

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH AS A SECOND LANGUAGE DEPARTMENT

ENGLISH LANGUAGE 3

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 3

COURSE PHILOSOPHY

The goal of the English as a Second Language (ESL) program is to prepare students for the English and academic 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 3* 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 3 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	
<p>CG1: Students will be able to use the speaking, listening, reading, and writing skills learned in this course to become productive members of a 21st century school community and society.</p> <p>CG2: Students will strategically and effectively read and communicate in English in their everyday academic and personal lives.</p> <p>CG3: Students will be able to 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.</p>	
COURSE ENDURING UNDERSTANDINGS	COURSE 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?
CEU2: Communicating in English requires the ability to deliberately listen and participate orally in a variety of discussions.	CEQ2a: What do I need to do to become a better speaker? CEQ2b: What do I need to do to become an active listener?
CEU3: Writing in English requires the ability to convey meaning by selecting appropriate vocabulary, apply correct conventions of Standard English, support claims, examine complex ideas, and develop real or imagined experiences.	CEQ3a: How can I determine the difference in meaning between closely related words and phrases? CEQ3b: Can I have a good argument without evidence? CEQ3c: What makes some evidence better than others? CEQ3d: How can I check grammar, punctuation, and spelling? CEQ3e: How can I write an imaginative narrative?
CEU4: Participation in society necessitates the ethical use of technology and social media.	CEQ4a: Why is social media necessary in my life? CEQ4b: How do I know an internet resource is a good source of information?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
<u>1: Reduce, Reuse, Recycle</u>	Students will transfer their understanding of waste management and recycling methods so that, on their own, they will be able to defend a claim using relevant evidence.	7 weeks
<u>2: The Silenced</u>	Students will transfer their understanding of genocides so that they will be able to communicate a claim that integrates evidence to examine/convey complex ideas, concepts, and information.	7 weeks
<u>3: Revolutions</u>	Students will transfer their understanding of revolutions so that they will be able to write a fictional narrative that interprets events from an authentic point of view, integrating specific and relevant evidence.	8 weeks
<u>4: Communicating for Academia</u>	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
<u>5: The Business of Advertising</u>	Students will transfer their understanding of advertising so that they will be able to persuade a target audience to purchase a product or service.	8 weeks

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will transfer their understanding of waste management and recycling methods so that, on their own, they will be able to defend a claim using relevant evidence.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or student can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information about waste management and recycling methods.
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"> ○ reduce, reuse, recycle, upcycle, convert, garbage, trash, waste, waste reduction, environment, dispose/disposal; • perform processes, such as, but not limited to: <ul style="list-style-type: none"> ○ identify the textual evidence that supports analysis of what the text says explicitly, analyze key ideas and details in a text as evidence to support understanding of text, determine supporting evidence, logical organization, and alternative or opposing viewpoints; • 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 minor mistakes in successfully communicating key information about waste management and recycling methods.
1	The student always needs assistance from a teacher to communicate key information about waste management and recycling methods.
0	Even with help, the student does not exhibit understanding of waste management and recycling methods.

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 determine vocabulary.
- EU1b: Reading requires determining central idea.
- EU1c: Reading requires comparing and contrasting.
- EU1d: Reading requires citing text.

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 central idea?
- EQ1c: How do I compare and contrast?
- EQ1d: How do I appropriately cite text?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU2: Communicating in English requires the ability to deliberately listen and participate orally in a variety of discussions.</p> <ul style="list-style-type: none"> EU2: Communicating about requires the ability to speak about and listen to key information. 	<p>CEQ2a: What do I need to do to become a better speaker? CEQ2b: What do I need to do to become an active listener?</p> <ul style="list-style-type: none"> EQ2a: How do I verbally summarize texts? EQ2b: How do I agree or disagree with another speaker's point of view?
<p>CEU3: Writing in English requires the ability to convey meaning by selecting appropriate vocabulary, apply correct conventions of Standard English, support claims, examine complex ideas, and develop real or imagined experiences.</p> <ul style="list-style-type: none"> EU3a: Writing requires specific vocabulary. EU3b: Writing requires textual evidence. EU3c: Writing requires proper usage of grammar, punctuation, and spelling? 	<p>CEQ3a: How can I determine the difference in meaning between closely related words and phrases? CEQ3b: Can I have a good argument without evidence? CEQ3d: How can I check grammar, punctuation, and spelling?</p> <ul style="list-style-type: none"> EQ3a: How do I decide which words or phrases are best to use in my writing? EQ3b: What quotes help support my point of view? EQ3c: How do I check for correct grammar, punctuation, and spelling?
<p>CEU4: Participation in society necessitates ethical use of technology and social media.</p> <ul style="list-style-type: none"> EU4: Technology is necessary in order to research and integrate information. 	<p>CEQ4a: Why is social media necessary in my life? CEQ4b: How do I know an internet resource is a good source of information?</p> <ul style="list-style-type: none"> EQ4: How do I cite evidence from an appropriate internet resource?
WIDA & COMMON CORE STANDARDS	
<p>WIDA Standard 2 The Language of Language Arts WIDA Standard 4 The Language of Science</p> <p>11-12.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, including determining where the text leaves matters uncertain.</p> <p>11-12.ELA.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>11-12.ELA.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>11-12.ELA.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>11-12.ELA.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>11-12.ELA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12.ELA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.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>11-12.ELA.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>11-12.ELA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>11-12.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>	

WIDA & COMMON CORE STANDARDS

11-12.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 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.ELA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

11-12.ELA.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.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, reasoning, and evidence and to add interest.

11-12.ELA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

11-12.ELA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

11-12.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.

11-12.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.

11-12.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, its etymology, or its standard usage.





11-12.ELA.L.4.D 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).

11-12.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 EU1-9 EQ1-9 11-12.ELA.SL.3,4 11-12.ELA.L.1,2,4,6 11-12.ELA.RI.1,4,6 11-12.ELA.W.1,4,5,9 WIDA 2,4 DOK 2,3	<p><u>Speaking</u></p> <ul style="list-style-type: none"> The student will agree or disagree about the pros and cons of a type of recycling method presented in the text. <p><u>Listening</u></p> <ul style="list-style-type: none"> The student will listen to presenter's point of view in order to summarize them while reflecting on their own point of view about recycling methods. <p><u>Reading</u></p> <ul style="list-style-type: none"> The student will identify the textual evidence that supports analysis of what the text related to the topic of recycling methods says explicitly. <p><u>Writing</u></p> <ul style="list-style-type: none"> The student will develop claims, supplying the most relevant evidence for a specific type of recycling method. <p><u>Technology</u></p> <ul style="list-style-type: none"> The student will produce and save their typed writing on the computer using a word processing program such as Microsoft Word, using the appropriate writing style and conventions.

LITERATURE OPTIONS	
TITLE & AUTHOR	TITLE & AUTHOR
"All About Trash" (Empower3000)	"Trade It In!" (Empower3000)
"One City's Big Problem" (Empower3000)	"China Says `No' to Bags" (Empower3000)
"What Happens to Old Computers?" (Empower3000)	"No More Plastic Bags?" (Empower3000)
"Throw Old Computers in the Trash? No Way!" (Empower3000)	"Trash or Treasure?" (Empower3000)
"Bring Us Your Old Computers!" (Empower3000)	"Shhh! Worms at Work" (Empower3000)

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u> Students will compare and contrast different types of recycling methods while referencing pros and cons of each method.</p> <ul style="list-style-type: none"> • Students can give and receive peer feedback to prepare for whole class presentations. • Students can use a "dialogue starter" to facilitate listening comprehension when evaluating a speaker's point of view. • Students can reference a Venn diagram while presenting. • Students can use English Central to practice speaking about recycling methods.  	<p>reduce, reuse, recycle upcycle convert garbage, trash, waste waste reduction environment dispose/disposal</p>	<p>Present information, findings, and supporting evidence that conveys a clear and distinct perspective such that listeners can follow a line of reasoning</p> <p>Adapt speech to a given context or task when speaking</p> <p>Demonstrate correct use of formal English when speaking</p> <p>DOK 3</p>
<p><u>Reading and Writing</u> Students will read and annotate texts about different recycling methods and then write an argumentative essay.</p> <ul style="list-style-type: none"> • Students can read adapted texts and/or differentiated Lexile leveled texts through the Empower3000 service. • Students can reference an essay template when typing their essay.  		<p>Write an argument creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence</p> <p>DOK 3, 4</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will transfer their understanding of genocides so that they will be able to communicate a claim that integrates evidence to 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 spontaneous/unrehearsed situations and/or student can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information about genocides.
3	The student can: <ul style="list-style-type: none"> • recognize or recall specific vocabulary, such as but not limited to: <ul style="list-style-type: none"> • crime, current events, important historical events, timelines (ordinal numbers, sequencing, transitional words), cultural information, geography, inequality, freedom, courage, leaders, refugees; • perform processes, such as, but not limited to: <ul style="list-style-type: none"> • synthesize information about genocides from multiple sources while integrating historical and political context; • 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 minor mistakes in successfully communicating key information about genocides.
1	The student always needs assistance from a teacher to communicate key information about genocides.
0	Even with help, the student does not exhibit understanding of genocides.

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 determine vocabulary. • EU1b: Reading requires determining central idea from multiple sources of information. • EU1c: Reading requires comparing and contrasting multiple sources of information. • EU1d: Reading requires citing text from multiple sources of 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 central idea from multiple sources of information? • EQ1c: How do I compare and contrast from multiple sources of information? • EQ1d: How do I appropriately cite text from multiple sources of information?
<p>CEU2: Communicating in English requires the ability to deliberately listen and participate orally in a variety of discussions.</p> <ul style="list-style-type: none"> • EU2: Communicating requires the ability to speak about and listen to key information. 	<p>CEQ2a: What do I need to do to become a better speaker?</p> <p>CEQ2b: What do I need to do to become an active listener?</p> <ul style="list-style-type: none"> • EQ2a: How do I verbally summarize? • EQ2b: How do I agree or disagree with another speaker’s point of view?






ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU3: Writing in English requires the ability to convey meaning by selecting appropriate vocabulary, apply correct conventions of Standard English, support claims, examine complex ideas, and develop real or imagined experiences.</p> <ul style="list-style-type: none"> • EU3a: Writing requires specific vocabulary. • EU3b: Writing requires textual evidence. • EU3c: Writing requires proper usage of grammar, punctuation, and spelling? 	<p>CEQ3a: How can I determine the difference in meaning between closely related words and phrases?</p> <p>CEQ3b: Can I have a good argument without evidence?</p> <p>CEQ3d: How can I check grammar, punctuation, and spelling?</p> <ul style="list-style-type: none"> • EQ3a: How do I decide which words or phrases are best to use in my writing? • EQ3b: What quotes help support my point of view? • EQ3c: How do I check for correct grammar, punctuation, and spelling?
<p>CEU4: Participation in society necessitates ethical use of technology and social media.</p> <ul style="list-style-type: none"> • EU4: Technology is necessary in order to research and integrate information. 	<p>CEQ4a: Why is social media necessary in my life?</p> <p>CEQ4b: How do I know an internet resource is a good source of information?</p> <ul style="list-style-type: none"> • EQ4: How do I cite evidence from an appropriate internet resource?
WIDA & COMMON CORE STANDARDS	
<p>WIDA Standard 2 The Language of Language Arts WIDA Standard 5 The Language of Social Studies</p> <p>11-12.ELA.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.ELA.RL.5 Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>11-12.ELA.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>11-12.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, including determining where the text leaves matters uncertain.</p> <p>11-12.ELA.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>11-12.ELA.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>11-12.ELA.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>11-12.ELA.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>11-12.ELA.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>11-12.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.</p> <p>11-12.ELA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.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>	

WIDA & COMMON CORE STANDARDS

- 11-12.ELA.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.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 when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.ELA.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.ELA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 11-12.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.
- 11-12.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 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 11-12.ELA.SL.2 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.
- 11-12.ELA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 11-12.ELA.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 11-12.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, reasoning, and evidence and to add interest.
- 11-12.ELA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 11-12.ELA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 11-12.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.
- 11-12.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.
- 11-12.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, its etymology, or its standard usage.
- 11-12.ELA.L.4.D 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).
- 11-12.ELA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 11-12.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 EU1-9 EQ1-9 11-12.ELA.SL.3,4,5 11-12.ELA.L.1-4 11-12.ELA.RL.7 11-12.ELA.RI.1,4,6 11-12.ELA.W.2,4,5,7,8,9 WIDA 2,5 DOK 2,3	<p><u>Speaking</u></p> <ul style="list-style-type: none"> The student will present information, findings, and supporting evidence from literature and informational text relating to the topic of genocide. <p><u>Listening</u></p> <ul style="list-style-type: none"> The student will listen to presenter’s findings and evaluate the link made between literature and historical/political context relating to the topic of genocide. <p><u>Reading</u></p> <ul style="list-style-type: none"> The student will evaluate how multiple sources of text or media interprets the historical/political context relating to the topic of genocide. <p><u>Writing</u></p> <ul style="list-style-type: none"> The student will gather relevant information from multiple sources and assess their strengths and weaknesses as it pertains to the historical/political context of genocide. <p><u>Technology</u></p> <ul style="list-style-type: none"> The student will produce and save their typed writing on the computer using a word processing program such as Microsoft Word using the appropriate writing style and conventions. The student will produce and publish a visual timeline while integrating facts from literature relating to the topic of genocide on the class web page.

LITERATURE OPTIONS	
TITLE & AUTHOR	TITLE & AUTHOR
“Remembering the Holocaust” (Empower3000)	“Web Site Brings Teens Together—65 Years Later” (Empower3000)
“A Day of Remembering” (Empower3000)	“To Keep the Promise” (Empower3000)
“A Day To Remember” (Empower3000)	“Global Conflicts: Teens Save a Hero's Story” (Empower3000)
“Families To Learn About Loved Ones” (Empower3000)	“Saying Thank You to Heroes” (Empower3000)
“The List Lives On” (Empower3000)	“Learning More About Anne Frank” (Empower3000)

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u> Students will present on how authentic media was used to persuade people during the time of the genocide.</p> <ul style="list-style-type: none">  Students can use notecards when they present.  Students can use a question stem bank to ask the presenter appropriate questions about their presentation.  Students can use English Central to practice speaking about historical events, courage, inequality, freedom and leaders. 	<p>crime current events timelines (ordinal numbers, sequencing, transitional words) cultural information geography inequality freedom courage leaders refugees</p>	<p>Integrate multiple sources of information presented</p> <p>Analyze and evaluate text, comments, claims, and evidence posed</p> <p>Use digital media strategically in presentations to enhance understanding and add interest</p> <p>DOK 3, 4</p>
<p><u>Reading and Writing</u> Students will research vital information about the historical and current political situation of a country that has experienced or is currently experiencing a genocide.</p> <ul style="list-style-type: none">  Students may read adapted texts and/or differentiated Lexile leveled texts through the Empower3000 service.  Students can use a vocabulary web to link terms/sentences/pictures with a word/phrase/topic that is in the center to help them make connections throughout their research. 		<p>Conduct steps for short as well as sustained research projects to answer a question</p> <p>Cite strong and thorough textual evidence to support text</p> <p>DOK 3</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will transfer their understanding of revolutions so that they will be able to write a fictional narrative that interprets events from an authentic point of view, integrating specific and relevant evidence.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or student can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information about revolutions.
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"> • rebellion, crime, culture, religion, change, government, leaders, dictators, political change, social factors, economic factors, propaganda; • perform processes, such as, but not limited to: <ul style="list-style-type: none"> • determine how propaganda influences citizens, use historical context to create a narrative; • 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 minor mistakes in successfully communicating key information about revolutions.
1	The student always needs assistance from a teacher to communicate key information about revolutions.
0	Even with help, the student does not exhibit understanding of revolutions.

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.

- EU1a: Reading about revolutions requires using context to determine vocabulary.
- EU1b: Reading requires determining central idea.
- EU1c: Reading requires comparing and contrasting.
- EU1d: Reading requires citing text.
- EU1e: Reading requires evaluating the structure of a text.

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 central idea?
- EQ1c: How do I compare and contrast?
- EQ1d: How do I appropriately cite text?
- EQ1e: How do I evaluate the structure of a text?

CEU2: Communicating in English requires the ability to deliberately listen and participate orally in a variety of discussions.

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

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

CEQ2b: What do I need to do to become an active listener?

- EQ2a: How do I verbally paraphrase texts?
- EQ2b: How do I evaluate a speaker's use of evidence?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU3: Writing in English requires the ability to convey meaning by selecting appropriate vocabulary, apply correct conventions of Standard English, support claims, examine complex ideas, and develop real or imagined experiences.</p> <ul style="list-style-type: none"> • EU3a: Writing requires specific vocabulary. • EU3b: Writing requires textual evidence. • EU3c: Writing requires proper usage of grammar, punctuation, and spelling? • EU3d: Writing requires use of effective structure. 	<p>CEQ3a: How can I determine the difference in meaning between closely related words and phrases?</p> <p>CEQ3b: Can I have a good argument without evidence?</p> <p>CEQ3d: How can I check grammar, punctuation, and spelling?</p> <ul style="list-style-type: none"> • EQ3a: How do I decide which words or phrases are best to use in my writing? • EQ3b: What critical information helps support real or imagined experiences? • EQ3c: How do I check for correct grammar, punctuation, and spelling? • EQ3d: How do I know if the structure is effective?
<p>CEU4: Participation in society necessitates ethical use of technology and social media.</p> <ul style="list-style-type: none"> • EU4: Social media is necessary to communicate and share important information. 	<p>CEQ4a: Why is social media necessary in my life?</p> <p>CEQ4b: How do I know an internet resource is a good source of information?</p> <ul style="list-style-type: none"> • EQ4: How do I use social media to communicate and share important information?
WIDA & COMMON CORE STANDARDS	
<p>WIDA Standard 2 The Language of Language Arts WIDA Standard 4 The Language of Science</p> <p>11-12.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, including determining where the text leaves matters uncertain.</p> <p>11-12.ELA.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>11-12.ELA.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>11-12.ELA.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>11-12.ELA.RI.5 Analyze and evaluate 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.</p> <p>11-12.ELA.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>11-12.ELA.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>11-12.ELA.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>11-12.ELA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12.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.</p> <p>11-12.ELA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>11-12.ELA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.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>	

WIDA & COMMON CORE STANDARDS

11-12.ELA.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11-12.ELA.W.7 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.ELA.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.ELA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

11-12.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.

11-12.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 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.ELA.SL.2 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.

11-12.ELA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

11-12.ELA.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.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, reasoning, and evidence and to add interest.

11-12.ELA.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

11-12.ELA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

11-12.ELA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

11-12.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.

11-12.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.

11-12.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, its etymology, or its standard usage.





11-12.ELA.L.4.D 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).

11-12.ELA.L.5 Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.

11-12.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 EU1-9 EQ1-9 11-12.ELA.SL.1,3,4,5 11-12.ELA.L.1-4 11-12.ELA.RI.1,6,10 11-12.ELA.W.1,2,3,4,5,9,10 WIDA 2,4 DOK 3,4	<p><u>Speaking</u></p> <ul style="list-style-type: none"> The student will analyze how text, propaganda, or media were used to influence people during a revolution. <p><u>Listening</u></p> <ul style="list-style-type: none"> The student will listen to the presenter and reflect on how successful text, propaganda, or media was when used to influence people during a revolution. <p><u>Reading</u></p> <ul style="list-style-type: none"> The student will analyze the effects of style and content as they contribute to the effectiveness of the text, propaganda, or media during a revolution. <p><u>Writing</u></p> <ul style="list-style-type: none"> The student will write a narrative to develop a historical experience during a revolution. <p><u>Technology</u></p> <ul style="list-style-type: none"> The student will produce and save their typed writing on the computer using a word processing program such as Microsoft Word using the appropriate writing style and conventions. The student will produce and publish a narrative while integrating relevant historical facts about a revolution on the computer.

LITERATURE OPTIONS	
TITLE & AUTHOR	TITLE & AUTHOR
"American Revolution: Never Forgotten" (Empower3000)	"Freedom: How We Got It" (Empower3000)
"Age of Revolution: Where Heroes Walked" (Empower3000)	"Age of Revolution: Cinco de Mayo: An Important Day" (Empower3000)
"American Revolution: A Puzzle From the Past" (Empower3000)	"Age of Revolution: Haiti's Fight To Be Free" (Empower3000)

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u> Students will record an explanation of how propaganda was used to influence people.</p>  <ul style="list-style-type: none"> Students can use a computer program such as PowerPoint to attach a recording of their explanation with a photo.  <ul style="list-style-type: none"> Students can use English Central to practice speaking about propaganda. 	rebellion crime culture religion government leaders dictators political change social factors economic factors propaganda	Use general academic and domain-specific words and phrases at the college and career readiness level Use digital media strategically in presentations to enhance understanding and add interest DOK 3, 4
<p><u>Reading and Writing</u> Students will write a fictional journal entry in first person about their life during a revolution.</p>  <ul style="list-style-type: none"> Students may read adapted texts and/or differentiated Lexile leveled texts through the Empower3000 service.  <ul style="list-style-type: none"> Students can use a plot diagram to assist in writing the narrative. Students can use a reference sheet/rubric to help guide them throughout the writing process. 		Write a narrative that uses a variety of transitions to develop a coherent sequence of events Write a narrative that includes a reflective conclusion that follows from what is experienced, observed, or resolved DOK 4

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"> ○ vocabulary related to the Language of Language Arts, the Language of Mathematics, the Language of Science, and the Language of Social Studies; ○ academic vocabulary connected to a task (synthesize, critique); • perform basic processes, such as, but not limited to: <ul style="list-style-type: none"> ○ distinguish, analyze, categorize, compare, contrast, sequence, interpret, evaluate, negotiate meaning, synthesize, critique, produce original writing; • use the following linguistic complexity, vocabulary usage, and language control: <ul style="list-style-type: none"> ○ a variety of sentence lengths of varying linguistic complexity; emerging cohesion to provide detail and clarity; ○ usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident; ○ generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference
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

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.

- EU1: Reading about academic subjects requires the ability to process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

CEU2: Communicating in English requires the ability to deliberately listen and participate orally in a variety of discussions.

- EU2a: Listening to academic information requires the ability to process, interpret, and evaluate spoken language.
- EU2b: Speaking for academic purposes requires the ability to communicate thoughts and ideas with organization and fluency.





EQ1: How do I improve and apply reading skills?

EQ2: How do I improve and apply listening skills?
EQ3: How do I improve and apply speaking skills?

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU3: Writing in English requires the ability to convey meaning by selecting appropriate vocabulary, apply correct conventions of Standard English, support claims, examine complex ideas, and develop real or imagined experiences.</p> <ul style="list-style-type: none"> EU3: Writing for academic purposes requires the ability to communicate thoughts and ideas with organization and fluency. 	<p>EQ4: How do I improve and apply writing skills?</p>
WIDA & COMMON CORE STANDARDS	
<p>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</p>	

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

SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking</u></p> <p>1. Students will suggest ways to resolve issues or pose solutions, compare and contrast features, traits, characteristics, sequence processes, cycles, procedures, or events, estimate, and make predictions.</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>suggest compare, contrast sequence estimate, predict</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 3</p>
<p><u>Listening</u></p> <p>2. Students will evaluate information in social and academic conversations, distinguish main ideas from supporting details in oral, content-related discourse, and categorize content-based examples described orally.</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>evaluate main idea supporting details categorize</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 apply multiple meanings of words/phrases to social and academic contexts, identify topic sentences or main ideas and details in paragraphs, answer questions about explicit information in texts, differentiate between fact and opinion in text, sequence information within paragraphs.</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>multiple meaning words identify topic sentence main idea details fact, opinion sequence</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 complete reports from templates, compose short narrative and expository pieces, outline ideas and details using graphic organizers, and compare and reflect on performance against criteria.</p>  <ul style="list-style-type: none"> • Sentence frames. • The teacher will provide first language support if needed. • Word or phrase wall 	<p>compose outline compare narrative expository reflect</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>

ENGLISH LANGUAGE 3
UNIT 5: THE BUSINESS OF ADVERTISING

SUGGESTED DURATION: 8 weeks

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will transfer their understanding of advertising so that they will be able to persuade a target audience to purchase a product or service.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or student can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information about advertising.
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"> • product, advertising, marketing, slogan, jingle, industry, target audience, social media, profit, influential people, celebrities, sports, entertainment, bandwagon, celebrity spokesperson, loaded language, emotional appeals; • perform processes, such as, but not limited to: <ul style="list-style-type: none"> • explain who and why a target audience is necessary to sell a product, create an idea or slogan for new product, advertise an old product in a new way, identify and use persuasive techniques in advertising; • use the following linguistic complexity, vocabulary usage, and language control: <ul style="list-style-type: none"> • a variety of sentence lengths of varying linguistic complexity; emerging cohesion to provide detail and clarity; • usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident; • generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
2	The student sometimes needs assistance from a teacher and/or minor mistakes in successfully communicating key information about advertising.
1	The student always needs assistance from a teacher to communicate key information about advertising.
0	Even with help, the student does not exhibit understanding of advertising.

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.

- EU1a: Reading requires using context to determine vocabulary.
- EU1b: Reading requires determining central idea.
- EU1c: Reading requires comparing and contrasting.
- EU1d: Reading requires citing text.

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 central idea?
- EQ1c: How do I compare and contrast?
- EQ1d: How do I appropriately cite text?

CEU2: Communicating in English requires the ability to deliberately listen and participate orally in a variety of discussions.

- EU5: Communicating about advertising requires the ability to speak about and listen to key information.

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

CEQ2b: What do I need to do to become an active listener?

- EQ2a: How do I verbally convince my audience?
- EQ2b: How do I evaluate a speaker's persuasive techniques?





ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CEU3: Writing in English requires the ability to convey meaning by selecting appropriate vocabulary, apply correct conventions of Standard English, support claims, examine complex ideas, and develop real or imagined experiences.</p> <ul style="list-style-type: none"> • EU3a: Writing requires specific vocabulary. • EU3b: Writing requires textual evidence. • EU3c: Writing requires proper usage of grammar, punctuation, and spelling? 	<p>CEQ3a: How can I determine the difference in meaning between closely related words and phrases?</p> <p>CEQ3b: Can I have a good argument without evidence?</p> <p>CEQ3d: How can I check grammar, punctuation, and spelling?</p> <ul style="list-style-type: none"> • EQ3a: How do I decide which words or phrases are best to use in my writing? • EQ3b: What quotes help support my point of view? • EQ3c: How do I check for correct grammar, punctuation, and spelling?
<p>CEU4: Participation in society necessitates ethical use of technology and social media.</p> <ul style="list-style-type: none"> • EU4: Social media is necessary to share products, events, or ideas. 	<p>CEQ4a: Why is social media necessary in my life?</p> <p>CEQ4b: How do I know an internet resource is a good source of information?</p> <ul style="list-style-type: none"> • EQ4: How do I use social media to advertise a product, event, or idea?
WIDA & COMMON CORE STANDARDS	
<p>WIDA Standard 2 The Language of Language Arts WIDA Standard 4 The Language of Science</p> <p>11-12.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, including determining where the text leaves matters uncertain.</p> <p>11-12.ELA.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>11-12.ELA.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>11-12.ELA.RI.5 Analyze and evaluate 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.</p> <p>11-12.ELA.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>11-12.ELA.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>11-12.ELA.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>11-12.ELA.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>11-12.ELA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12.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.</p> <p>11-12.ELA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.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>11-12.ELA.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	

WIDA & COMMON CORE STANDARDS

- 11-12.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 when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.ELA.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.ELA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 11-12.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.
- 11-12.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 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 11-12.ELA.SL.2 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.
- 11-12.ELA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 11-12.ELA.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 11-12.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, reasoning, and evidence and to add interest.
- 11-12.ELA.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 11-12.ELA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 11-12.ELA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 11-12.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.
- 11-12.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.
- 11-12.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, its etymology, or its standard usage.
- 11-12.ELA.L.4.D 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).
- 11-12.ELA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 11-12.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 EU1-9 EQ1-9 11-12.ELA.SL.1-5 11-12.ELA.L.1-5 11-12.ELA.RI.4,6,10 11-12.ELA.W.1,2,3,4,5,9,10 WIDA 2,4 DOK 2,3,4	<p><u>Speaking</u></p> <ul style="list-style-type: none"> The student will sell a product to the class using persuasive techniques in advertising to convince their audience to buy the product. <p><u>Listening</u></p> <ul style="list-style-type: none"> The student will listen to the presenter and provide feedback as to why the product would or would not be successful for the target audience. <p><u>Reading</u></p> <ul style="list-style-type: none"> The student will compare and contrast different advertisements taking into consideration persuasive vocabulary words, size and font of text, and the target audience. <p><u>Writing</u></p> <ul style="list-style-type: none"> The student will write a description about the advertisement they created using persuasive reasons as to why their advertisement will attract the target audience. <p><u>Technology</u></p> <ul style="list-style-type: none"> The student will produce and save an advertisement on the computer using a computer program such as Microsoft Publisher while using the appropriate writing style and conventions.

LITERATURE OPTIONS	
TITLE & AUTHOR	ISBN or HYPERLINK
"No More Loud Ads!" (Empower3000)	"Hello, China? Can You Come Over?" (Empower3000)
"Will Your School Bus Have Ads?" (Empower3000)	"MRAs: Getting To Know You" (Empower3000)
"Kellogg Makes a Healthy Choice" (Empower3000)	"Too Many Teen Smokers" (Empower3000)
"This Test Brought to You By..." (Empower3000)	"What's in a Name?" (Empower3000)
"What Are They Trying To Sell?" (Empower3000)	

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p><u>Speaking and Listening</u> Students will record an explanation of how propaganda was used to influence people.</p>  <ul style="list-style-type: none"> • Students can use the document reader to project and present their original advertisement to the class.  <ul style="list-style-type: none"> • Students can use English Central to practice speaking about advertising. 	product advertising marketing slogan jingle industry target audience social media profit influential people celebrities sports entertainment bandwagon celebrity spokesperson loaded language emotional appeals	Demonstrate command of the conventions of standard English grammar and usage when speaking Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge DOK 3, 4
<p><u>Reading and Writing</u> Students will analyze various advertisements and explain why the persuasive techniques used in those ads are effective.</p>  <ul style="list-style-type: none"> • Students can read adapted texts and/or differentiated Lexile leveled texts through the Empower3000 service.  <ul style="list-style-type: none"> • Students can reference a list of adjectives and loaded language vocabulary. 	(This cell is shared with the row above and contains the same list of declarative knowledge terms.)	Write including formatting, graphics, multimedia that is useful to aiding comprehension DOK 3, 4