# ESL 3 Unit 4

Content Area: **ESL**
Course(s): **ELA Grade 9, ELA Grade 10, ELA Grade 11, ELA Grade 12**
Time Period: **MP4**
Length: **45**
Status: **Published**

## Unit Focus

The theme of this unit is "The Stock Market Crash of 1929". Students will continue learning about finances and how the economy affects other countries. Readings and research will provide insight into the lifestyle in the 1930s through and beyond the Great Depression. The USA (like other countries) experiences ups and downs economically throughout time. Lindenwold's particular population is low-income, constantly experiencing financial difficulties. How do countries turn economic problems around? How do people problem-solve personal finances? The language emphasis in reading and writing is the listening and communication skills required of an L2 learner. Reading selections will extend the lessons with informational and descriptive text that students can reflect on and write about.

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

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| 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.9-10.5 | 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.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature |

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| | 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 |

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| | reasoning presented. |
| LA.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.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 |
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| ELA RL 9-12 .1 | • there can be uncertainty in texts<br>• cited evidence must be strong, thorough, and relevant<br>• cite strong and thorough textual evidence<br>• 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<br>• determine the figurative and connotative meaning of words and phrases as they are used in the text |
| ELA RL 9-12.5 | • authors make specific choices when structuring and ordering a text, as well as manipulating time<br>• those specific author choices create effects, such as mystery, tension, or surprise |
| ELA RL9-12.6 | • 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<br>• source materials can be transformed in terms |

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| | of historical/cultural contexts |
| ELA W.9-12.4 | • produce clear and coherent writing in which the development is appropriate to task, purpose, and audience<br>• produce clear and coherent writing in which the style is appropriate to task, purpose, and audience |
| ELA W. 9-12.5 | • planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing<br>• 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<br>• 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<br>• research process applies to our own questions and/or problems<br>• narrow or broaden the inquiry when appropriate<br>• synthesize multiple sources on the subject to demonstrate understanding of the subject<br>• conduct short and sustained research projects to answer a question or solve a problem<br>• 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<br>• write routinely over extended and shorter time frames<br>• write routinely for a range of tasks, purposes, and audiences |
| ELA RI 9-12.1 | • accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially |

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| | • identify and cite areas where the text leaves matters uncertain<br>• support analysis of what the text says explicitly as well as inferentially<br>• analyze a text, particularly in areas where matters are left uncertain |
| ELA RI 9-12.4 | • words and phrases can have figurative, connotative, and technical meanings |
| ELA RI 9-12.7 | • different mediums can present different perspectives on a given topic (e.g., a person's life story) |
| ELA RI 9-12.8 | • we can describe the reasoning within the premises, purposes, and arguments in works of public advocacy<br>• certain U.S. and global texts are seminal<br>• we can evaluate the reasoning within the premises, purposes and arguments in seminal U.S. and global texts<br>• describe the reasoning in seminal U.S. texts and global texts including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy<br>• evaluate the path of reasoning in seminal U.S. texts and global texts include the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy |
| ELA RI 9-12.9 | • certain historical and literary documents are significant for their themes, purposes, and rhetorical features |
| 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 |

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| | of collaborative discussions with peers<br>• 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<br>• identify any false reasoning or distorted evidence |
| ELA SL.9-12.5 | • strategic use of digital media can enhance findings, reasoning, and evidence, and add interest in presentations<br>• strategically use digital media to add interest to presentations |
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## WIDA Standards

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| 2: | Language for Language Arts |
| | Develop and describe characters and their relationships over a progression of experiences or events |
| | 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 |
| | Establish and maintain a formal style and objective tone |
| | Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations |
| | 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 reflect on answering the question: How can people survive difficult situations? Can people overcome challenges not of their own making? Are humans consumers or producers? This and associated current event questions will be discussed to improve students reading, writing, listening, speaking, and

thinking skills. The purpose of using fiction and non-fiction is to facilitate discourse in L2 to identify problems, offer possible solutions, and consider causes, and effects.

## Essential Questions

| Overarching Essential Question | Content-Specific | Skill Specific |
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| • What do inflation, recession, and depression mean in regards to the economy?<br>• What are the advantages and disadvantages of different economic trends?<br>• How do governments turn the downward economic spiral around?<br>• What do people learn from difficult situations?<br>• What are the results of collaboration? | • What ELA tier 3 vocabulary words will the student have to acquire to do well in school?<br>• Readers use resources to determine the meaning of unknown words.<br>• Students use formal academic language when speaking and writing.<br>• Writers convey their ideas in different forms of writing.<br>• A knowledge base of the past assists people in making decisions. | • Listening for understanding<br>• Speaking for communication & presentation<br>• Writing for communication and explanation (with conventions and mechanics)<br>• Reading for comprehension (with reading strategies).<br>• Writers convey ideas clearly using an organizational pattern.<br>• Writers use evidence and facts from research to support the analysis of their writing. |

## Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
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| - Problem solving<br><br>-Brainstorming<br><br>-Strategies: word attack, definition/ connotation, think alouds | -Strategies: visualizing, prior knowledge, context clues<br><br>-Use language patterns<br>-Make and use graphic organizers (of choice) to prepare for writing<br>-Produce writing pieces |

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| -Marking up the text<br><br>-Grammar (irregular verbs, pronouns, possessives, adjectives, adverbs)<br><br>-Comparing & contrasting in writing and speaking<br><br>-Writing (and compositional risks), descriptive writing<br>-Research target genres in L1 & L2<br>-Oral presentation | -Give information requested from oral or written directions<br>-Follow two-step oral directions<br>-Research using sound internet sources and/or databases<br>-Ask questions orally in English<br>-Describe events<br><br>-Idioms<br><br>-Grammar (irregular verbs, pronouns, possessives, adjectives, adverbs)<br><br>-Comparing & contrasting in writing and speaking<br><br>-Oral presentation |

## Bi-Weekly Scope and Sequence

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| WEEKS | Standards | Reading | Writing | Listening | Speaking | Assessment |
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| **1-2 SKILLS** | L.1b,.6<br><br>W.4,.5,.10<br><br>S .3,.5<br><br>RL.1,.4,.5, 6,.7,.9<br><br>RI 9-12 .1,.2,.4 | - Investing & the Stock Market Crash of 1929<br><br>https://www.youtube.com/watch?v=D2iuUzkKu9k<br><br>-Articles on current economic situations here and in other countries.<br><br>-Depression Era Fiction for young adults (media resource) | -Vocabulary (frontload)<br><br>- Writing authentic sentences with new vocabulary<br><br>-Grammar: money verbs and possessives<br><br>-Creating timelines<br><br>-Expository writing<br><br>-Persuasive writing | -Following 2-step directions<br><br>-Using context clues to determine the meaning<br><br>-Teacher and audio read aloud<br><br>-Engagement in teacher- | -Prereading activities for predictions about the text<br><br>-Asking Questions for clarity<br><br>-Read text aloud<br><br>-Students presenting & teaching | -Comprehension check on text<br><br>-Participation<br><br>-Notebook evaluation<br><br>-Teacher Observation (TO)<br><br>-Writing prompt: How else can you make a profit?<br><br>-TO |

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| | | | | modeled processes | vocabulary (to peers)<br><br>- Students read aloud portions of text | -post its/warm-ups/ exit tickets<br><br>-graphic organizers<br><br>-quick writes/ rough drafts<br><br>- conferences |
| **1-2 RESOURCES** | | Champion of Ideas (Blue Level Ch 20)<br><br>Champion of Ideas Writer & Audio disc<br><br>Interactive Notebook (teacher created)<br><br>Newsela<br><br>Smartboard, Camera, miscellaneous paper & pens | Supplemental Resources:<br><br>Books: Purely Rosie Pearl, Bud, Not Buddy, Nowhere to Call Home, Of Mice & Men<br><br>esl-bits.net<br><br>IXL (Grammar)<br><br>Internet (Vocabulary)<br><br>Youtube (audio clips)<br><br>edpuzzle<br><br>Commonlit<br><br>Wizer.me<br><br>liveworksheets.com<br><br>blooket<br><br>quizlet | | | |

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| | | | openAI | | | |
| **3-4 SKILLS** | L.1b,.6<br><br>W.6,10<br><br>S L.3,.5<br><br>RL.1,.4,.5, 6,.7,.9 | -Research current teenage problems after brainstorming & movie clip The Outsiders<br><br>- Novel reading (selected from previous week)<br><br>https://www.youtube.com/watch?v=CvyYEWSK1-w | -Writing connections to teenage financial issues (text/self, text/media, text/world) | -Following multi-step directions<br><br>-Engaged & participating in discourse | -Sharing problems you are aware of<br><br>-Turn & talk to partners<br><br>-Partners share with partners<br><br>-Formulate hypotheses, make predictions<br><br>-Describe processes, procedures<br><br>-Retell stories or events | -TO Q & A for comprehension<br><br>-Race Responses<br><br>-Class Discussions<br><br>-post its/warm-ups/ exit tickets<br><br>-graphic organizers<br><br>-quick writes/ rough drafts<br><br>-conferences |
| **3-4 RESOURCES** | | Champion of Ideas (Blue Level Ch 20)<br><br>Champion of Ideas Writer & Audio disc<br><br>Interactive Notebook (teacher created) | Supplemental Resources:<br><br>Books: Purely Rosie Pearl, Bud, Not Buddy, Nowhere to Call Home, Of Mice & | | | |

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| | | Newsela<br><br>Smartboard, Camera, miscellaneous paper & pens | Men<br><br>IXL (Grammar)<br><br>Internet (Vocabulary)<br><br>Youtube (audio clips)<br><br>edpuzzle<br><br>Commonlit<br><br>Wizer.me<br><br>liveworksheets.com<br><br>blooket<br><br>quizlet<br><br>openAI | | | |
| **5-6 SKILLS** | L.1b,.6<br><br>W.7,.10<br><br>SL .3,.5<br><br>RL.1,.4,.5, 6,.7,.9<br><br>RI 9-12 .1,.2,.4 | -Article reading to supplement class novel<br><br>-Continue class novel<br><br>(Choice: Ex = Using Of Mice & Men, c use film, read articles on the Great Depression, the dust bowl, watch video clips on youtube, etc...) | -Note-taking on the cause and effect of an entire country surviving an economic crisis | -Listening to films<br><br>-Listening to portions of the novel on audio | -Reflection on historical content<br><br>-Student discourse on survival during a pandemic, its' aftereffects, and what we learned | -Participation<br><br>-Short Answers<br><br>-Race Responses<br><br>-Class Discussions<br><br>-TO<br><br>-post its/warm-ups/ exit tickets<br><br>-graphic organizers<br><br>-quick writes/ rough |

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| | | | | | | drafts<br><br>- conferences |
| **5-6 RESOURCES** | | Champion of Ideas (Blue Level Ch 20)<br><br>Champion of Ideas Writer & Audio disc<br><br>Interactive Notebook (teacher created)<br><br>Newsela<br><br>Smartboard, Camera, miscellaneous paper & pens | Supplemental Resources:<br><br>Books: Purely Rosie Pearl, Bud, Not Buddy, Nowhere to Call Home, Of Mice & Men<br><br>IXL (Grammar)<br><br>Internet (Vocabulary)<br><br>Youtube (audio clips)<br><br>edpuzzle<br><br>Commonlit<br><br>Wizer.me<br><br>liveworksheets.com<br><br>blooket<br><br>quizlet<br><br>openAI | | | |
| **7-8 SKILLS** | L.1b,.6<br><br>W.7.10<br><br>SL .3,.5<br><br>RL.1,.4,.5,6,.7,.9 | -Re-read a section from the class novel to create a reader's theater<br><br>https://actingforkidsandteens.com/wp-content/uploads/2024/02/Outsiders-Script.pdf | -Writing a reader's theater scene | - Students will follow multi-step directions<br><br>- | - Students will read aloud their reader's theater scene for | -Student organizer<br><br>-TO on engagement & participation<br><br>-Short |

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| | | | | Students actively listen to each other to create a readers theater a scene | fluency<br><br>- Formulate hypotheses, make predictions<br><br>- Describe processes, procedures<br><br>-Retell stories or events | Answers<br><br>-Race Responses<br><br>-Class Discussions<br><br>-post its/warm-ups/ exit tickets<br><br>-graphic organizers<br><br>-quick writes/ rough drafts<br><br>- conferences |
| **7-8**<br><br>**RESOURCES** | | Champion of Ideas (Blue Level Ch 2)<br><br>Champion of Ideas Writer & Audio disc<br><br>Interactive Notebook (teacher created)<br><br>Newsela<br><br>Smartboard, Camera, miscellaneous paper & pens | Supplemental Resources:<br><br>Books: Purely Rosie Pearl, Bud, Not Buddy, Nowhere to Call Home, Of Mice & Men<br><br>IXL (Grammar)<br><br>Internet (Vocabulary)<br><br>Youtube (audio clips)<br><br>edpuzzle<br><br>Commonlit<br><br>Wizer.me | | | |

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| | | | liveworksheets.com<br><br>blooket<br><br>quizlet<br><br>openAI | | | |
| **9**<br><br>**SKILLS** | L.1b,.6<br><br>W.4,.5,.8,.10<br><br>SL .3,.5<br><br>RL.1,.4,.5,6,.7,.9 | -Evaluation Week for Unit 4<br><br>-Reading a timeline to process and infer events | - Students will write an essay about what they have learned from this unit (teacher-created criteria and model provided) | -Students follow directions<br><br>-Locate, select, and order information from oral descriptions<br><br>-Follow multi-step oral directions<br><br>-Categorize or sequence oral information using pictures, objects | -Student discourse about what they infer from the timeline<br><br>-Students ask questions to clarify teacher expectations of assignments | -Student unit survey<br><br>-Timeline completion<br><br>-Race Responses<br><br>-Graphic Organizer<br><br>-TO |
| **9**<br><br>**RESOU** | | Champion tester | Supplemental Materials:<br><br>Books: Purely Rosie Pearl, Bud, Not Buddy, | | | |

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| **RCES** | | | Nowhere to Call Home, Of Mice & Men | | | |

## Career Awareness, Exploration, Preparation, and Training

Finances, budgeting, and saving are integral for stress relief. There are many ways to earn. There are many valuable intrinsic things in life (goodwill, kindness, friendship, etc...)

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| 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.A.5 | Analyze how the economic, social, and political conditions of a time period can affect the labor market. |
| PFL.9.1.12.D.1 | Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on). |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |

## 21st Century Skills

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| 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.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.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

## Interdisciplinary Connections

Students will use basic addition and subtraction to get an understanding of measurement as it applies to time. Students will also research what global life was like in the 1930s.

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| MA.N-RN | The Real Number System |
| 3 | Seeking Diverse Perspectives |
| 5 | Presenting Arguments and Explanations |