

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
ENGLISH AS A SECOND LANGUAGE DEPARTMENT

ENGLISH LANGUAGE 2

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2015

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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ENGLISH LANGUAGE 2

COURSE PHILOSOPHY

The goal of the English as a Second Language (ESL) program is to prepare students for the English and literacy demands of the world at large. The greatest responsibility is to strengthen the students' ability to process and communicate academically and socially. Fluency and accuracy in both spoken and written English are emphasized. *English Language 2* is designed for low intermediate speakers of English who will benefit from an integrated skills approach based on listening, speaking, reading, and writing.

In order to prepare students more effectively to pursue life goals, the ESL program's learning objectives are based upon the 2012 WIDA Consortium English Language Development Standards for English Language Learners in Grade 9 through Grade 12 and the Common Core State Standards in English Language Arts. The ultimate purpose is to make English Language Learners (ELLs) literate readers, writers, and speakers in Standard American academic and social language, as well as astute listeners and viewers. During this course, students will learn language acquisition skills that they can transfer and utilize to continue acquiring the English language while improving literacy.

COURSE DESCRIPTION

English Language 2 prepares students for academic success through activities that require interaction and the application of learning in meaningful contexts. Each unit is centered on transfer goals, enduring understandings, and essential questions. They are developed to enable the students to gain a deeper understanding of the material. Rather than teach a series of lessons that solely address the language of a specific content area, all the activities in this guide are developed to foster an enduring understanding of a lesson that will allow the students to make connections to other disciplines, their lives, or the world in general. The curriculum establishes definite essential questions for each unit and activities that promote reading, writing, speaking, listening and viewing. Teachers are invited to revise and/or add to them to suit the needs of their students. It is one of the goals of this curriculum model to exchange ideas regarding the teaching of the English language through academic language of the content areas.

COURSE SUMMARY

COURSE GOALS

CG1: Students will use the speaking, listening, reading, and writing skills learned in this course to become productive members of a 21st century school community and society.

CG2: Students will strategically and effectively read and communicate in English in their everyday academic and personal lives.

CG3: Students will transfer their understanding of the English language so that, on their own, they will be able to continue to acquire the English language and use that knowledge to effectively communicate.

COURSE ENDURING UNDERSTANDINGS

CEU1: Reading in English requires the ability to determine vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, cite the text, determine central idea, analyze argument, and integrate multiple sources of information.

CEU2: Communicating in English requires the ability to participate in a variety of discussions.

CEU3: Writing in English requires the ability to select appropriate vocabulary, apply correct conventions of Standard English, support claims, and examine complex ideas.

CEU4: Participation in society necessitates the ethical use of technology and social media.

COURSE ESSENTIAL QUESTIONS

CEQ1: What do I need to do to become a better reader?

CEQ2a: What do I need to do to become a better speaker?

CEQ2b: What does it mean to be an active listener?

CEQ3a: How do I choose the correct meaning of a word?

CEQ3b: Why are grammar and punctuation necessary?

CEQ3c: How can I convince someone of my opinion?

CEQ3d: How do I analyze ideas?

CEQ4a: Why is social media necessary in my life?

CEQ4b: How do I use social media safely?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
1: The School Community	Students will transfer their understanding of school policies, procedures, and interpersonal communication so that, on their own, they will successfully navigate, participate, and communicate key personal information orally and in writing in the school community.	6 weeks
2: Deforestation: Causes, Effects, and Solutions	Students will transfer their understanding of the causes of, effects of, and solutions to deforestation so that they will be able to communicate by writing informative/explanatory texts that examine/convey complex ideas, concepts, and information.	8 weeks
3: Endangered Species	Students will transfer their understanding of endangered plant and animal species so that they will be able to communicate orally and in writing to construct and defend an argument by citing evidence.	8 weeks
4: Communicating for Academia	Students will strengthen and deepen their language knowledge and skills in order to communicate information, ideas, and concepts necessary for continued academic success in all content areas.	4 weeks
5: Diversity in America	Students will transfer their understanding of diversity in America so that they will be able to communicate by writing informative/explanatory texts that examine/convey complex ideas, concepts, and information.	8 weeks

ENGLISH LANGUAGE 2
UNIT 1: THE SCHOOL COMMUNITY

SUGGESTED DURATION: 6 weeks

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will transfer their understanding of school policies, procedures, and interpersonal communication so that, on their own, they will successfully navigate, participate, and communicate key personal information orally and in writing in the school community.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and unrehearsed situations and/or student can apply concepts learned in class to assist other students who are at a lower proficiency level to navigate and participate in the school community.
3	<p>The student can:</p> <ul style="list-style-type: none"> • recognize or recall specific vocabulary, such as, but not limited to: <ul style="list-style-type: none"> ○ class titles, teachers' names, titles of key school personnel, classroom objects, locations, numbers, interim, marking period, quarter, final grade, report card, letter grades, TCA, final exam, PARCC, requirements, discipline, username, password; • perform basic processes, such as, but not limited to: <ul style="list-style-type: none"> ○ following schedules, proper bathroom procedures, proper lunch procedures, asking for help, going to the correct office for a specific purpose, filling out forms, communicating basic personal information, asking for basic personal information, orally spelling first names and last names, logging into computer programs by following oral directions, reading a report card, reading a schedule; • use the following linguistic complexity, vocabulary usage, and language control: <ul style="list-style-type: none"> ○ single words, phrases, chunks of simple language, or short sentences; copied or adapted text or speech; ○ highest frequency vocabulary from school setting and general vocabulary from content area; ○ generally comprehensible when text or speech is copied or adapted from a model.
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in navigating and participating in the school community.
1	The student always needs assistance from a teacher to navigate and participate in the school community.
0	Even with help, the student does not exhibit understanding of how to navigate and participate in the school community.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS





<p>CEU1: Reading in English requires the ability to determine vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, cite the text, determine central idea, analyze argument, and integrate multiple sources of information.</p> <ul style="list-style-type: none"> • EU1a: Reading requires using context to understand vocabulary. • EU1b: Reading requires identifying key information. 	<p>CEQ1: What do I need to do to become a better reader?</p> <ul style="list-style-type: none"> • EQ1a: How do I use context to determine vocabulary? • EQ1b: How do I recognize important information?
<p>CEU2: Communicating in English requires the ability to participate in a variety of discussions.</p> <ul style="list-style-type: none"> • EU2a: Communicating requires the ability to speak about key locations, people, and resources. • EU2b: Communication requires being an active listener. 	<p>CEQ2a: What do I need to do to become a better speaker?</p> <ul style="list-style-type: none"> • EQ2a: How do I communicate personal information? <p>CEQ2b: What does it mean to be an active listener?</p> <ul style="list-style-type: none"> • EQ2b: What strategies can I use to understand better when people are speaking to me in English?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU3: Writing in English requires the ability to select appropriate vocabulary, apply correct conventions of Standard English, support claims, and examine complex ideas.</p> <ul style="list-style-type: none"> • EU3a: Writing necessitates knowledge of school and social language. • EU3b: Writing requires proper usage of capital letters and punctuation. 	<p>CEQ3a: How do I choose the correct meaning of a word? CEQ3b: Why are grammar and punctuation necessary? CEQ3c: How can I convince someone of my opinion? CEQ3d: How do I analyze ideas?</p> <ul style="list-style-type: none"> • EQ3a: How do I know which words to use? • EQ3b: How do I know when to use capital letters and punctuation?
<p>CEU4: Participation in society necessitates the ethical use of technology and social media.</p> <ul style="list-style-type: none"> • EU4: Technology and social media are necessary in order to fully participate in the school community. 	<p>CEQ4a: Why is social media necessary in my life? CEQ4b: How do I use social media safely?</p> <ul style="list-style-type: none"> • EQ4: How do I use technology to help me participate in school?
NJCCCS & COMMON CORE STANDARDS	
<p>WIDA Standard 1 Social and Instructional Language WIDA Standard 2 The Language of Language Arts</p> <p>9-10.ELA.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>9-10.ELA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.ELA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.ELA.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>9-10.ELA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>9-10.ELA.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>9-10.ELA.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>9-10.ELA.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.ELA.L.4.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.</p> <p>9-10.ELA.L.4.c 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.</p> <p>9-10.ELA.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	




COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1-4 EQ1-4 WIDA 1, 2 9-10.ELA.RI.4 9-10.ELA.W.4, 5, 6, 10 9-10.ELA.SL.1 9-10.ELA.L.1, 2, 4a, 4c, 6 DOK 2, 3	<p><u>Part 1: Speaking</u></p> <ul style="list-style-type: none">• Based on viewing pictures of a nurse, or a person indicating a headache, the student will be able to say:<ul style="list-style-type: none">○ “I have a headache. Can I go to the nurse?”• Students will answer questions such as “Who is your math teacher?” and “What period do you have lunch?” <p><u>Part 2: Listening</u></p> <ul style="list-style-type: none">• The student will listen to phrases and short sentences containing school vocabulary in order to select the correct picture.• Students may ask for clarification by asking “Can you please repeat?” or by saying “I don’t understand.” <p><u>Part 3: Reading</u></p> <ul style="list-style-type: none">• Students will look at a picture, and write or select the correct phrase or short sentence associated with the picture. <p><u>Part 4: Writing</u></p> <ul style="list-style-type: none">• Students will fill in a blank schedule, bathroom pass, the nurse’s sign-in sheet, or the CNHS emergency card. <p><u>Part 5: Technology</u></p> <ul style="list-style-type: none">• Students will sign on to a computer and navigate to a particular website using written and/or oral instructions.• Students will sign on to a computer and send the teacher an email through Empower3000.

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u></p> <p>1. Students will practice speaking with the teacher and peers. Lots of oral practice will be provided for questions such as: What is your name? How old are you? Where are you from? How are you feeling? Students will be expected to answer with phrases, chunks of simple language, or short sentences.</p> <ul style="list-style-type: none">  <ul style="list-style-type: none"> • Students will be able to point to a picture, write the response, or answer with one word. • If the student has difficulty understanding the teacher’s questions, the teacher will write the question on the board and point to the words while enunciating very clearly.  <ul style="list-style-type: none"> • Students can use English Central to practice speaking about basic information. • Students can use Quizlet to review basic phrases. <p>2. The students and teacher will practice speaking for various situations around the school, such as speaking to the nurse, the main office staff, or other classroom teachers. Words, phrases, and directions will be practiced such as: “May I go to the bathroom?”, “Where is the media center?”, or “Log onto Edmodo.”</p> <ul style="list-style-type: none">  <ul style="list-style-type: none"> • Students can use a phrase bank to help them answer the questions. • If the student has difficulty understanding the teacher’s questions, the teacher will write the question on the board and point to the words while enunciating very clearly.  <ul style="list-style-type: none"> • Students can use Quizlet to review basic phrases. • Students will practice logging into computer programs following oral directions. 	<p>class titles teachers’ names titles of key school personnel classroom objects locations numbers username, password</p>	<p>Communicate basic personal information</p> <p>Ask for and answer about basic personal information</p> <p>Orally spell first names and last names</p> <p>Log into computer programs by following oral directions</p> <p>Know how to ask questions</p> <p>Identify new information</p> <p>Apply new information appropriately</p> <p>Engage others through questioning</p> <p>DOK 2, 3</p>

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Reading and Writing</u></p> <p>3. Students will answer questions in writing about a report card or a student's schedule.</p> <ul style="list-style-type: none">  <ul style="list-style-type: none"> • The teacher will reduce the amount of answer choices. • The teacher will provide first language support if needed.  <ul style="list-style-type: none"> • Students will type their responses. • Students will find their personal information on the student portal. <p>4. Students will practice filling out the bathroom pass, a blank schedule, emergency forms, and sports physical papers.</p> <ul style="list-style-type: none">  <ul style="list-style-type: none"> • The teacher will show a completed form as a model. • Partner work. • The teacher will provide first language support if needed. 	<p>numbers interim/ marking period/ quarter/ final grade report card letter grades TCA, final exam, PARCC</p>	<p>Identify technical words and phrases</p> <p>Determine the meaning of technical words and phrases</p> <p>Verify preliminary determination of the meaning of a word or phrase</p> <p>Write over shortened and extended time frames</p> <p>Apply correct capitalization, punctuation, and spelling when writing</p> <p>Follow schedules</p> <p>Interpret a report card</p> <p>DOK 2, 3</p>

ENGLISH LANGUAGE 2**UNIT 2: DEFORESTATION: CAUSES, EFFECTS, AND SOLUTIONS****SUGGESTED DURATION: 8 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will transfer their understanding of the causes of, effects of, and solutions to deforestation so that they will be able to communicate by writing informative/explanatory texts that examine/convey complex ideas, concepts, and information.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and unrehearsed situations and/or student can apply concepts learned in class to assist other students who are at a lower proficiency level to write informative/explanatory texts.
3	<p>The student can:</p> <ul style="list-style-type: none"> • recognize or recall specific vocabulary, such as, but not limited to: <ul style="list-style-type: none"> ○ deforestation, reforestation, cause, effect, problem, solution, environment, ecosystem, habitat; • perform basic processes, such as, but not limited to: <ul style="list-style-type: none"> ○ summarizing the issue of deforestation, comparing/contrasting reforestation efforts, answering open-ended questions about effects of deforestation, presenting about the causes of deforestation to classmates; • use the following linguistic complexity, vocabulary usage, and language control: <ul style="list-style-type: none"> ○ phrases or short sentences; copied or adapted text or speech; ○ beginning evidence of organization; ○ general vocabulary from content area; ○ generally comprehensible when text or speech is copied or adapted from a model.
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information about the causes of, effects of, and solutions to deforestation.
1	The student always needs assistance from a teacher to communicate key information about the causes of, effects of, and solutions to deforestation.
0	Even with help, the student does not exhibit understanding of how to communicate key information about the causes of, effects of, and solutions to deforestation.

ENDURING UNDERSTANDINGS

CEU1: Reading in English requires the ability to determine vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, cite the text, determine central idea, analyze argument, and integrate multiple sources of information.

- EU1a: Reading requires using context to understand vocabulary.
- EU1b: Reading requires identifying key information.
- EU1c: Reading requires summarizing.
- EU1d: Reading requires comparing and contrasting.

CEU2: Communicating in English requires the ability to participate in a variety of discussions.

- EU2a: Communicating requires the ability to speak about key information.
- EU2b: Communication requires being an active listener.

ESSENTIAL QUESTIONS

CEQ1: What do I need to do to become a better reader?

- EQ1a: How do I use context to determine vocabulary?
- EQ1b: How do I determine what the most important information is?
- EQ1c: How do I know that I'm selecting the best information to summarize?
- EQ1d: How do I compare and contrast the most important information?

CEQ2a: What do I need to do to become a better speaker?

CEQ2b: What does it mean to be an active listener?

- EQ2a: How do I communicate important information?
- EQ2b: What strategies can I use to understand better when people are speaking to me in English?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU3: Writing in English requires the ability to select appropriate vocabulary, apply correct conventions of Standard English, support claims, and examine complex ideas.</p> <ul style="list-style-type: none"> • EU3a: Writing necessitates specific vocabulary. • EU3b: Writing requires proper usage of capital letters and punctuation. • EU3c: Writing requires organization and planning. 	<p>CEQ3a: How do I check the meaning of a word? CEQ3b: Why are grammar and punctuation necessary? CEQ3c: How can I convince someone of my opinion? CEQ3d: How do I analyze ideas?</p> <ul style="list-style-type: none"> • EQ3a: How do I know which words to use? • EQ3b: How do I know when to use capital letters and punctuation? • EQ3c: How do I plan and organize my writing?
<p>CEU4: Participation in society necessitates the ethical use of technology and social media.</p> <ul style="list-style-type: none"> • EU4: Technology and social media are necessary in order to find and present research. 	<p>CEQ4a: Why is social media necessary in my life? CEQ4b: How do I use social media safely?</p> <ul style="list-style-type: none"> • EQ4: How do I use technology to help me investigate a topic?
NJCCCS & COMMON CORE STANDARDS	
<p>WIDA Standard 2 The Language of Language Arts WIDA Standard 3 The Language of Mathematics WIDA Standard 4 The Language of Science WIDA Standard 5 The Language of Social Studies</p> <p>9-10.ELA.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.ELA.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.ELA.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 9-10.ELA.RI.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the 9-10 text complexity band independently and proficiently. 9-10.ELA.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 9-10.ELA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9-10.ELA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 9-10.ELA.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. 9-10.ELA.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 9-10.ELA.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 9-10.ELA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 9-10.ELA.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	

NJCCCS & COMMON CORE STANDARDS

- 9-10.ELA.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.ELA.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasonings, and evidence to add interest.
- 9-10.ELA.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 9-10.ELA.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 9-10.ELA.L.3 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.
- 9-10.ELA.L.4.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.
- 9-10.ELA.L.4.c 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.
- 9-10.ELA.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1-4 EQ1-4 WIDA 2, 3, 4, 5 9-10.ELA.RI.1, 2, 3, 10 9-10.ELA.W.2a, 2b, 2c, 2d, 2f, 4, 5, 6, 7, 8, 10 9-10.ELA.SL.1, 4, 5 9-10.ELA.L.1, 2, 3, 4a, 4c, 6 DOK 2, 3, 4	<p><u>Part 1: Speaking</u></p> <ul style="list-style-type: none"> Students will present about one of the causes of deforestation using appropriate content area vocabulary and technology to support the presentation. <p><u>Part 2: Listening</u></p> <ul style="list-style-type: none"> The students will identify causes of deforestation based on classmates’ presentations. <p><u>Part 3: Reading and Writing</u></p> <ul style="list-style-type: none"> Students will use a bilingual dictionary or translator to determine the correct definition of multiple meaning words based on context. Students will read about two different reforestation efforts in order to analyze if they can positively impact the environment. Students will cite textual evidence when writing a paragraph to summarize and explain the issue of deforestation.

LITERATURE OPTIONS

TITLE & AUTHOR	TITLE & AUTHOR
“Butterflies Doing Better” (Empower3000)	“Saving the Red Apes” (Empower3000)
“Can Bridges Save the Apes?” (Empower3000)	“Tree War Ends!” (Empower3000)
“Can Trees Keep Air Clean?” (Empower3000)	

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u> Students will practice speaking with the teacher and peers. Students will reference digital media during class discussions and presentations. Lots of oral practice will be provided for questions such as: What are the causes of deforestation? Can you describe a reforestation effort? Students will be expected to answer with short sentences.</p> <ul style="list-style-type: none">  <ul style="list-style-type: none"> • Students will be able to write the response before speaking. • Students can use sentence starters and sentence frames. • Students can use a word or phrase bank.  <ul style="list-style-type: none"> • Students can use English Central to practice speaking about the importance of forests. • Students can use Quizlet to review technical vocabulary. • Students can listen to articles about deforestation on Empower3000. 		<p>Know how to ask questions</p> <p>Identify new information</p> <p>Pose and respond to questions</p> <p>Engage others through questioning</p> <p>Summarize the issue of deforestation</p> <p>Compare/contrast reforestation efforts</p> <p>Presenting about the causes of deforestation to classmates</p> <p>DOK 2, 3</p>
<p><u>Reading and Writing</u> Students will read and annotate texts about the causes and effects of deforestation as well as solutions to the problem and then write informative/explanatory texts or answer open-ended questions.</p> <ul style="list-style-type: none">  <ul style="list-style-type: none"> • Students can use sentence starters. • Students can read adapted texts and/or differentiated Lexile leveled texts through the Empower3000 service.  <ul style="list-style-type: none"> • Students will type their responses. • Students will read and listen to text on Empower3000. 	<p>deforestation, reforestation cause/effect problem/solution environment ecosystem habitat</p>	<p>Determine the meaning of technical words and phrases</p> <p>Answer open-ended questions about effects of deforestation</p> <p>Write over shortened and extended time frames</p> <p>Apply correct capitalization, punctuation, and spelling when writing</p> <p>Verify preliminary determination of the meaning of a word or phrase</p> <p>Demonstrate use of technology, including the Internet, to produce and publish writing products</p> <p>Write informative/explanatory texts that include relevant and sufficient facts</p> <p>DOK 2, 3, 4</p>

ENGLISH LANGUAGE 2**UNIT 3: ENDANGERED SPECIES****SUGGESTED DURATION: 8 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will transfer their understanding of endangered plant and animal species so that they will be able to communicate orally and in writing to construct and defend an argument by citing evidence.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and unrehearsed situations and/or student can apply concepts learned in class to assist other students who are at a lower proficiency level to write argumentative texts.
3	<p>The student can:</p> <ul style="list-style-type: none"> • recognize or recall specific vocabulary, such as, but not limited to: <ul style="list-style-type: none"> ○ endangered, habitat, species, animal, plant, argument, defend, cite, evidence, counterargument, agree, disagree; • perform basic processes, such as, but not limited to: <ul style="list-style-type: none"> ○ summarizing the issue of endangered species, comparing/contrasting different endangered species, presenting about the causes of endangerment to classmates, crafting an argumentative essay about decisions to help endangered species; • use the following linguistic complexity, vocabulary usage, and language control: <ul style="list-style-type: none"> ○ short sentences with some details; ○ emerging detail; ○ general and some specific language and vocabulary from content area; ○ generally comprehensible when writing original short sentences.
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information about endangered plant and animal species.
1	The student always needs assistance from a teacher to communicate key information about endangered plant and animal species.
0	Even with help, the student does not exhibit understanding of how to communicate key information about endangered plant and animal species.
ENDURING UNDERSTANDINGS	
<p>CEU1: Reading in English requires the ability to determine vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, cite the text, determine central idea, analyze argument, and integrate multiple sources of information.</p> <ul style="list-style-type: none"> • EU1a: Reading requires using context to understand vocabulary. • EU1b: Reading requires identifying key information. • EU1c: Reading requires summarizing. • EU1d: Reading requires comparing and contrasting. • EU1e: Reading requires the ability to analyze argument. 	ESSENTIAL QUESTIONS
<p>CEU2: Communicating in English requires the ability to participate in a variety of discussions.</p> <ul style="list-style-type: none"> • EU2: Communicating requires the ability to speak about key information. 	<p>CEQ1: What do I need to do to become a better reader?</p> <ul style="list-style-type: none"> • EQ1a: How do I use context to determine vocabulary? • EQ1b: How do I determine what the most important information is? • EQ1c: How do I know that I'm picking the best information to summarize? • EQ1d: How do I compare and contrast the most important information? • EQ1e: How do I know if an argument is a good one? <p>CEQ2a: What do I need to do to become a better speaker?</p> <p>CEQ2b: What does it mean to be an active listener?</p> <ul style="list-style-type: none"> • EQ2a: How do I communicate important information? • EQ2b: What strategies can I use to understand better when people are speaking to me in English?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU3: Writing in English requires the ability to select appropriate vocabulary, apply correct conventions of Standard English, support claims, and examine complex ideas.</p> <ul style="list-style-type: none"> • EU3a: Writing necessitates specific vocabulary. • EU3b: Writing requires proper usage of capital letters and punctuation. • EU3c: Writing requires organization and planning. • EU3d: Academic writing utilizes evidence from multiple sources to support claims and analyze ideas. 	<p>CEQ3a: How do I check the meaning of a word? CEQ3b: Why are grammar and punctuation necessary? CEQ3c: How can I convince someone of my opinion? CEQ3d: How do I analyze ideas?</p> <ul style="list-style-type: none"> • EQ3a: How do I know which words to use? • EQ3b: How do I know when to use capital letters and punctuation? • EQ3c: How do I plan and organize my writing? • EQ3d: How do I use evidence in my writing?
<p>CEU4: Participation in society necessitates the ethical use of technology and social media.</p> <ul style="list-style-type: none"> • EU4: Technology and social media are necessary in order to find and present research. 	<p>CEQ4a: Why is social media necessary in my life? CEQ4b: How do I use social media safely?</p> <ul style="list-style-type: none"> • EQ4: How do I use technology to help me investigate endangered species?
NJCCCS & COMMON CORE STANDARDS	
<p>WIDA Standard 2 The Language of Language Arts WIDA Standard 3 The Language of Mathematics WIDA Standard 4 The Language of Science WIDA Standard 5 The Language of Social Studies</p> <p>9-10.ELA.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.ELA.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.ELA.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). -10.ELA.RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. 9-10.ELA.RI.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. 9-10.ELA.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 9-10.ELA.RI.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the 9-10 text complexity band independently and proficiently. 9-10.ELA.W.1 Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10.ELA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9-10.ELA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 9-10.ELA.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. 9-10.ELA.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 9-10.ELA.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	

NJCCCS & COMMON CORE STANDARDS

9-10.ELA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

9-10.ELA.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.ELA.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.ELA.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasonings, and evidence to add interest.

9-10.ELA.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

9-10.ELA.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

9-10.ELA.L.3 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.

9-10.ELA.L.4.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.

9-10.ELA.L.4.c 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.

9-10.ELA.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1-4 EQ1-4 WIDA 2, 3, 4, 5 9-10.ELA.RI.1, 2, 4, 6, 7, 8, 10 9-10.ELA.W.1a, 1b, 1c, 1d, 1e, 4, 5, 6, 7, 8, 10 9-10.ELA.SL.1, 4, 5 9-10.ELA.L.1, 2, 3, 4a, 4c, 6 DOK 2, 3	<p><u>Part 1: Speaking</u></p> <ul style="list-style-type: none"> Students will present about an endangered plant or animal species using appropriate content area vocabulary and technology to support the presentation. <p><u>Part 2: Listening</u></p> <ul style="list-style-type: none"> The students will identify causes of endangerment based on classmates' presentations. <p><u>Part 3: Reading and Writing</u></p> <ul style="list-style-type: none"> Students will use a bilingual dictionary or translator to determine the correct definition of multiple meaning words based on context. Students will read about arguments and counterarguments to help an endangered plant or animal species in order to summarize the arguments. Students will cite the textual evidence when writing an argumentative essay using a writing formula and a scaffold to convince the audience to help an endangered plant or animal species.



LITERATURE OPTIONS

TITLE & AUTHOR	TITLE & AUTHOR
"Do Humpbacks Still Need Our Help?" (Empower3000)	"Can these Whales be Saved?" (Empower3000)
"Animals Get Second Chance" (Empower3000)	"Here Today, Gone Tomorrow?" (Empower3000)
"Safety in Numbers" (Empower3000)	"After Spill, Sea Turtles Still Swimming" (Empower3000)
"New Hope for Panthers" (Empower3000)	"A Place for Tigers" (Empower3000)
"To the Bat Caves" (Empower3000)	"Leave the Bears Alone" (Empower3000)

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u> Students will practice speaking with the teacher and peers. Students will reference digital media during class discussions and presentations. Lots of oral practice will be provided for questions such as: Why is a certain species endangered? What can be done to help? Should this species be protected? What are possible effects on humans of protecting this species? Students will be expected to answer with short sentences.</p> <ul style="list-style-type: none">  <ul style="list-style-type: none"> • Students can practice their responses with a partner. • Students can use sentence starters and sentence frames. • Students can use a word or phrase bank.  <ul style="list-style-type: none"> • Students can use English Central to practice speaking about the importance of forests. • Students can use Quizlet to review technical vocabulary. • Students can listen to articles about deforestation on Empower3000. 	<p>endangered habitat species, animal, plant argument, counterargument defend cite evidence agree, disagree</p>	<p>Know how to ask questions</p> <p>Identify new information</p> <p>Pose and respond to questions</p> <p>Engage others through questioning</p> <p>Use digital media strategically in presentations to enhance understanding and add interest</p> <p>Summarize the issue of endangered species</p> <p>Compare/contrast different endangered species</p> <p>Present about the causes of endangerment to classmates</p> <p>Debate arguments and counterarguments</p> <p>DOK 2, 3</p>

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Reading and Writing</u> Students will read and annotate texts about the causes and effects of endangered species as well as solutions to the problem and then write argumentative essays which synthesize arguments and counterarguments.</p> <ul style="list-style-type: none">  <ul style="list-style-type: none"> • Students can use sentence starters. • Students can read adapted texts and/or differentiated Lexile leveled texts through the Empower3000 service.  <ul style="list-style-type: none"> • Students will type their responses. • Students will read and listen to text on Empower3000. 	<p>endangered habitat species, animal, plant argument, counterargument defend cite evidence agree, disagree</p>	<p>Identify technical words and phrases</p> <p>Determine the meaning of technical words and phrases</p> <p>Write over shortened and extended time frames</p> <p>Apply correct capitalization, punctuation, and spelling when writing</p> <p>Verify preliminary determination of the meaning of a word or phrase</p> <p>Demonstrate use of technology, including the Internet, to produce and publish writing products</p> <p>Write argumentative texts that include relevant and sufficient facts and evidence</p> <p>DOK 2, 3, 4</p>

ENGLISH LANGUAGE 2**UNIT 4: COMMUNICATING FOR ACADEMIA****SUGGESTED DURATION: 4 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will strengthen and deepen their language knowledge and skills in order to communicate information, ideas, and concepts necessary for continued academic success in all content areas.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can assist other students who are at a lower proficiency level to read, write, speak, and listen using academic vocabulary.
3	<p>The student can:</p> <ul style="list-style-type: none"> • recognize or recall specific vocabulary, such as, but not limited to: <ul style="list-style-type: none"> ○ sort, sequence, match, classify, ask, answer, describe, repeat, identify, compare, contrast; • perform basic processes, such as, but not limited to: <ul style="list-style-type: none"> ○ matching information to a source; identifying objects from oral statements; providing personal information; writing simple sentences; responding to WH- questions; labeling diagrams and pictures; describing people or objects; sequencing visuals; adapting from a model; describing events, people and objects; following multi-step directions; identifying main idea; • use the following linguistic complexity, vocabulary usage, and language control: <ul style="list-style-type: none"> ○ simple sentences with some detail; ○ beginning evidence of organization and emerging complexity with some detail; ○ general and some specific language and vocabulary from content area; ○ generally comprehensible when writing original short sentences.
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes when asked to read, write, speak, and listen using academic vocabulary.
1	The student always needs assistance from a teacher to read, write, speak, and listen using academic vocabulary.
0	Even with help, the student does not exhibit understanding of how to read, write, speak, and listen using academic vocabulary.





ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

<p>CEU1: Reading in English requires the ability to determine vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, cite the text, determine central idea, analyze argument, and integrate multiple sources of information.</p> <ul style="list-style-type: none"> • EU1: Reading requires the ability to process, interpret, and evaluate written language, symbols, and text with understanding and fluency. 	<p>CEQ1: What do I need to do to become a better reader?</p> <ul style="list-style-type: none"> • EQ1: How do I improve reading skills?
<p>CEU2: Communicating in English requires the ability to participate in a variety of discussions.</p> <ul style="list-style-type: none"> • EU2a: Listening requires the ability to process, interpret, and evaluate spoken language. • EU2b: Speaking requires the ability to communicate thoughts and ideas with organization and fluency. 	<p>CEQ2a: What do I need to do to become a better speaker?</p> <p>CEQ2b: What does it mean to be an active listener?</p> <ul style="list-style-type: none"> • EQ2a: How do I improve listening skills? • EQ2b: How do I improve speaking skills?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU3: Writing in English requires the ability to select appropriate vocabulary, apply correct conventions of Standard English, support claims, and examine complex ideas. <ul style="list-style-type: none"> • EU3: Writing requires the ability to communicate thoughts and ideas with organization and fluency. 	CEQ3a: How do I check the meaning of a word? CEQ3b: Why are grammar and punctuation necessary? CEQ3c: How can I convince someone of my opinion? CEG3d: How do I analyze ideas? <ul style="list-style-type: none"> • EQ3: How do I improve writing skills?
NJCCCS & COMMON CORE STANDARDS	
WIDA Standard 1 Social and Instructional Language WIDA Standard 2 The Language of Language Arts WIDA Standard 3 The Language of Mathematics WIDA Standard 4 The Language of Science WIDA Standard 5 The Language of Social Studies	

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 EU1-3 EQ1-3 WIDA 1, 2, 3, 4, 5 DOK 1, 2, 3, 4	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking</u></p> <p>1. Students will ask and answer WH- questions, describe objects and people in pictures, describe pictures, interpret data and graphs, and compare/contrast information.</p>  <ul style="list-style-type: none"> • Students will be to answer with short phrases. • Students can write their responses before answering orally. • Students can use a word or phrase bank. 	<p>sequence ask, answer describe compare, contrast interpret</p>	<p>Speaking for academic purposes requires the ability to communicate thoughts and ideas with organization and fluency in the areas of Language Arts, Mathematics, Science, and Social Studies.</p> <p>DOK 2</p>
<p><u>Listening</u></p> <p>2. Students will follow multi-step directions supported by visuals, sequence, connect, and compare/contrast information.</p>  <ul style="list-style-type: none"> • If the student has difficulty understanding the teacher’s questions or instruction, the teacher will write the question or instructions on the board and point to the words while enunciating very clearly. 	<p>follow sequence match connect compare, contrast</p>	<p>Listening to academic information requires the ability to process, interpret, and evaluate spoken language in the areas of Language Arts, Mathematics, Science, and Social Studies.</p> <p>DOK 3</p>
<p><u>Reading</u></p> <p>3. Students will interpret charts and graphs, identify main idea, compare/contrast, determine relevant information, follow multi-step directions, and match sentence level descriptions to visual representations.</p>  <ul style="list-style-type: none"> • The teacher will reduce the amount of reading. • The teacher will provide first language support if needed. 	<p>interpret compare, contrast identify classify</p>	<p>Reading about academic subjects requires the ability to process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the areas of Language Arts, Mathematics, Science, and Social Studies.</p> <p>DOK 3</p>
<p><u>Writing</u></p> <p>4. Students will adapt written information from a model, sequence pictures or events, describe changes, answer yes/no, choice, and WH- questions from a model.</p>  <ul style="list-style-type: none"> • Sentence frames • The teacher will provide first language support if needed. • Word or phrase wall 	<p>rewrite adapt model sequence describe answer</p>	<p>Writing for academic purposes requires the ability to communicate thoughts and ideas with organization and fluency in the areas of Language Arts, Mathematics, Science, and Social Studies.</p> <p>DOK 3</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will transfer their understanding of diversity in America so that they will be able to communicate by writing informative/explanatory texts that examine/convey complex ideas, concepts, and information.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and unrehearsed situations and/or student can apply concepts learned in class to assist other students who are at a lower proficiency level to write informative/explanatory texts.
3	<p>The student can:</p> <ul style="list-style-type: none"> • recognize or recall specific vocabulary, such as, but not limited to: <ul style="list-style-type: none"> ○ diversity, culture, contribution, impact, melting pot, salad bowl • perform basic processes, such as, but not limited to: <ul style="list-style-type: none"> ○ summarizing important diverse people in the United States, comparing/contrasting people, answering open-ended question about a person’s contributions to the United States, presenting about a specific person’s impact on the United States; • use the following linguistic complexity, vocabulary usage, and language control: <ul style="list-style-type: none"> ○ simple and expanded sentences that show emerging complexity used to provide detail; ○ usage of general and some specific language related to the content area; lack of needed vocabulary may be evident; ○ generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
2	The student sometimes needs assistance from a teacher and/or makes minor mistakes in successfully communicating key information about diversity in America.
1	The student always needs assistance from a teacher to communicate key information about diversity in America.
0	Even with help, the student does not exhibit understanding of how to communicate key information about diversity in America.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

CEU1: Reading in English requires the ability to determine vocabulary in context, respond to a text by summarizing and paraphrasing, compare and contrast, cite the text, determine central idea, analyze argument, and integrate multiple sources of information.

CEQ1: What do I need to do to become a better reader?

- EQ1a: How do I use context to determine vocabulary?
- EQ1b: How do I determine what the most important information is?
- EQ1c: How do I know that I’m picking the best information to summarize?
- EQ1d: How do I compare and contrast the most important information?
- EQ1e: How do I recognize and respond to an argument?

- EU1a: Reading requires using context to understand vocabulary.
- EU1b: Reading requires identifying key information.
- EU1c: Reading requires summarizing.
- EU1d: Reading requires comparing and contrasting.

CEU2: Communicating in English requires the ability to participate in a variety of discussions.

CEQ2a: What do I need to do to become a better speaker?
CEQ2b: What does it mean to be an active listener?

- EQ2a: How do I communicate important information?
- EQ2b: What strategies can I use to understand better when people are speaking to me in English?

- EU2: Communicating requires the ability to speak about key information.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU3: Writing in English requires the ability to select appropriate vocabulary, apply correct conventions of Standard English, support claims, and examine complex ideas.</p> <ul style="list-style-type: none"> • EU3a: Writing necessitates specific vocabulary. • EU3b: Writing requires proper usage of capital letters and punctuation. • EU3c: Writing requires organization and planning. • EU3d: Writing necessitates the ability to respond to complex ideas in multiple sources of information. 	<p>CEQ3a: How do I check the meaning of a word? CEQ3b: Why are grammar and punctuation necessary? CEQ3c: How can I convince someone of my opinion? CEQ3d: How do I analyze ideas?</p> <ul style="list-style-type: none"> • EQ3a: How do I know which words to use? • EQ3b: How do I know when to use capital letters and punctuation? • EQ3c: How do I plan and organize my writing? • EQ3d: How do I respond to complex ideas?
<p>CEU4: Participation in society necessitates the ethical use of technology and social media.</p> <ul style="list-style-type: none"> • EU4: Technology and social media are necessary in order to find and present research. 	<p>CEQ4a: Why is social media necessary in my life? CEQ4b: How do I use social media safely?</p> <ul style="list-style-type: none"> • EQ4: How do I use technology to help me investigate a topic?
NJCCCS & COMMON CORE STANDARDS	
<p>WIDA Standard 2 The Language of Language Arts WIDA Standard 5 The Language of Social Studies</p> <p>9-10.ELA.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.ELA.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.ELA.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 9-10.ELA.RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. 9-10.ELA.RI.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. 9-10.ELA.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 9-10.ELA.RI.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the 9-10 text complexity band independently and proficiently. 9-10.ELA.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 9-10.ELA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9-10.ELA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 9-10.ELA.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. 9-10.ELA.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 9-10.ELA.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 9-10.ELA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	

NJCCCS & COMMON CORE STANDARDS

- 9-10.ELA.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.ELA.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.ELA.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasonings, and evidence to add interest.
- 9-10.ELA.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 9-10.ELA.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 9-10.ELA.L.3 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.
- 9-10.ELA.L.4.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.
- 9-10.ELA.L.4.c 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.
- 9-10.ELA.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU1-4 EQ1-4 WIDA 2, 5 9-10.ELA.RI.1, 2, 4, 6, 7, 8, 10 9-10.ELA.W.2a, 2b, 2c, 2d, 2f, 4, 5, 6, 7, 8, 10 9-10.ELA.SL.1, 4, 5 9-10.ELA.L.1, 2, 4a, 4c, 6 DOK 2, 3	<p><u>Part 1: Speaking</u></p> <ul style="list-style-type: none"> Students will present about a person who has contributed to the diversity of America using appropriate content area vocabulary and technology to support the presentation. <p><u>Part 2: Listening</u></p> <ul style="list-style-type: none"> The students will identify details about a person who has contributed to the diversity of America based on classmates' presentations. <p><u>Part 3: Reading and Writing</u></p> <ul style="list-style-type: none"> Students will use a bilingual dictionary or translator to determine the correct definition of multiple meaning words based on context. Students will read about two different people in order to explain how they contributed to diversity in America. Students will cite the textual evidence when writing a paragraph to summarize details about a person who has contributed to diversity in America.

LITERATURE OPTIONS

TITLE & AUTHOR	TITLE & AUTHOR
"Differences are Ok" (Empower3000)	"Fair or Unfair?" (Empower3000)
"Is this Reality TV?" (Empower3000)	"Using Dance to Rise Above" (Empower3000)
"The Many Faces of New York's Police" (Empower3000)	"Working at the White House" (Empower3000)

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u> Students will practice speaking with the teacher and peers. Students will reference digital media during class discussions and presentations. Lots of oral practice will be provided for questions such as: Why is a specific person important? What are the differences between American culture and your culture? Is diversity important? Students will be expected to answer with short sentences.</p> <ul style="list-style-type: none">  <ul style="list-style-type: none"> • Students will be able to write the response before speaking. • Students can use sentence starters and sentence frames. • Students can use a word or phrase bank.  <ul style="list-style-type: none"> • Students can use English Central to practice speaking about the importance of forests. • Students can use Quizlet to review technical vocabulary. • Students can listen to articles about deforestation on Empower3000. 	<p>diversity culture contribution impact “melting pot”, “salad bowl”</p>	<p>Know how to ask questions</p> <p>Identify new information</p> <p>Pose and respond to questions</p> <p>Engage others through questioning</p> <p>Use digital media strategically in presentations to enhance understanding and add interest</p> <p>Explain diversity</p> <p>Compare/contrast people</p> <p>Presenting about important people to classmates</p> <p>DOK 2, 3</p>
<p><u>Reading and Writing</u> Students will read and annotate texts about diversity and culture and then write informative/explanatory texts or answer open-ended questions.</p> <ul style="list-style-type: none">  <ul style="list-style-type: none"> • Students can use sentence starters. • Students can read adapted texts and/or differentiated Lexile leveled texts through the Empower3000 service.  <ul style="list-style-type: none"> • Students will type their responses. • Students will read and listen to text on Empower3000. 		