ESL 4 Unit 2

Content Area: **ESL**
Course(s): **ELA Grade 9, ELA Grade 10, ELA Grade 11, ELA Grade 12**
Time Period: **MP2**
Length: **45**
Status: **Published**

Unit Focus

The theme of this unit is "Encounters & Discoveries". Students will continue with their learning about the past, present, and future by looking at Europe's Age of Exploration (1400s & 1500s). The readings will encompass the Aztecs and the Spaniards. Sailing to new lands opens up an associated topic with shipwrecks and discoveries under the sea. Students will analyze texts for author objectivity or bias. What were encounters like for Native Americans and foreigners? What discoveries were found here in what is now the USA? What are new encounters like now?

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.9-10.9	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.9-10.2	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.9-10.8	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.9-10.2	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.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.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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 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 9-12.9	• authors may draw on and transform source materials in their works • source materials can be transformed in terms of historical/cultural contexts
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 9-12.2	• 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	• 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 • certain U.S. and global texts are seminal • we can evaluate the reasoning within the premises, purposes and arguments in seminal U.S. and global texts • 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 • 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 9-12.2	• 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,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 9-12.5	• 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 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
	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
5:	Language for Social Studies

Rationale, Transfer Goals, and Enduring Understandings

What compels people to explore? When does exploration turn greedy to covet raw materials, power, and control over indigenous people? Does this still happen? Do countries today try to conquer other lands and take them over? Is this right? Should other countries get involved with their opinions, their military, and their medical services? Also, new encounters --- new country, new school, new living arrangements, etc...These will be connected so students won't feel isolated (this is only happening to me). The connection will assist students' social and emotional well-being.

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
• What compels people to take over lands? (Reflect on Spanish and Aztec empires. Reflect current world Russia and Ukraine) • How are the character traits	• What ELA tier 3 vocabulary words will the student have to acquire to do well in school? • Readers use resources to	• Listening for understanding • Speaking for communication &

of government leaders the same and different? • Can humans explore an area without trying to change or conquer it? • When does help become interference or enabling?	determine the meaning of unknown words. • Students use formal academic language when speaking and writing. • Writers convey their ideas in different forms of writing. • Why did Europeans want new land? • How did smallpox affect indigenous people? (Reflect Covid) • What was happening in other parts of the world during the 14-1500s?	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
-Brainstorming -Strategies: word attack, definition/ connotation, think alouds -Marking up the text -Grammar (irregular verbs, future tense verbs, adjectives, conjunctions, punctuation) -Comparing & contrasting text -Reading information -Writing expository formal essays -Oral presentation -Research (independent & cooperatively)	-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 in 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 .1b,.2,.6 LA.W.9-10 .4,.5,.6,.10 LA.SL.9-10 .1,.1a,.1d,.3,.5 LA.RL.9-10 .1,.4 LA.RI.9-10 .1,.4,7	-Background on historical timeframe: What happens when two different groups meet? - Articles on English, French, and Spanish landing in what is now the USA and meeting indigenous people. https://www.youtube.com/watch?v=-8jT6qpR96k	-Vocabulary (frontload) - Writing authentic sentences with new vocabulary -Pre-reading activity -Grammar: irregular verbs, future tense verbs, adjectives, conjunctions, punctuation, idiomatic language -Expository writing	- Following 2-step directions -Using context clues to determine the meaning - Teacher and audio read aloud - Teacher modeled - 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		Champion of Ideas (Blue Level Ch 22) Champion of Ideas Writer & Audio	Supplemental Resources: Books: The Sad Night,			

RESOURCES		disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Life in the Time of Moctezuma 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 .1b,.3,.4,.6 LA.W.9-10 .6,.7,.8,.10 LA.SL.9-10 .1,.2,.4,.5 LA.RL.9	-Native American Indians -Aztecs & Spaniards (fall of Aztec Empire) -Reading class informational texts https://www.youtube.com/watch?v=i3kWJfkqT0g	-Writing short research for class sharing -Creating resource charts	-Following multi-step directions -Engaged & participating in discourse -Teacher read aloud	-Presenting various Native American cultures to peers -Discourse on teacher read aloud -Turn & talk to partners -Partners	-TO Q & A for comprehension -Grammar practice -Comprehension per text -post its/warm-ups/ exit tickets -graphic organizers -quick

	-10 .6,.9 LA.RI.9-10 .4,.7,.8,.9				share with partners -Share research with peers	writes/ rough drafts - conferences
3-4 RESOURCES		Champion of Ideas (Blue Level Ch 22) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: 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,.5,.6 LA.W.9-10 .7,.8,.10	-Background building; explorers from the African continent -Explorers from Africa (Ibn Buttuta) https://www.youtube.com/watch?v=oCqMjSKxPHM	-Notetaking about African explorer	-Following multi-step directions -Engaged & participa	-Students retell main idea and details after listening	-Participation -Short Answers -Race Responses -Class Discussion

	LA.SL.9-10 .1,.3,.5,.6 LA.RL.9-10 .1,.4,6,.9 LA.RI.9-10 .1,.4,.9			ting in discourse - Teacher read aloud		s -TO -post its/warm-ups/ exit tickets -graphic organizers -quick writes/ rough drafts - conferences
5-6 RESOURCES		Champion of Ideas (Blue Level Ch 22) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: The Journey of Ibn Battutta IXL (Grammar) Internet (Vocabulary) Youtube (audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			

7-8 **SKILLS**	LA.L9-10 .1b,.3,.4,.6 LA.W.9-10 .4,.5,.8.10 LA.SL.9-10 .1,.2,.3,.4,.5 LA.RL.9-10 .1,.4,.6 LA.RI.9-10 .4,.7,.8,.9	-Background building; for ships lost at sea - Searching for underwater treasure. -Titanic missing vessel https://www.youtube.com/watch?v=eRqOJnOZGV0 -Holidays		- Students will follow multi-step directions - Students actively listen to each other to create a readers theater a scene	- Students pair / share after watching video (Finding the Titanic)	-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
7-8 **RESOURCES**		Champion of Ideas (Blue Level Ch 22) Champion of Ideas Writer & Audio disc Interactive Notebook (teacher created) Newsela Smartboard, Camera, miscellaneous paper & pens	Supplemental Resources: Books: Shipwreck Detective, Titanic submarine vessel IXL (Grammar) Internet (Vocabulary) Youtube			

			(audio clips) edpuzzle Commonlit Wizer.me liveworksheets.com blooket quizlet openAI			
9 **SKILLS**	LA.L.9-10 .1b,.6 LA.W.9-10 .4,.5,.8,.10 LA.SL.9-10 .1,.2,.3,.5 LA.RL.9-10 .1,.4 LA.RI.9-10 .4,7,.8,.9	-Evaluation Week for Unit 2	- Students will write an essay about what they have learned from this unit (teacher-created criteria and model provided)	- Students follow directions	-Student discourse about what they infer from the timeline - Students ask questions to clarify teacher expectations of assignments	-Student unit survey -Graphic Organizer -TO -Studens create a min-lesson on grammar
		Champion tester	Supplemental Materials: Teacher			

9 **RESOU RCES**			created			

Career Awareness, Exploration, Preparation, and Training

Students will determine what came first : Interest in knowledge for knowledge sake OR Greed -- what can "I" get from other people. Do we do this today? Use people? How can we avoid being used? Knowledge is power: to choose, to decide, to act.

PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
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.4	Evaluate individual and family needs for insurance protection using opportunity-cost analysis.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
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

Students will be using basic math subtracting past dates from the present date to think about how far we have come in a period of time. (Timelines). Assessing different perspectives -- the conquerors and the conquered. Does it still happen? Why doe it happen (then / now)?

This unit will be partially in the Hispanic Heritage timeframe and going into Anti-Bullying. (Is Putin a bully?) Are all leaders bullies? How can you tell?

MA.N-RN	The Real Number System
3	Seeking Diverse Perspectives
5	Presenting Arguments and Explanations
1.5.2.Pr6	Conveying meaning through art.
1.3C.12nov.Cn	Connecting