113) - Vocabulary (Champion dictionary 2) - Champion of Ideas Digital Library	- YouTube (Audio clips) - Travel Vocabulary EdPuzzle - Anne Frank Ed Puzzle - Where is Anne Frank animated movie (2022)		

		Workbook - Smartboard, document camera, paper, folders, pens. - Items or images related to traveling, world map - Graphic organizer				
16-17 SKILLS	L.2 L.2.C L.4 L.6 RI.1, 2, 7 RL.1, 2, 4, 5 SL.1, 2, 6 W.4, 5, 10	- Reader: "Daedalus and Icarus" - "Sofonisba Anguissola: Artist and Role Model" (Renaissance Artists Who Inspired the World - pg.52-57) - Identifying main ideas and plot points and personal preferences - Connect information from text to self - Identify features of a myth - Identify	- Vocabulary: myth related (god, goddess), art related - Grammar review: Review grammar from previous weeks - Sentence structure: questions/ answers with do, does, did - Sentence structure: expressing needs (We need an airline ticket) - Write a tragedy using plot elements - Write an expository paragraph (describe a sequence of events)	- Follow oral directions - Listen for a specific purpose - Listen to information about winter holidays around the world	- Ask questions for clarification - Read an expository paragraph aloud - Use appropriate pacing, intonation and expression when reading - Prereading activities and prediction - Read text aloud	- "Daedalus and Icarus" comprehension questions - "Sofonisba Anguissola: Artist and Role Model" comprehension questions - Chapter 12 Evaluation - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer

		features of a biography - Identify differences between types of literature				
16-17 RESOURCES		- Champion of Ideas (Red Level Ch. 12) - Champion of Ideas Digital Library (Chapter 4 concept picture) - Champion of Ideas Writer (Activity 114-118) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Plot elements silde - Smartboard, document camera, paper, folders, pens. - Graphic	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 114-118) - Vocabulary (Champion dictionary 2)	- Icarus and Daedalus EdPuzzle - Sofonisba Anguissola YouTube video - Winter Holidays EdPuzzle		

		organizer				
18 SKILLS	L.2 L.2.C L.4 RI.2 RI.3 RI.9 SL.2, 4-6 W.4-7	- Review Unit 2 content - Teacher-student meeting and portfolio evaluation - Evaluation Week for Unit 2	- Write and present a short speech			- Champion tester
18 RESOURCES		- Champion tester	Teacher created evaluation materials			

Career Readiness, Life Literacies, and 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 will conduct research on a historical figure and compare their obstacles and advantages to those of their life.

9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.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).
9.4.12.CT.2:	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.IML.3:	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

21st Century Skills

Unit 1 begins the year so time will be spent on student preparation and practice for communicating in L2, organization strategies, and problem-solving for school and life skills. Resources and tech resources will be introduced and practiced for student independent growth.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Interdisciplinary Connections

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. Students will also be introduced to concepts relating to physical health and healthy life choices and the science behind eating healthy.

6.1.12.HistoryCA.2.a:	Research multiple perspectives to explain the struggle to create an American identity.
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)
6.1.12.HistoryUP.11.b:	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

1.5.12acc.Cn11a:	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.