ESL 3 Unit 3

Content Area: **ESL**
Course(s): **ELA Grade 9, ELA Grade 10, ELA Grade 11, ELA Grade 12**
Time Period: **MP3**
Length: **45**
Status: **Published**

Unit Focus

The theme of this unit is "Making a Profit". Students will learn that there are more than currencies that are profitable. Our readings will be very concrete: saving money for a particular expenditure & capitalism. Our supplemental discussions, research, and readings will be more abstract in non-monetary profits: kindness, education, rewards in the future, etc...

The Champion of Ideas materials will be used in the groups that are mixed with recent exits, students with IEPs that see us only one class per day . Usiing these materials lends very well to the workshop and student collaboration we are implementing in the school district.

NJSLS ELA

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.9-10.4	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.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
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.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
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.9-10.4	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.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.
LA.RI.9-10.8	Describe 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 reasoning.
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.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.9-10.10	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.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.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
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.
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.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.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.

NJSLS and Correlating SLOs

NJSLS	Student Learning Objectives
ELA RL 9-12 .1	• 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 the analysis
ELA RL 9-12.4	• 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
ELA RL.9-12.6	• analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States
ELA RL.9-12.7	• a subject or a key scene can be represented differently across artistic mediums
ELA RL.9-12.9	• authors may draw on and transform source materials in their works • source materials can be transformed in terms of historical/cultural contexts
ELA L 9-12.1	• demonstrate command of the conventions of

	standard English grammar and usage when writing or speaking
ELA L 9-12.6	• 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
ELA SL 9-12.1	• initiate and participate effectively in a range of collaborative discussions with peers • build on others' ideas and express our ideas clearly and persuasively
ELA SL 9-12.3	• evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric • identify any false reasoning or distorted evidence
ELA SL 9-12 .4	• content, organization, development, and style are appropriate to task, purpose, and audience • present information, findings, and supporting evidence clearly, concisely, and logically
ELA SL 9-12.5	• 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
ELA W.9-12.4	• produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience • produce clear and coherent writing in which the style is appropriate to the task, purpose, and audience
ELA W 9-12.5	• 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
ELA W.9-12.6	• 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
ELA W 9-12.7	• 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
ELA W 9-12.10	• 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

WIDA Standards

2:	Language for Language Arts
	Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
	Engage and adjust for audience
	Introduce and define topic and/or entity for audience
	Establish an objective or neutral stance
	Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
	Develop coherence and cohesion throughout text
	Share solutions with others
	State reasoning used to generate own or alternate solutions
5:	Language for Social Studies

Rationale, Transfer Goals, and Enduring Understandings

Students will learn that many things are profitable.Students will read a fictional text about making money and

saving for something as well as real information about capitalism (here in the USA) vs. socialism plus research other economic forms (traditional economies, command economies, mixed economies, and market economies). Students will research their country of origin's economy and will compare and contrast the pros and cons. Students will utilize this information to improve their reading, writing, speaking, listening, and thinking skills by determining problems and solutions, causes and effects, and utilizing textual evidence in writing and speaking. Reading selections will extend the lessons with informational and descriptive text that students can reflect on and write about.

Essential Questions

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Overarching Essential Question	Content-Specific	Skill Specific
• What are the advantages and disadvantages of learning new words in the English language? • What are the advantages and disadvantages of different economic trends? • Can there be profit in things that are not financial? • How can we handle unknown words during reading? • How can demonstrate our comprehension of fiction and nonfiction texts in writing? • How do students use a different speaking and writing style than everyday people? • How do writers convey their ideas?	• What ELA tier 3 vocabulary words will the student have to acquire to do well in school? • Readers use resources to determine the meaning of unknown words. • Students use formal academic language when speaking and writing. • Writers convey their ideas in different forms of writing. • Citing Evidence • Vocabulary in Context • Produce writing appropriate to task and audience • Utilizing various clauses	• Listening for understanding • Speaking for communication & presentation • Writing for communication and explanation (with conventions and mechanics) • Reading for comprehension (with word attack).

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit

-Strategies: visualizing, prior knowledge, context clues -Marking up the text -Grammar (irregular verbs, pronouns, possessives, adjectives, adverbs) -Comparing & contrasting in writing and speaking -Idiomatic phrases for money -Writing (and compositional risks), descriptive writing -Writing the 5 paragraph essay using complex/ compound sentences -Research target genres in L1 & L2 -Oral presentation	-Identify cultural similarities between literature genres -Use language patterns -Make and use graphic organizers (of choice) to prepare for writing -Produce writing pieces -Give information requested from oral or written directions -Follow two-step oral directions -Research using sound internet sources and/or databases -Ask questions orally in English -Describe events -Idioms -Grammar (irregular verbs, pronouns, possessives, adjectives, adverbs) -Comparing & contrasting in writing and speaking -Oral presentation

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
1-2 SKILLS	L.1b,.6 W.4,.5,.10 SL.1,.1a,.1d,.3,.5 RL.1,.4,.5,6,.7,.9	-Profit -Measuring profit -Earning money for a trip "How Much Do You Want to Go to China?"	- Answering literature questions (journal , diary) -Taking notes -Vocabulary (frontload) - Writing authentic sentences with new vocabulary -Grammar: money verbs and	- Following 2-step directions -Using context clues to determine the meaning - Teacher and audio read	- Prereading activities for predictions about the text -Asking Questions for clarity -Read text aloud - Presenting &	- Comprehension check on text - Participation -Notebook evaluation -Teacher Observation (TO) -Writing prompt: How else can you

			possessives -Expository writing -Persuasive writing	aloud	teaching vocabulary (to class) -Students read aloud portions of text	make profit? -TO -post its/warm-ups/exit tickets -conferencing
1-2 RESOURCES		Champion of Ideas (Blue Level Ch 19) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: People & Stories in World History, Boom Town, China Trade IXL (Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
	L.1b,.6	-Reading about teenage problems	-Writing connections	-Followi		

3-4 SKILLS	W.6,10 SL.1,.1a,.1 d,.3,.5 RL.1,.4,.5, 6,.7,.9	concerning finances https://www.talkitoutnc.org/problems-teenagers-face/	to teenage financial	ng multi-step directions - Engaged & participating in discourse per problems	-Turn & talk to partners -Group share	-Noun presentation to the class -TO Q & A for comprehension -Race Responses -Class Discussions -post its/warm-ups/exit tickets - conferencing
3-4 RESOURCES		Champion of Ideas (Blue Level Ch 19) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: People & Stories in World History, Boom Town, China Trade IXL (Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle			

			Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
5-6 SKILLS	L.1b,.6 W.7,.10 SL.1,.1a,.1d,.3,.5 RL.1,.4,.5,6,.7,.9	-Editorial "Capitalism is the Best Economic System in the World" -Newsela articles on economy https://www.thoughtco.com/socialism-vs-capitalism-4768969	-Note-taking on different economic systems	-Listening to audios per capitalism vs. socialism	-Student discourse	-Participation -Short Answers -Race Responses -Class Discussions -TO -post its/warm-ups/exit tickets -conferencing
5-6 RESOURCES		Champion of Ideas (Blue Level Ch 19) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created)	Supplemental Resources: Books: People & Stories in World History, Boom Town, China Trade IXL			

		Newsela Smartboard, Camera, miscellaneous paper & pens	(Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
7-8 **SKILLS**	L.1b,.6 W.8.10 SL.1,.1a,.1d,.3,.5 RL.1,.4,.5,6,.7,.9	-Reading /research on feudalism https://www.youtube.com/watch?v=OfXholnOS9E	-Writing notes about feudalism and details on a graphic organizer	-Students will follow multi-step directions -	-Students will read aloud for fluency and comprehension	-Student organizer -TO on engagement & participation -Short Answers -Race Responses Class Discussions -post its/warm-ups/exit tickets -conferencing
			Supplementa			

7-8 **RESOURCES**		Champion of Ideas (Blue Level Ch 19) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	l Resources: Books: People & Stories in World History, Boom Town, China Trade IXL (Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
9 **SKILLS**	L.1b,.6 W.4,.5,.8,.10 SL.1,.1a,.1d,.3,.5 RL.1,.4,.5,6,.7,.9	-Evaluation Week for Unit 3 -Reading a timeline	-Expository prompt (problem & solution) -Persuasive letter (problem & solution)	- Students follow directions - Model lessons on different types of writing	-Students ask questions - Students work together to complete the organizer	-Timeline completion -Race Responses -Graphic Organizer -TO
		Champion tester	Supplemental Materials: Books: People &			

9 **RESOURCES**			Stories in World History, Boom Town, China Trade			

Career Awareness, Exploration, Preparation, and Training

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.

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.

(See standards below)

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.CRP5	Consider the environmental, social and economic impacts of decisions.
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.CRP10	Plan education and career paths aligned to personal goals.
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 will practice and with the internets' assistance, will find various economic structures from other countries. We will be celebrating Black History Month and reading about the slavery systems' economics for the southern states. Students will have the opportunity to express themselves in writing and orally about these

topics. Students will also be presenting from a choice board of topical issues.

MA.N-RN	The Real Number System
1.5.2.Cr	Creating
2	Gathering and Evaluating Sources
1.5.2.Pr	Presenting