ESL 4 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

This unit will be looking at our own bodies. How are we more alike than different? Humans share cells, tissues, and organs. Humans have 10 organ systems. Students will learn academic terminology in regard to anatomy.

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.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.9-10.9	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.9-10.2	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.

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.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.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	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.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
LA.L.9-10.1	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.9-10.3	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.9-10.6	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 W 9-12 .2	• informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content
ELA W.9-12.4	• produce clear and coherent writing in which the development is appropriate to task, purpose, and audience • 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 • 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 9-12.8	• use advanced searches effectively
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
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 • 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
ELA RI 9-12.4	• words and phrases can have figurative, connotative, and technical meanings
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.9-12.2	• spell correctly
ELA L.9-12.3	• word choice and sentence structure can be varied to demonstrate an understanding of the influence of language • apply knowledge of language to make effective choices for meaning or style

ELA L.9-12.4	• 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 the 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, determine meaning, and 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
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 9-12.2	• diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources • evaluate the credibility and accuracy of each source
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 the 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 SL 9-12.6	• adapt speech to a variety of contexts and tasks • demonstrate command of formal English

WIDA Standards

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
4:	Language for Science
5:	Language for Social Studies

Rationale, Transfer Goals, and Enduring Understandings

Our learning has taken students through the formation of planets, the evolution of humans, human behavior in the last 1000 years and to the present: our attitudes, bigotries, narrow/open-mindedness, interest, creativity, etc.... So how will we continue to evolve? Will our lifestyle influence future men? Lifestyle regarding nutrition, medicine, prevention, exercise, intercultural marriages, and our respect for our environment.

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
• What is the basis of all living things? • How does understanding anatomy help understand illness? • What proactive measures can people take for their health? • What are the results of collaboration?	• 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. • A knowledge base of human anatomy is important for prevention and care.	• Listening for understanding • Speaking for communication & presentation • Writing for communication and explanation (with conventions and mechanics) • Reading for comprehension (with reading strategies). • Writers convey ideas clearly using an organizational pattern. • 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
- Problem solving -Brainstorming -Strategies: word attack, definition/ connotation, think alouds -Marking up the text -Grammar (irregular verbs, adjectives, and prepositions) -Comparing & contrasting writing and speaking -Writing descriptive	-Strategies: visualizing, prior knowledge, context clues -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 -Grammar (irregular verbs,adjectives, and

-Oral presentation	prepositions) -Comparing & contrasting writing and speaking -Oral presentation

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
1-2 SKILLS	LA.L.9-10 .1,.2,.3,.6 LA.W.9-10 .4,.5,.10 LA.SL.9-10 .1,2,.3,.5 LA.RI.9-10 .1,.4,.9	-Cells, tissues, and organs https://www.youtube.com/watch?v=MB6mE6weCS4	-Vocabulary (frontload) - Writing authentic sentences with new vocabulary -Grammar: verbs, adjectives, adverbs, and prepositions -Expository writing of a chosen human organ -KWL chart on body organs	-Following 2-step directions -Using context clues to determine the meaning -Teacher read aloud -Engagement in teacher-modeled processes -Students listen to each other during informational presentations to	-Prereading activities for predictions about the text -Asking Questions for clarity -Read text aloud -Students presenting & teaching vocabulary (to peers) -Students read aloud portions of text	-Comprehension check on text -Participation -Notebook evaluation -Teacher Observation (TO) -Writing prompt: How else can you make a profit? -TO -post its/warm-ups/ exit tickets -graphic organizers -quick writes/ rough

				ask questions.	- Students present their organ of choice	drafts - conferences
1-2 RESOURCES		Champion of Ideas (Blue Level Ch 20) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: Taking Care of My Skin,1st Human Body Encyclopedia, Visual Dictionary, The Girl King esl-bits.net IXL (Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
	LA.L.9-10.1b,.3,.4	-Anatomy https://www.youtube.com/watch?v	-Expository writing of a chosen	- Following multi-step	- Students present their	-TO Q & A for

3-4 SKILLS	LA.W.9-10 .6,10 LA.SL.9-10 .1,.1a,.1d,.3,.4,.5 LA.RL.9-10 .1,.4,.7,.8	=0K4ZRjkd7bc	human organ -KWL chart on body organ	directions - Engaged & participating in discourse - Students listen to each other during informational presentations to ask questions.	organ of choice to peers	comprehension -Race Responses -Class Discussions -post its/warm-ups/ exit tickets -graphic organizers -quick writes/ rough drafts - conferences
3-4 RESOURCES		Champion of Ideas (Blue Level Ch 20) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: Books: Taking Care of My Skin,1st Human Body Encyclopedia, Visual Dictionary, The Girl King esl-bits.net IXL (Grammar) Internet (Vocabulary			

			) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
5-6 SKILLS	LA.L.9-10 .1b,.2,.3,.4,.6 LA.W.9-10 .7,.10 LA.SL.9-10 .1,.2.3,.4,.5 LA.RI.9-10 .1,.4,.7,.9	-Skin: Your Biggest Organ https://www.youtube.com/watch?v=gEUu-A2wfSE	-Labeling body parts -How to take care of body parts (brushing teeth, washing face, etc...for sequencing)	-Following multi-step directions -Engaged & participating in discourse -Students listen to each other during informational presentations to ask questions.	-Discourse on teen skin issues -Preventative measures for health	-Comprehension check on text -Participation -Short Answers -Race Responses -Class Discussions -TO -post its/warm-ups/ exit tickets -graphic organizers -quick writes/ rough

						drafts - conferences
5-6 RESOURCES		Champion of Ideas (Blue Level Ch 20) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: Books: Taking Care of My Skin,1st Human Body Encyclopedia, Visual Dictionary, The Girl King esl-bits.net IXL (Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
	LA.L.9-10	-Health and nutrition	-Students will write about the	Following multi-step	-Student discourse on	-Student organizer

7-8 **SKILLS**	.1b,.3,.6 LA.W.9-10 .8.10 LA.SL.9-10 .1,.2.3,.5 LA.RI.9-10 .1,.4,.7,.9		hazards of junk food. -Students work in groups to research and write about the hazards of junk food ingredients	direction s - Engaged & participa ting in discours e - Students listen to each other during informat ional presentat ions to ask question s.	favorite snack foods - Students present informat ion on consumi ng too much sugar, salt, white flour, etc...	-TO on engageme nt & participati on -Short Answers -Race Responses -Class Discussion s -post its/warm-ups/ exit tickets -graphic organizers -quick writes/ rough drafts - conference s
7-8 **RESOU RCES**		Champion of Ideas (Blue Level Ch 2) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplementa l Resources: Books: Books: Taking Care of My Skin,1st Human Body Encyclopedi a, Visual Dictionary, The Girl King esl-bits.net IXL			

			(Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
9 **SKILLS**	LA.L.9-10 .1b,.2,.6 LA.W.9-10 .4,.5,.8,.10 LA.SL.9-10 .1,.3,.4,.5 LA.RI.9-10 .1,.4,7,.8,.9	-Christina of Sweden https://www.youtube.com/watch?v=tHxDX6LLx1s -Evaluation Week for Unit 4	- Students will write an essay or art product with labels , information, and pictures	- Students follow directions Following multi-step directions - Engaged & participating in discourse - Students listen to each other during informational presentat	- Students speak about Queen Christina of Sweden	-Student unit survey -Timeline completion -Race Responses -Graphic Organizer -TO

				ions to ask question s.		
9 **RESOU RCES**		Champion tester	Supplementa l Materials: Books: Books: Taking Care of My Skin,1st Human Body Encyclopedi a, Visual Dictionary, The Girl King			

Career Awareness, Exploration, Preparation, and Training

Students will be looking into the extensive fields of medicine or medi-affiliated careers. From technicians to practitioners to advanced surgical careers.

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.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.G.7	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

21st Century Skills

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

Science & anatomy is key in this unit so students will explore various careers in health management. Research in famous females that have advanced medical and/or scientific knowledge in health.

SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
9-12.HS-LS1-1.6.1	students investigate systems by examining the properties of different materials, the structures of different components, and their interconnections to reveal the system's function and/or solve a problem. They infer the functions and properties of natural and designed objects and systems from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials.