ESL 4 Unit 1

Content Area: **ESL**
Course(s): **ELA Grade 9, ELA Grade 10, ELA Grade 11, ELA Grade 12**
Time Period: **MP1**
Length: **45**
Status: **Published**

Unit Focus

The theme of this unit is "Puzzles of the Distant Past" --archaeologists and historians are academic detectives. Students can be detectives and develop research skills to find answers and problem-solve. What can we learn from early humans that are relevant to us now? What is false information and how do we know? Are hoaxes inherently harmful? (Piltdown Man was a hoax. What did we hear about Covid that was false?) What will we leave behind as artifacts for people in the 22nd century?

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).
L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters

	uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.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.9-10.9	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.
W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.9–10.2.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 aid in comprehension.
W.IW.9–10.2.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.
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.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.9-10.1.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.9-10.2	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 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 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 9-12.2	• determine a central idea of a text • provide an objective summary of the text
ELA RI 9-12.4	• words and phrases can have figurative, connotative, and technical meanings
ELA RI 9-12.7	• a subject or a key scene can be represented differently across artistic mediums
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 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
ELA L 9-12.5	• 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
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 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
	Engage and adjust for audience
	Introduce and define topic and/or entity for audience
	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
	State reasoning used to generate own or alternate solutions
5:	Language for Social Studies

Rationale, Transfer Goals, and Enduring Understandings

In this unit, students will explore the question: "How far have human beings come in evolution?" Through a study of narrative text, informational text, videos, audio files, and photographs, students will examine early man and what science has learned by studying early man. Students will use this unit in order to improve their reading, writing, speaking, listening, and thinking skills by determining the main idea, supporting details, the author's purpose of nonfiction texts, utilizing textual evidence in writing and speaking, analyzing parts of the text, and summarizing information.

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
• What are artifacts? • Why do scientists study maps and water flow patterns? • What can modern-day farmers learn from ancient farmers? • What is the value of primary and secondary sources? • What are the results of	• 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	• Listening for understanding • Speaking for communication & presentation • Writing for communication and explanation (with conventions and mechanics)

collaboration?	speaking and writing. • Writers convey their ideas in different forms of writing.	• 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 -Researching -Brainstorming -Strategies: word attack, definition/ connotation, think alouds -Marking up the text -Grammar (prepositions, present perfect verbs, clauses, negative statements) -Comparing & contrasting writing and speaking -Writing (and compositional risks), descriptive writing -Oral presentation	-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 -Describe events -Grammar (irregular verbs, pronouns, possessives, adjectives, adverbs) -Comparing & contrasting writing and speaking -Oral presentation

Bi-Weekly Scope and Sequence

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WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment

1-2 SKILLS	LA.L.9-10. 1.,.2,.6 LA.W.9-10. 4,.5,.10 LA.SL.9-10. 1,.2,.4,.5 LA.RL.9-10.1 LA.RI.9-10 .1,.4,.7	-Archaeologists & historians -Reading: Ancient Inca and Aztecs (segue into Hispanic History) https://www.youtube.com/watch?v=i3kWJfkqT0g&t=27s https://www.youtube.com/watch?v=suRAVIndO4Y	-Vocabulary (frontload) - Writing authentic sentences with new vocabulary -Grammar: verb tense review, present perfect tense -Students create timelines	-Following 2-step directions -Using context clues to determine the meaning -Teacher and audio read aloud -Engagement in teacher-modeled processes	-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) -TO -post its/warm-ups/ exit tickets -graphic organizers -quick writes/ rough drafts -conferences
1-2 RESOURCES		Champion of Ideas (Blue Level Ch 21) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: How to Make a Mummy Talk, The Riddle of the Rosetta Stone esl-bits.net IXL			

			(Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
3-4 SKILLS	LA.L.9-10 .1,.2,.3 LA.W.9-10 .6,.7,.8,10 LA.SL.9-10 .1,.2,.3,.5 LA.RL.9-10 .1,.4	-Research on mummification -Sources: primary and secondary -Reading historical primary sources -Reading secondary sources https://www.youtube.com/watch?v=cqXHO7bTPnw	- Grammar: present perfect tense verbs -Writing connections (text/self, text/media, text/world) -Letter writing -Students represent information by creating a web	-Following multi-step directions -Engaged & participating in discourse -Teacher read aloud	-Students read aloud portions of text -Students read aloud & summarize portions of How to Make a Mummy Talk -Present perfect verb sentences -Turn & talk to partners -Partners share with partners	-TO Q & A for comprehension -Race Responses -Class Discussions -post its/warm-ups/ exit tickets -graphic organizers -quick writes/ rough drafts -conferenc

	LA.RI.9-10 .1,4,.9					es
3-4 RESOURCES		Champion of Ideas (Blue Level Ch 21) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: How to Make a Mummy Talk, The Riddle of the Rosetta Stone 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 .1,.3,.5,.6	-Reading Prehistoric People (paleoanthropologists and hominids) https://www.youtube.com/watch?v=2W5hOJaFjxU https://www.youtube.com/watch?v=	-Vocabulary (frontload) - Writing authentic sentences with new	-Listening and viewing film clips -	-Negative statements -Reflection on historical	-Participation -Short Answers -

	LA.W.9-10 .4,.5,6,7,.10 LA.SL.9-10 .1,.2,4.5,.6 LA.RL.9-10 .1,.9 LA.RI.9-10 .1,.4,.7	1k-NbUXUTsY https://www.youtube.com/watch?v=V3U5KkOYRkA	vocabulary -Grammar: negative statements -Note-taking	Listening to portions of the novel on audio	content -Discourse on novel	Responses to text -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 21) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: How to Make a Mummy Talk, The Riddle of the Rosetta Stone esl-bits.net IXL (Grammar) Internet (Vocabulary) Youtube (audio clips)			

			edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
7-8 **SKILLS**	LA.L.9-10 .1b,.3,.4,.6 LA.W.9-10 .4,.5,.8,.10 LA.SL.9-10 .1,.2,.4,.5,.6 LA.RL.9-10 .1,.4 LA.RI.9-10 .1,.4,.9	-The Kennewick Man https://www.youtube.com/watch?v=S0BJL4MXDcM https://www.youtube.com/watch?v=4EMWXA05wwc	-Vocabulary (frontload) - Writing authentic sentences with new vocabulary -Grammar: connecting clauses	- Students will follow multi-step directions - Students actively listen to each other to create a reader's theater scene	-Students will teach peers their vocabulary -Students will read aloud portions of text -Students will read their scenes	-Student organizer -TO on engagement & participation -Short Answers -Race Responses -Class Discussions -post its/warm-ups/ exit tickets -graphic organizers -quick writes/ rough drafts - conferences
		Champion of Ideas (Blue Level Ch	Supplemental			

7-8 **RESOURCES**		21) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Resources: Books: How to Make a Mummy Talk, The Riddle of the Rosetta Stone 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,.3,.5,.6 LA.W.9-10 .4,.5,.7,.10 LA.SL.9	-Have students filled out applications paper / online? -How is a memo different from a text or email? -Evaluation Week for Unit 1	- Students will write an application, a memorandum	- Students follow directions - Citing sources	-Students explain a communication process (how to email, text, TikTok, etc...) -Students ask questions to clarify teacher	-Student unit survey -Timeline completion -Race Responses -Graphic Organizer -TO

	-10 .1,.4,.5 LA.RL.9-10 .1,.4 LA.RI.9-10 .1,4,.9				expectations of assignments	
9 **RESOURCES**		Champion tester	Supplemental Materials: Books: How to Make a Mummy Talk, The Riddle of the Rosetta Stone esl-bits.net			

Career Awareness, Exploration, Preparation, and Training

Students will analyze the personal value of learning about history and how this knowledge leads to our present and future.

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.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.

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

Interdisciplinary Connections

The connection is direct to historical discovery and the science these discoveries render.

MA.N-RN	The Real Number System
3	Seeking Diverse Perspectives
	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
5	Presenting Arguments and Explanations