

**Ocean Academy Charter High School
ESL - Intermediate Curriculum Guide
Grade 9 to 12**



Adopted:	August 2025
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Ocean Academy Charter High School English As A Second Language Curriculum	
Content Area: ESL Intermediate Grammar/Reading and Writing	
Course Title: ESL	Level of English Proficiency: Intermediate
Unit 1 Dreams, Inventions, Society, International Culture, Fairy Tales	20 days
Unit 2 Weather, Personality, Human Nature, Slavery	25 days
Unit 3 Holocaust, Genocide, Freedom, Travel, Sports, Biographies	25 days
Unit 4 Food, American Culture, Careers, Occupations	20 days

Philosophy

The English as a Second Language (ESL) curriculum is a comprehensive, standards-based program designed to support Multilingual Learners in developing proficiency in academic English. Grounded in the WIDA English Language Development (ELD) Standards, the program aims to equip students with the language skills necessary to access grade-level content and transition successfully into mainstream classrooms.

At the heart of the program is a focus on the four key language domains: listening, speaking, reading, and writing. Through consistent, purposeful engagement with a wide range of fiction and nonfiction texts, students develop the ability to comprehend, analyze, and express ideas across academic subjects. ESL teachers select and adapt materials carefully to match students' English Language Proficiency (ELP) levels, ensuring that instruction is both accessible and challenging.

While many multilingual learners acquire conversational or informal English quickly, they often struggle with the academic language required for success in content-area classes. This program addresses that gap by explicitly teaching the vocabulary, grammar, and discourse patterns essential for learning across disciplines. Lessons are intentionally structured to provide frequent exposure to grade-level academic English, while offering models of standard usage to build students' confidence and competence.

Throughout the course, students are encouraged to interact with texts and tasks in meaningful ways that promote critical thinking and language development. The ultimate goal of the ESL program is to empower multilingual learners with the tools, strategies, and self-assurance they need to achieve academic success and thrive in an English-speaking learning environment.

[WIDA ELD Standards](#)

Proficiency Level Descriptors

The Proficiency Level Descriptors apply to all units depending on student proficiency levels.

Grades 9 - 12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing) *Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with prepositional phrases (<i>the chemical element with the symbol H</i>)	expanded noun groups with embedded clauses (<i>chemical element that has these physical properties</i>)	expanded noun groups with a variety of embedded clauses (<i>chemical element with the symbol Na and an atomic number 11 that ...</i>)	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers (<i>the chemical element with the symbol H and atomic number 1</i>)	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	multiple related simple sentences (<i>All people have needs and wants. This is called demand.</i>)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>All people have needs and wants and it's called demand.</i>)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>All people have needs and wants but there are only limited...</i>)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>Whenever there is an increased demand, the prices go up.</i>)	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (<i>Despite the obvious problems with equity, some people...</i>)	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area (<i>Interest rates are controlled by the Federal Reserve Bank, although some would argue...</i>) with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a growing number of words and phrases in a variety of contexts (<i>sit tight for the announcements, in this novel</i>)	an expanding number of words and phrases including idioms and collocations (<i>to make a long story short</i>)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (<i>within seconds</i>)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>division of power versus long division</i>)	strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>tumultuous and catastrophic events</i>)	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas (<i>stares, hesitates, agonizes and finally...</i>)

Grades 9 -12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing) *Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short text that conveys intended purpose using predictable organization (paragraph openers: <i>First...</i> , <i>Finally</i> , <i>In November</i> , <i>Plant cells have...</i>)	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (demonstratives: <i>these five rules</i>)	an expanding number of types of elaboration (adding classifiers: <i>Roman empire</i>)	a variety of types of elaboration (adding in embedded clauses after the noun: <i>ancient kingdoms which were buried by ash</i>)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences with emerging use of clauses (<i>Bolivia is in South America. It's a home to...</i>)	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions (<i>Bolivia is in South America and it's a home to...</i>)	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas (<i>Democracy was established in the 1980s, yet, leaders...</i>)	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Although the northern part of...</i>)	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area (<i>Despite the country's suffering...</i>)	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area (<i>Even though Spanish is the official language, several indigenous languages are spoken.</i>)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a growing repertoire of words and phrases with growing precision (<i>mitosis, symbiotic relationships</i>)	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision (<i>miss the boat</i>)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>by exploring cultures, later that day</i>)	a variety of words and phrases, including evaluation and obligation, with precision (<i>we shall overcome</i>)	a wide variety of words and phrases with precision (<i>the dictator ruled with terror</i>) according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases (<i>marveled at the Eiffel Tower</i>) according to the genre, purpose, and discipline

Ocean Academy Charter High School Overview

Content Area: Multilingual Learners

Unit Title: Level Intermediate - Unit 1 <i>Dreams, Inventions, Society, International Culture, Fairy Tales</i>	Duration: 20 days (90 minute classes)						
Grade Level: 9-12							
Introduction/Unit Focus:							
Table 1-1: WIDA ELD Standards Statements <table><tr><th>WIDA ELD Standards Statements</th></tr><tr><td>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</td></tr><tr><td>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</td></tr><tr><td>English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics</td></tr><tr><td>English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science</td></tr><tr><td>English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</td></tr></table>		WIDA ELD Standards Statements	English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts	English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics	English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science	English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies
WIDA ELD Standards Statements							
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English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science							
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies							
Language Expectations, Functions, and Features							
Standards	Key Language Uses Multilingual Learners Will...						
Standard 1: Social and Instructional Language	ELD-SI.4-12.Narate ● Share ideas about one’s own and others’ lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Recount and restate ideas to sustain and move dialogue forward ELD-SI.4.4-12.Inform ● Report on explicit and inferred characteristics, patterns, or behavior ● Describe the parts and wholes of a system ● Sort, clarify, and summarize relationships						

	- Summarize most important aspects of information ELD-SI.4-12.Explain - Generate and convey initial thinking - Follow and describe cycles and sequences of steps or procedures and their causes and effects ELD-SI.4-12.Argue - Support or challenge an opinion, premise, or interpretation - Clarify and elaborate ideas based on feedback
Standard 2: Language for Language Arts	ELD-LA.9-12.Narrate.Expressive <i>Orient the audience to context and one or multiple point(s) of view through...</i> - A variety of sentence types to introduce the context <i>Develop and describe characters and their relationships over a progression of experiences or events through...</i> Action verbs to describe character behaviors - Complex sentences to establish context and characters - Additional word choices to express character's feelings, appreciation, or judgment - Cohesive devices <i>Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through...</i>
	- A variety of short and complex sentence structures to pace the narrative <i>Engage and adjust for the audience through...</i> - Word choices to advance mood and to describe author's purpose ELD-LA.9-12.Inform.Expressive <i>Construct informational texts in language arts that...</i> <i>Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through...</i> - Adjectives and adverbs to answer questions about quantity, size, shape, manner - Visual representations to support key details
Standard 3: Language for Mathematics	ELD-MA.9-12.Explain.Expressive <i>Multilingual learners use language to construct mathematical explanations that</i> <i>Introduce a concept or entity through...</i> - Generalized nouns to add precision to discussion <i>Describe data and/or approach to solve a problem through...</i> - Imperative verbs - Visual data displays

Standard 4: Language for Science	ELD-SC.9-12.Explain.Expressive <i>Construct scientific explanations that Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through...</i> ● Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon ● Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
Standard 5: Language for Social Studies	ELD-SS.9-12.Explain.Expressive <i>Construct social studies explanations that Introduce and contextualize multiple phenomena or events through...</i> ● A variety of structures to define phenomena or events
Supporting Standards	
RL.CR.9–10.1.	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.9–10.2. RL.CI.11–12.2.	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.TS.9–10.4.	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
RL.TS.11–12.4.	Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RL.IT.9–10.3.	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
RL.IT.11–12.3.	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.TS.9–10.4.	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
RI.TS.11–12.4.	Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RL.PP. 9–10.5.	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RL.PP.11–12.5.	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RI.PP.9–10.5.	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
RI.PP.11–12.5	

	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RL.MF.9–10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
RL.MF.11–12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).
SL.PE.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. 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. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.
SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

	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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.II.9–10.2. SL.II.11–12.2. I	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. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.PI.9–10.4. SL.PI.11–12.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.AS.9–10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SL.AS.11–12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
W.AW.9–10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding paragraph or section that supports the argument presented. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the
W.AW.11–12.1.	

	audience's knowledge level, concerns, values, and possible biases. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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. 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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2.	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. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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. 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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.SE.9–10.6. W.SE.11–12.6.	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).
W.RW.9–10.7. W.RW.11–12.7.	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. 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.
L.SS.9–10.1. L.SS.11–12.1.	Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure. 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. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions.
L.KL.9–10.2.	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. 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. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension

	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VL.9–10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. 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). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VL.11–12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing

	flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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New Jersey Student Learning Standards: Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Primary Interdisciplinary Connections <u>2020 NJSLS Social Studies</u>	
<i>Core Ideas</i>	<i>Performance Expectations (Identified with Standard Number and statement)</i>
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution and culture.	6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets and affected the environment in New Jersey and the nation.
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation <u>Career Readiness, Life Literacies, and Key Skills NJSLS (June 2020)</u> Career Readiness, Life Literacies, and Key Skills Practices <i>Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.</i> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	
<i>Core Ideas</i>	<i>Performance Expectations (Identified with Standard Number and statement)</i>
• Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange and consume data with minimal human intervention. • Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change. Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange and consume data with minimal human intervention. • Technologies such as Artificial Intelligence (AI) and blockchain	9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection. 9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

can help minimize the effect of climate change.	
<i>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</i>	<i>9.4.12.GCA.1: Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural). 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).</i>
<i>In order for members of our society to participate productively, information needs to be shared accurately and ethically. In order for members of our society to participate productively, information needs to be shared accurately and ethically.</i>	• <i>9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.</i> • <i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.</i> • <i>9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.</i> • <i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.</i>
<i>Accurate information may help in making valuable and ethical choices.</i>	<i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.</i>
New Jersey Student Learning Standards: Computer Science and Design Thinking	
<i>Core Ideas</i>	<i>Performance Expectations (Identified with Standard Number and statement)</i>
<i>Individuals select digital tools and design automated processes to collect, transform, generalize, simplify and present large data sets in different ways to influence how other people interpret and understand the underlying information.</i>	<i>8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.</i>
• <i>Development and modification of any technological system needs to take into account how the operation of the system will</i>	<i>8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation and propose an innovative sustainable solution</i>

affect natural resources and ecosystems. - Impacts of technological systems on the environment need to be monitored and must inform decision-making. - Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.	
- Engineering design is a complex process in which creativity, content knowledge, research and analysis are used to address local and global problems. - Decisions on trade-offs involve systematic comparisons of all costs and benefits and final steps that may involve redesigning for optimization.	<i>8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.</i> <i>8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.</i> <i>8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.</i> <i>8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs and aesthetic and ethical considerations and share this information with an appropriate audience.</i>
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	<i>8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).</i> <i>8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).</i>
Accurate information may help in making valuable and ethical choices.	<i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.</i>
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

Evidence of Student Learning	
Performance Tasks/Use of Technology: Kahoot activities Interactive Whiteboard activities Quizlet Instructional and cultural YouTube videos Google docs/drive to share work with teacher Online speaking and listening activities ESL websites Language acquisition websites Brainpop Google Translate Google Images	Assessments Formative ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● IRN (Interactive Reader Notebook) ● Homework/Classwork ● Journals ● Quizzes ● Oral Reading ● OEQ Discussion/Participation ● Language Handbook ● Writing: Personal Narrative Summative ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Writing - Narrative Benchmark ● SGO Assessment ● State Standardized Assessments (WIDA/W-APT) Alternative ● Ongoing assessment of skills ● Unit Project- About me ● Unit Portfolio
Knowledge and Skills	
Content	Skills
Provide students with an overview of reading selections from the content areas of social studies, science and English. Critical reading and writing strategies and content area vocabulary are emphasized. The reading selections for the course include a variety of short stories and poems chosen from classic, contemporary, and multicultural sources	Preview, make predictions, summarize and draw conclusions through textual evidence. Analyze plot, conflict, setting, and characters. Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words. Use first language to enhance vocabulary development

and may be adapted for greater comprehension. Students will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written. Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work augmented with teacher chosen lessons. Verbal and aural skills will be addressed in both skills related lessons and integrated into other units of study. Use listening activities to strengthen comprehension and meaning.	Practice pronunciation of minimal pairs
Instructional Plan	
Suggested Activities	Resources
Class discussions Partner activities Cooperative learning Oral reading Read simplified or adapted texts from various genres Journal writing Writing assignments - Responding to reading Short narratives Descriptive writing Mini grammar lessons Brainpop activities Activities to distinguish between similar sounding words Cultural & instructional Youtube videos Identify cultural aspects of various holidays and traditions Compare and contrast cultures and norms Investigate how dreams lead to innovation Show how society's needs become today's inventions Compare and contrast fairy tales and folktales from different cultures Aural activities / read alouds /role plays	Instructional Materials Supplemental Materials Intervention Materials True Stories series What a World series What a Life series Weaving it Together series Hot Topics series Strategic Reading English for the Spanish Speaker OPD dictionary and workbook Oxford Bookworm readers Oxford Dominoes readers Brainpop Easy News Student News ReadWorks ReadTheory Videos System 44 Rosetta Stone Commonlit
Suggested Options for Differentiation	

Special Education

- Flexible Grouping
- Graphic Organizers
- Scaffolded Questioning
- Model directions and provide gestures to increase understanding
- Visuals
- Pre-teaching vocabulary
- Sentence starters
- Writing frames
- Conversation frames
- Translation applications
- Yes/No questions (LEP 1 &2)
- Word Banks
- Simplified directions
- Modeling
- Multi-Sensory Instruction
- Flexible Grouping
- Graphic Organizers
- Tiered Activities
- Visual Cues/Models
- Technology Integration
- Assistive Technology

Students with 504 Plans

- Multi-Sensory Instruction
- Flexible Grouping
- Graphic Organizers
- Tiered Activities
- Visual Cues/Models
- Technology Integration

Gifted and Talented

- Student Choice Activities
- Extension activities
- Opportunities for Critical Thinking
- Provide students with more advanced learning activities, not more of the same activity.
- Multi-Sensory Instruction
- Flexible Grouping
- Graphic Organizers
- Tiered Activities
- Visual Cues/Models
- Technology Integration

Students at Risk of School Failure

- Identify and dispel stereotypes
- Provide social/emotional support
- Respect cultural traditions

- Create a nurturing environment with structured routines
- Extended Time
- Multi-Sensory Instruction
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Modified Assignments
- Gradual Release Model
- Preferential Seating
- Brain Breaks
- Visual Cues/Models
- Technology Integration

Multilingual Learners

- Multi-Sensory Instruction
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Manipulatives
- Build Background/Vocabulary
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provide students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged

- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

Supplemental textbook resources

Teacher created presentations

Individual whiteboards

Target language videos/listening activities

Ocean Academy Charter High School Overview

Content Area: Multilingual Learners

Unit Title: Level: Intermediate - Unit 2
Weather, Personality, Human Nature, Amistad

Duration: 25 days (90 minutes)

Table 1-1: WIDA ELD Standards Statements

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

Language Expectations, Functions, and Features

Standards

Key Language Uses

Standard 1: Social and Instructional Language	ELD-SI.4-12.Narate ● Share ideas about one’s own and others’ lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Recount and restate ideas to sustain and move dialogue forward ELD-SI.4.4-12.Inform ● Report on explicit and inferred characteristics, patterns, or behavior ● Describe the parts and wholes of a system ● Sort, clarify, and summarize relationships ● Summarize most important aspects of information ELD-SI.4-12.Explain ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ELD-SI.4-12.Argue ● Support or challenge an opinion, premise, or interpretation ● Clarify and elaborate ideas based on feedback
Standard 2: Language for Language Arts	ELD-LA.9-12.Narrate.Expressive <i>Orient the audience to context and one or multiple point(s) of view through...</i> ● A variety of sentence types to introduce the context <i>Develop and describe characters and their relationships over a progression of experiences or events through...</i> ● Action verbs to describe character behaviors ● Complex sentences to establish context and characters ● Additional word choices to express character’s feelings, appreciation, or judgment ● Cohesive devices <i>Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through...</i> ● A variety of short and complex sentence structures to pace the narrative <i>Engage and adjust for the audience through...</i> ● Word choices to advance mood and to describe author’s purpose ELD-LA.9-12.Inform.Expressive <i>Construct informational texts in language arts that... Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through...</i>

	• Adjectives and adverbs to answer questions about quantity, size, shape, manner • Visual representations to support key details
Standard 3: Language for Mathematics	ELD-MA.9-12.Explain.Expressive <i>Multilingual learners use language to construct mathematical explanations that</i> <i>Introduce a concept or entity through...</i> • Generalized nouns to add precision to discussion <i>Describe data and/or approach to solve a problem through...</i> • Imperative verbs • Visual data displays
Standard 4: Language for Science	<i>Construct scientific explanations that Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through...</i> • Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon • Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
Standard 5: Language for Social Studies	ELD-SS.9-12.Explain.Expressive <i>Construct social studies explanations that</i> <i>Introduce and contextualize multiple phenomena or events through...</i> • A variety of structures to define phenomena or events
Supporting Standards	
RL.CR.9–10.1.	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.9–10.2.	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by

RL.CI.11–12.2.	specific details; provide an objective summary of the text. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.TS.9–10.4. RL.TS.11–12.4.	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RL.IT.9–10.3. RL.IT.11–12.3.	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.TS.9–10.4. RL.TS.11–12.4.	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic

	impact.
RL.PP. 9–10.5. RL.PP.11–12.5.	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.MF.9–10.6. RL.MF.11–12.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
SL.PE.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. 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. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.PE.11–12.1.	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.II.9–10.2. SL.II.11–12.2. I	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. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.PI.9–10.4.	Present information, findings, and supporting evidence

SL.PI.11–12.4	clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.AS.9–10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SL.AS.11–12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
W.AW.9–10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.AW.11–12.1.	Provide a concluding paragraph or section that supports the argument presented. Write arguments to support claims in an analysis of

	substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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. 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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate

W.IW.11–12.2.	to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 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. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.WP.9–10.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks;

W.WP.11–12.4	seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.SE.9–10.6. W.SE.11–12.6.	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).
W.RW.9–10.7. W.RW.11–12.7.	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. 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.
L.SS.9–10.1. L.SS.11–12.1.	Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure. 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. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions.
L.KL.9–10.2.	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when

L.KL.11–12.2.	reading, writing, speaking or listening. 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. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 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. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.9–10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Analyze the cumulative impact of specific word

L.VL.11–12.3.	choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VL.9–10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or

L.VL.11–12.3.	function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). A. 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). B. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
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context or in a dictionary)

New Jersey Student Learning Standards: Interdisciplinary Connections

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

- Address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

Primary Interdisciplinary Connections

[2020 NJSL Social Studies](#)

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution and culture.

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets and affected the environment in New Jersey and the nation.

9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

[Career Readiness, Life Literacies, and Key Skills NJSL \(June 2020\)](#)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
• Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange and consume data with minimal human intervention. • Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change. Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange and consume data with minimal human intervention. • Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection. 9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
<i>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</i>	<i>9.4.12.GCA.1: Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).</i> <i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).</i>
<i>In order for members of our society to participate productively, information needs to be shared accurately and ethically. In order for members of our society to participate productively, information needs to be shared accurately and ethically.</i>	• <i>9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.</i> • <i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.</i> • <i>9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.</i> • <i>9.4.12.IML.6: Use various types of media to produce and store information on climate change</i>

	<i>for different purposes and audiences with sensitivity to cultural, gender and age diversity.</i>
<i>Accurate information may help in making valuable and ethical choices.</i>	<i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.</i>
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	<i>Performance Expectations (Identified with Standard Number and statement)</i>
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify and present large data sets in different ways to influence how other people interpret and understand the underlying information.	<i>8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.</i>
• Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. • Impacts of technological systems on the environment need to be monitored and must inform decision-making. • Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.	<i>8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation and propose an innovative sustainable solution</i>
• Engineering design is a complex process in which creativity, content knowledge, research and analysis are used to address local and global problems. • Decisions on trade-offs involve systematic comparisons of all costs and benefits and final steps that may involve redesigning for optimization.	<i>8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.</i> <i>8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.</i> <i>8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.</i>

	8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs and aesthetic and ethical considerations and share this information with an appropriate audience.
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics). 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

Evidence of Student Learning

Performance Tasks/Use of Technology: Kahoot review Interactive Whiteboard activities Quizlet Instructional and cultural YouTube videos Google docs/drive to share work with teacher Online speaking and listening activities ESL websites Language acquisition websites Brainpop Google Translate Google Images	Assessments Formative ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● IRN (Interactive Reader Notebook) ● Homework/Classwork ● Journals ● Quizzes ● Oral Reading ● OEQ Discussion/Participation ● Language Handbook ● Writing: Personal Narrative Summative ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Writing Benchmark ● SGO Assessment ● State Standardized Assessments (WIDA/W-APT) Alternative - ● Ongoing assessment of skills ● Unit Project- Create a Story
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	• Unit Portfolio
Knowledge and Skills	
Content	Skills
Provide students with an overview of reading selections from the content areas of social studies, science and English. Critical reading and writing strategies and content area vocabulary are emphasized. The reading selections for the course include a variety of short stories and poems chosen from classic, contemporary, and multicultural sources and may be adapted for greater comprehension. Students will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written. Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work augmented with teacher chosen lessons. Verbal and aural skills will be addressed in both skills related lessons and integrated into other units of study. Use listening activities to strengthen comprehension and meaning.	Pronounce English words more clearly Increase oral reading skills Use prior knowledge and visuals to make predictions Draw conclusions based on textual evidence Use context clues to further understanding Analyze plot, conflict, setting, and characters. Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.
Instructional Plan	
Suggested Activities	Resources
Read simplified or adapted texts Compare / contrast information from various sources Research weather patterns, or other current phenomena relating to the content areas Create a poster or display Read various material on personality and human nature for the purpose of analysis, comparison, and understanding of human nature. Read about slavery and its impact Class discussions Partner activities Cooperative learning activities Oral reading Interactive	YouTube (culture videos) What a World series What a Life series True Stories series Weaving it Together series English for the Spanish Speaker series Oxford Bookworms readers Oxford Dominoes readers Brainpop Easy English News Student News System 44 Rosetta Stone Commonlit

Journal Grammar lessons to enhance writing skills Writing activities: Narrative pieces Summarize Reading response Brainpop activities Aural activities / role play /read alouds	
Suggested Options for Differentiation	
<i>Special Education</i> ● Chunking Information ● Scaffolded Questioning ● Visual Cues/Models ● Model directions and provide gestures to increase understanding ● Visuals ● Pre-teaching vocabulary ● Sentence starters ● Writing frames ● Conversation frames ● Translation applications ● Yes/No questions (LEP 1 &2) ● Word Banks ● Simplified directions ● Modeling ● Multi-Sensory Instruction ● Flexible Grouping ● Graphic Organizers ● Tiered Activities ● Visual Cues/Models ● Technology Integration <i>504 Plans</i> ● Multi-Sensory Instruction ● Flexible Grouping ● Graphic Organizers ● Tiered Activities ● Visual Cues/Models ● Technology Integration <i>Gifted and Talented</i> ● Student Choice Activities ● Opportunities for Critical Thinking ● Acceleration of content/skills ● Extension activities ● Multi-Sensory Instruction ● Flexible Grouping ● Graphic Organizers ● Tiered Activities ● Visual Cues/Models	

- Technology Integration

Students at Risk of School Failure

- Assign peer tutor
- Allow students to demonstrate knowledge through alternative assessments
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide access to computers, magazines, newspapers, and books so students can work with printed materials
- Extended Time
- Multi-Sensory Instruction
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Modified Assignments
- Gradual Release Model
- Preferential Seating
- Brain Breaks
- Visual Cues/Models
- Technology Integration
- Assistive Technology

ELL Students:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Modify learning activities and assessments using the WIDA Can-Do Descriptors
- Allow answers to be given orally or dictated
- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Screen reader
- Audio
- Audio speed
- Audio highlight
- Supplemental language
- Spanish cognates
- Visual glossaries
- Speaking frames
- Sentence frames
- Technology Integration
- Build Background/Vocabulary

- Visual Cues/Models
- Multi-Sensory Instruction
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Gradual Release Model
- Visual Cues/Models
- Technology Integration
- Additional: Leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, student choice activities, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention.

Core Instructional and Supplemental Materials

Supplemental textbook resources

Teacher created presentations

Individual whiteboards

target language videos/listening activities

Teacher Notes:

Level: Intermediate - Unit 3
Holocaust, Biographies, Genocide,
Freedom, Travel, Sports, Biographies

Duration: 50 days (84 minute class periods)

Table 1-1: WIDA ELD Standards Statements

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

Language Expectations, Functions, and Features

Standard 1: Social and Instructional Language	ELD-SI.4-12.Narrate ● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Recount and restate ideas to sustain and move dialogue forward ELD-SI.4.4-12.Inform ● Report on explicit and inferred characteristics, patterns, or behavior ● Describe the parts and wholes of a system ● Sort, clarify, and summarize relationships ● Summarize most important aspects of information ELD-SI.4-12.Explain ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ELD-SI.4-12.Argue ● Support or challenge an opinion, premise, or interpretation ● Clarify and elaborate ideas based on feedback
Standard 2: Language for Language	ELD-LA.9-12.Narrate.Expressive <i>Orient audience to context and one or multiple point(s) of</i>

Arts	<i>view through...</i> • A variety of sentence types to introduce the context <i>Develop and describe characters and their relationships over a progression of experiences or events through...</i> • Action verbs to describe character behaviors • Complex sentences to establish context and characters • Additional word choices to express character's feelings, appreciation, or judgment • Cohesive devices <i>Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through...</i> • A variety of short and complex sentence structures to pace the narrative <i>Engage and adjust for audience through...</i> • Word choices to advance mood and to describe author's purpose ELD-LA.9-12.Inform.Expressive <i>Construct informational texts in language arts that...</i> <i>Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through...</i> • Adjectives and adverbs to answer questions about quantity, size, shape, manner • Visual representations to support key details
Standard 3: Language for Mathematics	ELD-MA.9-12.Explain.Expressive <i>Multilingual learners use language to construct mathematical explanations that</i> <i>Introduce a concept or entity through...</i> • Generalized nouns to add precision to discussion <i>Describe data and/or approach to solve a problem through...</i> • Imperative verbs • Visual data displays
Standard 4: Language for Science	ELD-SC.9-12.Explain.Expressive <i>Construct scientific explanations that</i> <i>Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through...</i> • Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon • Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
Standard 5: Language for Social	ELD-SS.9-12.Explain.Expressive <i>Construct social studies explanations that</i>

Studies	<i>Introduce and contextualize multiple phenomena or events through...</i> • A variety of structures to define phenomena or events
Supporting Standards	
RL.CR.9–10.1.	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.9–10.2.	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.CI.11–12.2.	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.TS.9–10.4.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.TS.11–12.4.	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
	Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.IT.9–10.3.	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
RL.IT.11–12.3.	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.TS.9–10.4.	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
RI.TS.11–12.4.	Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RL.PP. 9–10.5.	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RL.PP.11–12.5.	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RI.PP.9–10.5.	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
RI.PP.11–12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RL.MF.9–10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

	discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.II.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.
SL.II.11–12.2. I	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.PI.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.
SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.AS.9–10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SL.AS.11–12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
W.AW.9–10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and

W.AW.11–12.1.

relevant and sufficient textual and non-textual evidence.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a style and tone appropriate to the

	information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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. 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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

	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).
W.RW.9–10.7. W.RW.11–12.7.	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. 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.
L.SS.9–10.1. L.SS.11–12.1.	Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure. 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. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions.
L.KL.9–10.2.	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. 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. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to

L.KL.11–12.2.	comprehension or expression. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 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. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.9–10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. F. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. G. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). H. 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). I. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. J. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VL.11–12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12

	reading and content, including technical meanings, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VL.9–10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. F. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. G. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). H. 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). I. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. J. Verify the preliminary determination of the meaning

L.VL.11–12.3.	of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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New Jersey Student Learning Standards: Interdisciplinary Connections

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

- Address and discuss whose voice is missing from texts/documents/visual/media representations

and materials used in class. - Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate. - Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights. - Investigate the roles and responsibilities of citizenship, including creating positive social change.	
Interdisciplinary Connections	
<u>2020 NJSL Social Studies</u>	
<i>Core Ideas</i>	<i>Performance Expectations (Identified with Standard Number and Statement)</i>
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution and culture.	6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets and affected the environment in New Jersey and the nation.
<i>9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation</i> <u>Career Readiness, Life Literacies, and Key Skills NJSL (June 2020)</u> Career Readiness, Life Literacies, and Key Skills Practices <i>Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.</i> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	
<i>Core Ideas</i>	<i>Performance Expectations (Identified with Standard Number and Statement)</i>
- Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange and consume data with minimal human intervention. - Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change. Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate,	9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

exchange and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	
<i>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</i>	<i>9.4.12.GCA.1: Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural). 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).</i>
<i>In order for members of our society to participate productively, information needs to be shared accurately and ethically. In order for members of our society to participate productively, information needs to be shared accurately and ethically.</i>	<i>9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.</i> <i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity. 9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately.</i> <i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.</i>
<i>Accurate information may help in making valuable and ethical choices.</i>	<i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.</i>
New Jersey Student Learning Standards: Computer Science and Design Thinking	
<i>Core Ideas</i>	<i>Performance Expectations (Identified with Standard Number and Statement)</i>
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify and present large data sets in different ways to influence how other people interpret and understand the underlying information.	<i>8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.</i>

• Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. • Impacts of technological systems on the environment need to be monitored and must inform decision-making. • Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.	<i>8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation and propose an innovative sustainable solution</i>
• Engineering design is a complex process in which creativity, content knowledge, research and analysis are used to address local and global problems. • Decisions on trade-offs involve systematic comparisons of all costs and benefits and final steps that may involve redesigning for optimization.	• <i>8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.</i> • <i>8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.</i> • <i>8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.</i> • <i>8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs and aesthetic and ethical considerations and share this information with an appropriate audience.</i>
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	<i>8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).</i> <i>8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).</i>
Evidence of Student Learning	
Performance Tasks/Use of Technology:	Assessments

Kahoot review Interactive Whiteboard activities Quizlet Instructional and cultural YouTube videos Google docs/drive to share work with teacher Online speaking and listening activities ESL websites Language acquisition websites Brainpop Google Translate Google Images	Formative ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● IRN (Interactive Reader Notebook) ● Homework/Classwork ● Journals ● Quizzes ● Oral Reading ● OEQ Discussion/Participation ● Language Handbook ● Writing: Personal Narrative Summative ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Writing - Biographical Narrative Interview Benchmark ● SGO Assessment ● State Standardized Assessments (WIDA/W-APT) Alternative ● ongoing assessment of skills ● Unit Project- Hero ● Unit Portfolio
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Knowledge and Skills

Content	Skills
Provide students with an overview of reading selections from the content areas of social studies, science and English. Critical reading and writing strategies and content area vocabulary are emphasized. The reading selections for the course include a variety of short stories and poems chosen from classic, contemporary, and multicultural sources and may be adapted for greater comprehension. Students will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written. Enhance verbal skills through conversation and specific verbal tasks. Use listening activities to	Identify chronological order. Preview, make predictions, summarize and draw conclusions through textual evidence. Use technology to research something. Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words. Use vocabulary associated with the content areas

strengthen comprehension and meaning.	
Instructional Plan	
Suggested Activities	Resources
Research a famous person relating to topic of study (Holocaust, sports, Black History Month, Women's History Month.) Research Olympic sports, unusual sports, or other current phenomena relating to the content areas Create a powerpoint or display Journal writing Explain, analyze and evaluate reading selections Read alouds / role plays Explain idiomatic expressions Class discussions Read simplified or adapted texts Read informational texts from different content areas Partner activities Cooperative learning activities Oral reading Writing assignments - Respond to reading Persuasive writing Narrative writing Grammar mini lessons Brainpop activitie	Supplemental resources True Stories series What a World series What a Life series Weaving it Together series Hot Topics series Strategic Reading Supplemental resources Google Applications English for the Spanish Speaker OPD dictionary and workbook Oxford Bookworm readers Oxford Dominoes readers Brainpop Ted Ed lessons ReadWorks ReadTheory Student News Easy English News Videos System 44 Rosetta Stone Commonlit
Options for Differentiation	
<i>Special Education</i> ● Have student repeat directions to check for understanding ● Allow for extended time ● Frequently check for understanding ● Highlight key words ● Provide student choice in tasks, assignments, etc. ● Visuals ● Pre-teaching vocabulary ● Sentence starters ● Writing frames ● Conversation frames ● Translation applications ● Yes/No questions (LEP 1 &2) ● Word Banks ● Simplified directions	

- Modeling
- Multi-Sensory Instruction
- Flexible Grouping
- Graphic Organizers
- Tiered Activities
- Visual Cues/Models
- Technology Integration

504 Plans

- Multi-Sensory Instruction
- Flexible Grouping
- Graphic Organizers
- Tiered Activities
- Visual Cues/Models
- Technology Integration

Gifted and Talented

- stressing higher level thinking skills, creativity, and excellence in performance and products
- allow for the development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge
- Opportunities for variety
- Multi-Sensory Instruction
- Flexible Grouping
- Graphic Organizers
- Tiered Activities
- Visual Cues/Models
- Technology Integration

Students at Risk of School Failure

- Place more importance on attitude, effort, and strategy
- Offering help, encouragement, and caring when needed
- Providing needed academic resources (paper, pencils, computer time)
- Use real-world examples and create mental models for abstract idea
- Offer several alternatives from which all students can choose
- Extended Time
- Multi-Sensory Instruction
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Modified Assignments
- Gradual Release Model
- Preferential Seating
- Brain Breaks
- Visual Cues/Models

- Technology Integration
- Assistive Technology

ELL Students:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Modify learning activities and assessments using the WIDA Can-Do Descriptors
- Allow answers to be given orally or dictated
- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Screen reader
- Audio
- Audio speed
- Audio highlight
- Supplemental language
- Spanish cognates
- Visual glossaries
- Speaking frames
- Sentence frames
- Technology Integration
- Build Background/Vocabulary
- Visual Cues/Models
- Multi-Sensory Instruction
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Gradual Release Model
- Visual Cues/Models
- Technology Integration
- Additional: Leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, student choice activities, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention.

Core Instructional and Supplemental Materials

Textbook supplemental materials

Teacher created tests/quizzes

Teacher created projects
Teacher Notes:

Level: Intermediate - Unit 4 <i>Food, American Culture, Careers, Occupations</i>	Duration: 40 days (84 min periods)						
Standards/Learning Targets							
Focus Standards (Major Standards)							
Table 1-1: WIDA ELD Standards Statements <table><tr><th>WIDA ELD Standards Statements</th></tr><tr><td>English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</td></tr><tr><td>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts</td></tr><tr><td>English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics</td></tr><tr><td>English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science</td></tr><tr><td>English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</td></tr></table>		WIDA ELD Standards Statements	English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting	English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts	English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics	English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science	English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies
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English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies							
Language Expectations, Functions, and Features							
Standards	Key Language Uses						

Standard 1: Social and Instructional Language	ELD-SI.4-12.Narate ● Share ideas about one’s own and others’ lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Recount and restate ideas to sustain and move dialogue forward ELD-SI.4.4-12.Inform ● Report on explicit and inferred characteristics, patterns, or behavior ● Describe the parts and wholes of a system ● Sort, clarify, and summarize relationships ● Summarize most important aspects of information ELD-SI.4-12.Explain ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ELD-SI.4-12.Argue ● Support or challenge an opinion, premise, or interpretation ● Clarify and elaborate ideas based on feedback ● Cohesive devices <i>Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through...</i> ● A variety of short and complex sentence structures to pace the narrative <i>Engage and adjust for the audience through...</i> ● Word choices to advance mood and to describe author’s purpose
Standard 2: Language for Language Arts	ELD-LA.9-12.Narrate.Expressive <i>Orient audience to context and one or multiple point(s) of view through...</i> ● A variety of sentence types to introduce the context <i>Develop and describe characters and their relationships over a progression of experiences or events through...</i> ● Action verbs to describe character behaviors ● Complex sentences to establish context and characters ● Additional word choices to express character’s feelings, appreciation, or judgment ● Cohesive devices <i>Develop story, advancing the plot and themes with</i>

	<i>complications and resolutions, time and event sequences through...</i> • A variety of short and complex sentence structures to pace the narrative <i>Engage and adjust for audience through...</i> • Word choices to advance mood and to describe author's purpose ELD-LA.9-12.Inform.Expressive <i>Construct informational texts in language arts that... Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through...</i> • Adjectives and adverbs to answer questions about quantity, size, shape, manner • Visual representations to support key details ELD-LA.9-12.Inform.Expressive <i>Construct informational texts in language arts that... Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through...</i> • Adjectives and adverbs to answer questions about quantity, size, shape, manner • Visual representations to support key details
Standard 3: Language for Mathematics	ELD-MA.9-12.Explain.Expressive <i>Multilingual learners use language to construct mathematical explanations that</i> <i>Introduce a concept or entity through...</i> • Generalized nouns to add precision to discussion <i>Describe data and/or approach to solve a problem through...</i> • Imperative verbs • Visual data displays
Standard 4: Language for Science	ELD-SC.9-12.Explain.Expressive <i>Construct scientific explanations that</i> <i>Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through...</i> • Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon • Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
Standard 5: Language for Social Studies	ELD-SS.9-12.Explain.Expressive <i>Construct social studies explanations that</i> <i>Introduce and contextualize multiple phenomena or</i>

	<i>events through...</i> • A variety of structures to define phenomena or events
Supporting Standards	
RL.CR.9–10.1.	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.9–10.2.	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.CI.11–12.2.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.TS.9–10.4.	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
RL.TS.11–12.4.	Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.IT.9–10.3. RL.IT.11–12.3.	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.TS.9–10.4. RL.TS.11–12.4.	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RL.PP. 9–10.5. RL.PP.11–12.5.	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.MF.9–10.6. RL.MF.11–12.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

SL.PE.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. 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. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.
SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or

	complete the task.
SL.II.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.
SL.II.11–12.2. I	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.PI.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.
SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.AS.9–10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SL.AS.11–12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
W.AW.9–10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns. Use transitions (e.g., words, phrases, clauses) to link

W.AW.11–12.1.	the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding paragraph or section that supports the argument presented. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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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. 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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.IW.11–12.2.	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 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. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to

	sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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New Jersey Student Learning Standards: Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

2. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: [2020 NJSLs Social Studies](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution and culture.	6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets and affected the environment in New Jersey and the nation.

9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
• Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange and consume data with minimal human intervention. • Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change. Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange and consume data with minimal human intervention. • Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection. 9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	9.4.12.GCA.1: Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural). 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).
In order for members of our society to participate productively, information needs to be shared accurately and ethically. In order for members of our society to participate productively, information needs to be shared accurately and ethically.	• 9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately. • 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity. • 9.4.12.IML.5:

	<i>Evaluate, synthesize and apply information on climate change from various sources appropriately.</i> ● 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
● Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. ● Impacts of technological systems on the environment need to be monitored and must inform decision-making. ● Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.	8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation and propose an innovative sustainable solution
● Engineering design is a complex process in which creativity, content knowledge, research and analysis are used to address local and global problems. ● Decisions on trade-offs involve systematic comparisons of all costs and benefits and final steps that may involve redesigning for optimization.	● 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. ● 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback. ● 8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.

	8.2.12.ED.4: <i>Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs and aesthetic and ethical considerations and share this information with an appropriate audience.</i>
Engineering design evaluation, a process for determining how well a solution meets requirements, involves systematic comparisons between requirements, specifications, and constraints.	8.2.12.ED.5: <i>Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).</i> 8.2.12.ED.6: <i>Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).</i>
Evidence of Student Learning	
Performance Tasks/Use of Technology: Quizlet Kahoot review Interactive Whiteboard activities Speaking and listening activities Instructional and cultural YouTube videos- cooking videos Google slides- interactive culture powerpoint presentation Google Images Google Translate Brainpop Ted Ed ESL interactive websites	Assessments Formative - Performance/skill demonstration - Student reflection - Do Now - Exit Slips - Observation - IRN (Interactive Reader Notebook) - Homework/Classwork - Journals - Quizzes - Oral Reading - OEQ Discussion/Participation - Language Handbook - Writing: Personal Narrative Summative - Reading Unit Test - Key Words Unit Test - Grammar Unit Test - Diagnostic Assessment - Writing - Comic Strip & Family Traits Benchmark - SGO Assessment - State Standardized Assessments (WIDA/W-APT) Alternative

	● Ongoing assessment of skills ● Unit Project- Science ● Unit Portfolio
Knowledge and Skills	
Content	Skills
Provide students with an overview of reading selections from the content areas of social studies, science and English. Critical reading and writing strategies and content area vocabulary are emphasized. The reading selections for the course include a variety of short stories and poems chosen from classic, contemporary, and multicultural sources and may be adapted for greater comprehension. Students will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written. Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work augmented with teacher chosen lessons. Verbal and aural skills will be addressed in both skills related lessons and integrated into other units of study. Use listening activities to strengthen comprehension and meaning.	Preview, make predictions, summarize and draw conclusions through textual evidence. Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.
Instructional Plan	
Suggested Activities	Resources
Class discussions Partner activities Cooperative learning Research a famous person relating to the topic of study (Holocaust, sports, Black History Month, Women's History Month.) Research Olympic sports, unusual sports, or other current phenomena relating to the content areas Investigate various careers and occupations Create a powerpoint or display Journal writing Explain, analyze and evaluate reading selections Read alouds / role plays Explain idiomatic expressions Read simplified or adapted texts Read informational texts from different content areas Writing assignments - Respond to reading Persuasive writing Narrative writing Grammar mini lessons Ted Ed	Supplemental resources True Stories series What a World series What a Life series Weaving it Together series Hot Topics series Strategic Reading Google Applications English for the Spanish Speaker OPD dictionary and workbook Oxford Bookworm readers Oxford Dominoes readers Brainpop Ted Ed lessons Easy English News Student News ReadWorks ReadTheory Videos System 44 Rosetta Stone

Brainpop activities	Commonlit
Suggested Options for Differentiation	
<i>Special Education</i> ● Technology Integration ● Model directions and provide gestures to increase understanding ● Multisensory Instruction / Multiple modalities ● Flexible Grouping ● Visuals ● Pre-teaching vocabulary ● Sentence starters ● Writing frames ● Conversation frames ● Translation applications ● Yes/No questions (LEP 1 &2) ● Word Banks ● Simplified directions ● Modeling ● Multi-Sensory Instruction ● Flexible Grouping ● Graphic Organizers ● Tiered Activities ● Visual Cues/Models ● Technology Integration <i>504 Plans</i> ● Multi-Sensory Instruction ● Flexible Grouping ● Graphic Organizers ● Tiered Activities ● Visual Cues/Models ● Technology Integration <i>Gifted and Talented</i> ● Technology Integration ● Group Projects ● Opportunities for variety ● Multi-Sensory Instruction ● Flexible Grouping ● Graphic Organizers ● Tiered Activities ● Visual Cues/Models ● Technology Integration ● Multi-Sensory Instruction ● Small Group Instruction ● Peer Buddies ● Graphic Organizers ● Chunking Information ● Scaffolded Questioning ● Tiered <i>Students at Risk of School Failure</i> ● Multi-Sensory Instruction / Integrate the arts into learning activities	

- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Involve families in student learning
- Allow for alternative assignments
- Extended Time
- Activities
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Modified Assignments
- Gradual Release Model
- Preferential Seating
- Brain Breaks
- Visual Cues/Models
- Technology Integration

ELL Students:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Modify learning activities and assessments using the WIDA Can-Do Descriptors
- Allow answers to be given orally or dictated
- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Screen reader
- Audio
- Audio speed
- Audio highlight
- Supplemental language
- Spanish cognates
- Visual glossaries
- Speaking frames
- Sentence frames
- Technology Integration
- Build Background/Vocabulary
- Visual Cues/Models
- Multi-Sensory Instruction
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Manipulatives
- Build Background/Vocabulary
- Word Bank
- Gradual Release Model
- Visual Cues/Models
- Technology Integration

- Additional: Leveled readers, modified assignments, study guides, guided notes, modified assessments, study buddies/partners, alternative reading assignments, leveled articles, graphic organizers, audio books, audio/listening textbook, videos, student choice activities, mini lessons, technology integrated assignments/activities, assignment checklist, modified homework, jigsaw activities, tiered activities, student conferences, tiers of intervention.

Core Instructional and Supplemental Materials:

Supplemental resources

Teacher created resources

Teacher Notes: