

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

English as a Second Language Curriculum Guide

**Pacing Guide:**

**English as a Second Language is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.**

Unit 1-United States History (1 -6 weeks)

Unit 2- United States Government (1-4 weeks)

Unit 3- World History (1-3 weeks)

Unit 4- Life Science (1-6 weeks)

Unit 5- Physical Science (1-4 weeks)

Unit 6- Space Science (2 weeks)

Unit 7- Earth Science (1-4 weeks)

Unit 8- Mathematics (1-4 weeks)

Unit 9- Life Skills (1-6 weeks)

Unit10- Language Arts (2-4 weeks)

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<p><b>Technology Standards:</b></p> <p>8.1 Educational Technology</p>     <p>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</p>   <p><b>21st Century Skills Standards:</b></p> <p>9.1 Personal Financial Literacy</p>   <p>9.2 Career Awareness, Exploration, and Preparation</p>	<p>8.1.12.A.1: Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.</p> <p>8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess personal, social, lifelong learning, and career needs</p> <p>8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal, and or social needs.</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants</p> <p>8.2.12.D.4: Assess the impacts of emerging technologies on developing countries</p> <p>8.2.12.E.1: Demonstrate an understanding of the problem-solving capacity of computers in our world</p> <p>9.1.12.A.5: Analyze how the economic, social, and political conditions of a time period can affect the labor market</p> <p>9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions</p> <p>9.2.12.C.1: Review career goals and determine steps necessary for attainment</p> <p>9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education</p> <p>9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures</p>
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<b>Career Ready Practices:</b>	<p>CRP1- Act as a responsible and contributing citizen and employee</p> <p>CRP4- Communicate clearly and effectively and with reason</p> <p>CRP7– Employ valid and reliable research strategies</p> <p>CRP8- Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP11- Use technology to enhance productivity</p> <p>CRP12- Work productively in teams while using cultural global competence</p>		
<b>Interdisciplinary Concepts:</b> NJSLS.ELA-Literacy.WHST.9-10.1-10.10, 11-12.1-10. NJSLS.ELA-Literacy.RH.9-10.1-10.10, 11-12.1-10 NJSLS.ELA-Literacy.RI.9-10.1-10.10, 11-12.1-10 NJSLS.ELA-Literacy.L.9-10.1-10.6, 11-12.1-12.6 NJSLS.ELA-Literacy.SL.9-10.1-10.4, 11-12.1-12.6 NJSLS.ELA-Literacy.RL.9-10.1-10.10, 11-12.1-12.10	<b>Science, mathematics, and technology:</b> How does the use of technology, scientific inquiry and mathematical concepts enhance second language acquisition?	<b>Literacy/language arts, and social studies:</b> What role do historical terminology, language experiences, and semantic webbing play in language development?	<b>Moral/social education:</b> What community actions provide ideas for getting involved and making a difference in local, national, and global communities?

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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>• Incorporate challenging assessments</li> <li>• Open forums and debates in the classroom regarding controversial issues.</li> <li>• Utilize advanced materials and resources to meet the needs of students.</li> <li>• Competitive and collaborative projects</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Anchor Activities</li> <li>• Advanced discussion techniques</li> </ul>	<p><b>Modifications for Homework/Assignments:</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments</li> <li>• Building background information</li> <li>• Simplifying language for presentation</li> <li>• Internet bilingual dictionaries during class and during assignments.</li> <li>• Word banks for tests and quizzes</li> <li>• Developing content area vocabulary</li> <li>• Extended time for all assessments</li> <li>• Use of graphic organizers</li> <li>• Internet text translators</li> <li>• Simplification of requirements</li> <li>• Access to teacher designed Power Points and notes</li> <li>• Concept development</li> <li>• Collaboration between ESL and mainstream classroom teachers.</li> <li>• Pair novice ELLs with advanced ELL's.</li> <li>• High-interest / low-reading-level civics and history materials</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>• In-Class-Support</li> <li>• Graphic Organizers</li> <li>• Provide study guides</li> <li>• Extended time on assessments</li> <li>• Research guides</li> <li>• Analogies</li> <li>• Highlighting/underlining</li> <li>• Note-taking guides</li> <li>• Cue cards</li> <li>• Establish timelines</li> <li>• Clarify assignments, directions, instructions</li> <li>• Chapter/lecture notes</li> <li>• Assistive technology</li> <li>• Provide computer programs to assist with written assignments</li> <li>• Highlight key vocabulary</li> <li>• Model skills/techniques</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> </ul>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>• Intervention and Referral Team (I&amp;RS) in-house strategies for teachers.</li> <li>• Extra textbooks at home</li> <li>• Extended time for assignments</li> <li>• Highlight key vocabulary</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Model skills/techniques</li> <li>• Modify assignments</li> <li>• Preferential seating as noted by teacher and student</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> <li>• Provide copy of class notes</li> <li>• Use of computers to complete assignments as requested by a student</li> <li>• Provide verbal reminder of assignments</li> </ul>

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	<p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries.</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul>	<ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> <li>• Provide verbal reminder of assignments</li> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments.</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> <li>• Assist with technology</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> </ul>
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**THE WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS**

<b>Numerical Reference</b>	<b>Standard</b>
English Language Proficiency <b>Standard 1</b>	English Language learners communicate for Social & Instructional purposes within the school setting
English Language Proficiency <b>Standard 2</b>	English Language learners communicate information, ideas, & concepts necessary for academic success in the content area of Language Arts
English Language Proficiency <b>Standard 3</b>	English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Mathematics
English Language Proficiency <b>Standard 4</b>	English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science
English Language Proficiency <b>Standard 5</b>	English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Social Studies

**FOUR LANGUAGE DOMAINS**

<b>Listening</b>	Process, understand, interpret, and evaluate spoken language in a variety of situations
<b>Speaking</b>	Engage in oral communication in a variety of situations for a variety of purposes and audiences
<b>Reading</b>	Process, interpret, and evaluate written language, symbols, and text with understanding and fluency
<b>Writing</b>	Engage in written communication in a variety of forms for a variety of purposes and audiences

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**WIDA Language Proficiency Levels**

<b>6 Reaching</b>	<ul style="list-style-type: none"><li>• Specialized or technical language reflective of the content area at grade level</li><li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li><li>• oral or written communication in English comparable to proficient English peers</li></ul>
<b>5 Bridging</b>	<ul style="list-style-type: none"><li>• the technical language of the content areas;</li><li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;</li><li>• oral or written language approaching comparability to that of English proficient peers when presented with grade level material</li></ul>
<b>4 Expanding</b>	<ul style="list-style-type: none"><li>• specific and some technical language of the content areas;</li><li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs</li><li>• oral or written language with minimal phonological, syntactic, or semantic, or sentence errors that do not impede the overall of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li></ul>
<b>3 Developing</b>	<ul style="list-style-type: none"><li>• general and some specific language of the content areas;</li><li>• expanded sentences in oral interaction or written paragraphs</li><li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li></ul>
<b>2 Beginning</b>	<ul style="list-style-type: none"><li>• general language related to the content areas;</li><li>• phrases or short sentences;</li><li>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands directions, questions, or a series of statements with visual and graphic support</li></ul>
<b>1 Entering</b>	<ul style="list-style-type: none"><li>• pictorial or graphic representation of the language of the content areas;</li><li>• words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</li></ul>

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<b>CONTENT:</b> English language learners communicate information, ideas & concepts necessary for academic success in the content area of Social Studies.			
<b>Theme:</b> ESL- United States History			
<b>Essential Questions:</b> What are the characteristics of Native American History? Who are the early explorers of the New World? What artifacts are connected to the discovery of the New World? What continents were considered part of the “New World”?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify characteristics of Native American history</li> <li>Research famous and not so famous explorers of the New World.</li> <li>Identify the artifacts connected to the New World</li> <li>Focus on vocabulary and grammar relevant to inter-related items of Native American people, places, events and things</li> <li>Reinforce vocabulary, grammar and content of the early explorers of the New World.</li> <li>Identify major reasons why Europeans settled in North America</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about Native American tribes using irregular plural</li> <li>Write about the dwellings, and occupations of Native American tribes using chapter pictures, dictionaries, and technology.</li> <li>Write about Native Americans in the simple past.</li> <li>Read about Christopher Columbus, and Leif Eriksson using chronology words and proper nouns.</li> <li>Write about the New World using word banks, and films, literature</li> <li>Incorporate biography time lines to practice past tenses, and connect relationships to events, using prepositions of time.</li> <li>Interpret reading passages about historical figures highlighting main idea, basic comprehension, details, and inference.</li> <li>Write a narrative essay</li> <li>Develop audio/visual presentation skills</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> <li>Do Now exercises</li> <li>Classroom exercises</li> <li>Independent practice</li> <li>Guided Reading activity</li> <li>Quizzes</li> <li>Dictation tests</li> <li>Cumulative tests</li> <li>Group and oral presentations</li> <li>Exams</li> <li>Lecture and note taking</li> <li>Working with partners</li> <li>Videos</li> <li>Power Point presentations</li> <li>Discussion</li> <li>Questions and answers</li> <li>Group activities</li> <li>Current Events</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers’ test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5



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			<p><b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12</p> <p><b><u>Time Frame:</u></b> 1 – 2 weeks</p> <p><b><u>Materials:</u></b> Textbook &amp; Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman &amp; Gary Apple</p> <p>What A Life! : Stories of Amazing People –Milada Broukal-Longman</p> <p>America- From Apple Pie to Ziegfeld Follies, Books 1 through 4, People, Places, Events and Things Kirk Schriefer &amp; John Sivell</p> <p>For the People- A Citizenship ESOL- Test- Delta Publishing Company</p> <p>Internet Resources &amp; Websites</p>
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<b>CONTENT:</b> English language learners communicate information, ideas & concepts necessary for academic success in the content area of Social Studies.			
<b>Theme:</b> ESL- United States History			
<b>Essential Questions:</b> What are the characteristics of colonial life? What are the events up to and including the Revolutionary War?		Who are the people associated with the Declaration of Independence? What artifacts are connected to the Declaration of Independence? What was the importance of the Declaration of Independence?	
<b>Content:</b> (As a result of this learning segment, students will know...)  <ul style="list-style-type: none"> <li>Identify the characteristics of colonial life.</li> <li>Focus on events leading to the American Revolution.</li> <li>Identify famous people associated with the Declaration of Independence.</li> <li>Historical places connected to the American Revolution.</li> <li>Reinforce vocabulary, grammar and content about life in the American colonies.</li> <li>Identify the first two permanent colonies in America.</li> <li>Identify the early forms of government in the 13 colonies</li> <li>Explain problems between the colonies and England</li> </ul>	<b>Skills:</b> (As a result of this learning segment, students will be able to...)  <ul style="list-style-type: none"> <li>Read about the early colonies using a word bank.</li> <li>Discuss colonial life in the past tense with regular verbs.</li> <li>Write about occupations in a colony in the past tense.</li> <li>Write about students towns in the present tense.</li> <li>Discuss the Revolutionary War with irregular past-tense verbs.</li> <li>Read about events leading up to the Revolutionary War with regular and irregular verbs.</li> <li>Write about the Revolutionary War in the past tense.</li> <li>Interpret reading passages of historical figures highlighting main idea, basic comprehension, details, and inference.</li> <li>Incorporate biography time lines to practice past tenses, and connect relationships to events, using prepositions of time.</li> <li>Write a narrative essay</li> <li>Develop audio/visual presentation skills</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now exercises</li> <li>Classroom exercises</li> <li>Independent practice</li> <li>Guided reading activity</li> <li>Quizzes</li> <li>Dictation tests</li> <li>Cumulative tests</li> <li>Group and oral presentations</li> <li>Exams</li> <li>Lecture and note taking</li> <li>Working with partners</li> <li>Videos</li> <li>Power Point presentations</li> <li>Discussion</li> <li>Questions and answers</li> <li>Group activities</li> <li>Current Events</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

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<b>CONTENT:</b> English language learners communicate information, ideas & concepts necessary for academic success in the content area of Social Studies.			
<b>Theme:</b> ESL-United States History			
<b>Essential Questions:</b> What is Westward Expansionism? How did Pioneers live?		What are the causes for people moving westward? What spurred the Gold Rush? What was the Louisiana Purchase?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify the causes of westward expansion.</li> <li>Elaborate on the lifestyles of Pioneer families</li> <li>Explore the reasons for the Gold Rush.</li> <li>Show vocabulary regarding the Gold Rush.</li> <li>Focus on vocabulary and grammar relevant to Westward Expansionism, Pioneers, and the Gold Rush.</li> <li>Reinforce vocabulary, grammar and content about the Westward Expansion and Gold Rush.</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Write about a pioneer family using chronology words.</li> <li>Discuss pioneer life using the prepositions <i>on</i> and <i>by</i>.</li> <li>Oral presentation about a Pioneer family.</li> <li>Talk about the Gold Rush using the following prepositions: <i>across</i>, <i>around</i>, <i>in</i>, and <i>with</i>.</li> <li>Read about the California Gold Rush with listing words.</li> <li>Partner students to ask and answer questions about the Gold Rush using adjective phrases.</li> <li>Interpret reading passages for the main idea, basic comprehension, details and inferences.</li> <li>Write a narrative essay</li> <li>Develop audio/visual presentation skills</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>Power point Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>Current Events</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST.11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.
		<b>Technology Standards</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1	
		<b>21<sup>st</sup> Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5	

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<b>Theme:</b> ESL- United States History			
<b>Essential Questions:</b> Who were the people involved in the Civil War? Who are Yankees and Confederates?		What are the important events of the Civil War? What is the Emancipation Proclamation? Why was Lincoln an important president?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify the people of the Civil War.</li> <li>Analyze the important events of the Civil War.</li> <li>Focus on the events leading up to the Civil War.</li> <li>Elaborate on the movements and events from Reconstruction to the present.</li> <li>Identify the events leading to the expansion of America.</li> <li>Reinforce vocabulary, grammar and content.</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about the people and events of the Civil War with commas in a series.</li> <li>Read about the people and events of the Civil War with chronology words.</li> <li>Write about the people and events of the Civil War in the past tense.</li> <li>Partner with each other to research the life of any important leader during the Civil War.</li> <li>Discuss U.S history from Reconstruction to the present with order words.</li> <li>Practice using timelines in interpreting reading passages for the main idea, basic comprehension, details, and inferences.</li> <li>Write a narrative essay</li> <li>Develop audio/visual presentation skills</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>Power point Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Current Events</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1 – 2 weeks
			<b><u>Materials:</u></b> Textbook & Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman & Gary Apple  What A Life! : Stories of Amazing People  America- From Apple Pie to Ziegfeld Follies, Books 1 through 4, People, Places, Events and Things Kirk Schriefer & John Sivell  For the People- A Citizenship ESOL- Test- Delta Publishing Company  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English language learners communicate information, ideas & concepts necessary for academic success in the content area of Social Studies			
<b>Theme:</b> ESL-United States History			
<b>Essential Questions:</b> Who are the important men and women in U.S. history? Who was Martin Luther King, Jr.?		What issues lead to the Civil Rights Movement? What are the accomplishments of each individual and how have they impacted the world? What are the facts and opinions about people, events and items in U.S. history?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify important men and women in U.S. history.</li> <li>Identify Martin Luther King, Jr.</li> <li>Elaborate on the main issues leading to the Civil Rights movement and its results.</li> <li>Focus on the accomplishments of these men and women.</li> <li>Explore timelines that are relevant to the event in U.S. history.</li> <li>Identify important events in U.S. history.</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about important people and dates in U.S. history using the passive voice.</li> <li>Read about people who have made a difference in U.S. history...</li> <li>Partner students to write sentences using a timeline.</li> <li>Recall people in U.S. history by comparing and contrasting</li> <li>Discuss the facts and opinions about people, events, and items in U.S. history.</li> <li>Partner students to practice asking and answering fact and opinion questions about people and events</li> <li>Interpret reading passages about historical figures highlighting main idea, basic comprehension, details and inference.</li> <li>Incorporate biography time lines to practice past tenses, and connect relationships to events, using prepositions of time.</li> <li>Write a narrative essay</li> <li>Develop audio/visual presentation skills</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST.11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup> Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5



CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English language learners communicate information, ideas & concepts necessary for academic success in the content area of Social Studies			
<b>Theme:</b> ESL- United States History			
<b>Essential Questions:</b> What war was fought by the U.S. in the 1900s? Who was president during World War 1? Who was the president during the Great Depression and World War 2?		What were the events leading to World War? Who did the U.S. fight in World War 2? Who was Eisenhower before he became president? What was the main concern of the U.S. during the Cold War?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify major events during the 1900s</li> <li>Focus on the major political figures during World War 1</li> <li>Review the events leading to the Great Depression and World War 2.</li> <li>Identify the key players in World War 2</li> <li>Elaborate on the U.S. and its relationship in the world at this time.</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Interpret reading passages about historical figures highlighting main idea, basic comprehension, details and inference.</li> <li>Incorporate biography time lines to practice past tenses, and connect relationships to events, using prepositions of time.</li> <li>Review academic vocabulary from the chapter</li> <li>Partner to discuss questions about the chapter using chronological order</li> <li>Write about important political figures of this time period using PARCC format (narrative writing)</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

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			<b><u>Time Frame:</u></b> 1 – 2 weeks
			<b><u>Materials:</u></b> Textbook & Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman & Gary Apple  What A Life! : Stories of Amazing People  America- From Apple Pie to Ziegfeld Follies, Books 1 through 4, People, Places, Events and Things Kirk Schriefer & John Sivell  For the People- A Citizenship ESOL- Test- Delta Publishing Company  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English language learners communicate information, ideas & concepts necessary for academic success in the content area of Social Studies			
<b>Theme:</b> ESL-United States Government			
<b>Essential Questions:</b> What is the introduction of the Constitution? What are the articles in the Constitution?		What is the Bill of Rights? What is an amendment? What are the three branches of the U.S. government?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Describe the structure of the Constitution</li> <li>Identify the Preamble</li> <li>Identify the content of different articles in the Constitution</li> <li>Identify the Bill of Rights</li> <li>Focus on the amendments in the Bill of Rights.</li> <li>Demonstrate knowledge of the three branches of government</li> <li>Examine the roles of the Senate, Congress and President.</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about the amendments in the Bill of Rights with <i>can</i> and <i>can't</i>.</li> <li>Read about the Bill of Rights and each amendment.</li> <li>Write questions and answers about the Bill of Rights with <i>can</i> and <i>can't</i>.</li> <li>Discuss the U.S. government using various sentence structure</li> <li>Read about the U.S. government using <i>adverb phrases</i>.</li> <li>Write a paper about the three branches of government.</li> <li>Look up the different <i>Amendments</i> using ordinal numbers.</li> <li>Practice using timelines to Interpret reading passages for the main idea, basic comprehension, details, and inferences.</li> <li>Write a narrative essay</li> <li>Develop audio/visual presentation skills</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup> Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English language learners communicate information, ideas & concepts necessary for academic success in the content area of Social Studies			
<b>Theme:</b> ESL- United States Government			
<b>Essential Questions:</b> Who is in charge of the executive branch? What is the role of the Cabinet? What is the Legislative Branch?		What are the two parts of the U.S. Congress? What are the duties of the Senate? What is the role of the Judicial Branch?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify the powers of the executive branch</li> <li>Identify the qualifications of the president</li> <li>Focus on the responsibilities of the Legislative Branch</li> <li>Identify the responsibilities of the Senate</li> <li>Explain the role of the Supreme Court.</li> <li>Demonstrate an understanding of the academic language as it relates to the presidents.</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about early U.S. presidents in alphabetical order.</li> <li>Read about the early U.S. presidents in chronological order.</li> <li>Partner to write about U.S. presidents using the sentence frame to talk about the presidents.</li> <li>Review academic vocabulary from the chapter.</li> <li>Recall the presidents using ordinal numbers as adjectives for sequences and superlative/comparative descriptions.</li> <li>Write a narrative essay</li> <li>Develop audio/visual presentation skills</li> </ul>	<b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup> Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English language learners communicate information, ideas & concepts necessary for academic success in the content area of Social Studies			
<b>Theme:</b> ESL-World History			
<b>Essential Questions:</b> Where are the locations of ancient Greece, Rome and China? What contributions has Greece made to the world?		What contributions has Rome made to the world? What contributions has China made to the world? What famous landmarks represent these civilizations?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify the location and characteristics of ancient Mesopotamia</li> <li>Elaborate on the location, characteristics, and contributions of ancient Greece</li> <li>Identify the location, contributions, and people of ancient Rome</li> <li>Identify the contributions and dynasties of ancient China</li> <li>Identify events in sequence in ancient Greece, Rome, and China.</li> <li>Focus on the historical significance of world famous landmarks</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Discuss ancient Mesopotamia and identify singular and plural things.</li> <li>Write a paper about ancient Mesopotamia using order words (first, next, then)</li> <li>Review ancient Greece with the past and present tense and with irregular verbs.</li> <li>Write about ancient Rome and its people using pronouns.</li> <li>Discuss people and buildings in ancient Rome using quantity words.</li> <li>Interpret maps to illustrate the size and conquests of this Empire.</li> <li>Partner with each other to discuss inventions of ancient China using chronology words</li> <li>Write a paper about ancient China using the passive voice</li> <li>Partner students to ask and answer questions about these civilizations using sequence words</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSL)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup> Century Life &amp; Career Skills:</b> 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5



CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English language learners communicate information, ideas & concepts necessary for academic success in the content area of Social Studies			
<b>Theme:</b> ESL- Geography of the United States			
<b>Essential Questions:</b> What are the names of the states and their capitals? What are the names of the different sections of the United States?		What are the different sections of the United States famous for? Where are the major rivers, mountains, and lakes located? What are names of famous American landmarks and what states are they found?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify the 50 states and the U.S. territories</li> <li>Identify the characteristics of the Northeast</li> <li>Identify the landmarks of the South</li> <li>Identify the characteristics of the Midwest</li> <li>Identify the characteristics of the Northwest</li> <li>Identify the characteristics of the Southwest</li> <li>Identify the characteristics of the West Coast</li> <li>Focus on famous landmarks in the United States</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Read about the 50 states using comparing words</li> <li>Discuss the geography of the country using compass directions</li> <li>Talk about the Northeast with interrogative pronouns</li> <li>Write a paper about landmarks of the different sections of the U.S. using prepositional phrases</li> <li>Partner students to talk about the South using order words</li> <li>Write about the Midwest with non count nouns</li> <li>Write about the Northwest and chart compound and non-compound words</li> <li>Talk about the Southwest and its resources with a T-chart</li> <li>Read about the West Coast with the prepositions <i>in</i> and <i>on</i></li> <li>Write a paper about a movie set using linking verbs</li> <li>Develop map skills and geographical skills</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST.11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.
		<b>Technology Standards</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1	
		<b>21<sup>st</sup> Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5	

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			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1 – 2 weeks
			<b><u>Materials:</u></b> Textbook & Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman & Gary Apple  What A Life! : Stories of Amazing People  America- From Apple Pie to Ziegfeld Follies, Books 1 through 4, People, Places, Events and Things Kirk Schriefer & John Sivell  For the People- A Citizenship ESOL- Test- Delta Publishing Company  Internet Resources & Websites

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<b>CONTENT:</b> English language learners communicate information, ideas & concepts necessary for academic success in the content area of Social Studies			
<b>Theme:</b> ESL- Geography of the World			
<b>Essential Questions:</b> Where are Mexico and Canada located in proximity to the United States? Where are Europe, Russia, and the Independent Republics located on a map? What are the landmarks and industry of this area of the world?		What are the geographic features of Asia, Africa, and Australia? What is the largest population? What is the longest river? What is the oldest religion?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify the characteristics of Canada and Mexico</li> <li>Identify Europe, Russia and the Independent Republics</li> <li>Identify the characteristics of Asia, Africa, and Australia</li> <li>Analyze the people, places and contributions of Central and South America and the Caribbean</li> <li>Identify the important rivers of the world</li> <li>Elaborate on the various religions of the world and their impact on western civilization</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Read about Canada and Mexico with map symbols</li> <li>Discuss Europe, Russia, and the Independent Republics with <i>in</i>.</li> <li>Talk about Asia, Africa, and Australia and where religions started</li> <li>Write a paper about famous places in Africa with superlative adjectives</li> <li>Partner students to talk about Central and South America and the Caribbean in the past tense</li> <li>Write a paper about the Inca Empire and the Spanish conquistadors in the past tense</li> <li>Develop map skills and geographical skills</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.
		<b>Technology Standards</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1	
		<b>21<sup>st</sup> Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5	

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			<p><b><u>Career Ready Practice:</u></b>  CRP1  CRP4  CRP7  CRP8  CRP11  CRP12</p> <p><b><u>Time Frame:</u></b>  1 – 2 weeks</p> <p><b><u>Materials:</u></b>  Textbook &amp; Workbook: Oxford  Picture Dictionary for the Content  Areas. Language Development for  Content Learning. Dorothy Kauffman  &amp; Gary Apple</p> <p>What A Life! : Stories of Amazing  People</p> <p>America- From Apple Pie to Ziegfeld  Follies, Books 1 through 4, People,  Places, Events and Things Kirk  Schriefer &amp; John Sivell</p> <p>For the People- A Citizenship ESOL-  Test- Delta Publishing Company</p> <p>Internet Resources &amp; Websites</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> ESL- Life Science The Human Body			
<b>Essential Questions:</b> What are the different systems of the human body? What is the skeletal system and what is its function? What is the digestive system? What is the nervous system?		What is the circulatory system? What is the respiratory system? What are the functions of the five senses? What is the connection between body parts and the five senses?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify the different systems of the human body</li> <li>Identify the five senses of the human body.</li> <li>Identify the function of the skeletal system</li> <li>Identify the function of the digestive system</li> <li>Identify the function of the nervous system</li> <li>Identify the function of the circulatory system</li> <li>Identify the function of the respiratory system</li> <li>Analyze the relationship among the human body and its five senses</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about the different systems of the human body using word banks</li> <li>Read about the five senses of the human body in the present habitual tense</li> <li>Write about the five senses of the human body using PARCC format (narrative writing).</li> <li>Partner students to research and report on one body system using listed verbs in sentence frames</li> <li>Read about the different human body systems with fact and opinion words</li> <li>Write about the five senses using content vocabulary.</li> <li>Practice language skills by discussing the five senses of the body with classmates.</li> <li>Identify key vocabulary terms related to the five senses through dictation exercises.</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

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	<ul style="list-style-type: none"> <li>• Research and present information on the five senses using technology.</li> <li>• Write about the body using comparative/superlative forms</li> </ul>	<ul style="list-style-type: none"> <li>• English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<p><b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12</p> <p><b><u>Time Frame:</u></b> 1 – 2 weeks</p> <p><b><u>Materials:</u></b> Textbook &amp; Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman &amp; Gary Apple</p> <p>What A Life! : Stories of Amazing People</p> <p>Oxford Illustrated Science Dictionary</p> <p>Internet Resources &amp; Websites</p>
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<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> ESL-Life Science Cells and Living Organisms			
<b>Essential Questions:</b> What are <i>vertebrates</i> and <i>invertebrates</i> ? What is a cell? How are living and non-living things different from each other?		How do organisms live and grow? How do cells contribute to living organisms? How are organisms able to survive and succeed in their environment?	
<b>Content:</b> ( <i>As a result of this learning segment, students will know...</i> )  <ul style="list-style-type: none"> <li>Identify cells and living organisms</li> <li>Analyze characteristics of living and non-living things</li> <li>Focus on vertebrates and invertebrates</li> <li>Explain the basic structure and function of animal and plant cells</li> <li>Analyze the different types of cells</li> <li>Identify the relationship between cell structure and function to the survival of organisms in their environment</li> </ul>	<b>Skills:</b> ( <i>As a result of this learning segment, students will be able to...</i> )  <ul style="list-style-type: none"> <li>Talk about cells and living organisms with <i>have</i></li> <li>Write a paper about cells and living organisms using the simple present tense</li> <li>Draw sample cells to compare and contrast characteristics of the cell</li> <li>Practice language skills by discussing organisms and invertebrates with the adjective clause <i>that is</i> and <i>that has</i>.</li> <li>Write a paper about simple organisms with the modal <i>can</i></li> <li>Research papers about survival of organisms using quantity words <i>many</i>, <i>some</i> and <i>all</i>.</li> <li>Identify key vocabulary</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup> Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5



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			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1 – 2 weeks
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<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> ESL- Life Science Plants			
<b>Essential Questions:</b> What are the characteristics of plants? What are the different parts of a plant? What do plants need to make food?		How does pollination happen? Why is seed dispersal important to the environment? In what ways do plants help the environment?	
<b>Content :</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify plants and their parts</li> <li>Explain how plants make food</li> <li>Focus on the pollination process of a plant</li> <li>Explain the importance of seed dispersal to the environment</li> <li>Analyze the relationship between plants and the environment</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about plants and their parts with <i>above</i> and <i>below</i></li> <li>Read about plants and their parts in the habitual present tense</li> <li>Write about the life of plants in the simple present tense</li> <li>Write about plant cells using content vocabulary and prepositions</li> <li>Identify key vocabulary terms related to plant pollination through dictation exercises</li> <li>Partner students to ask and answer questions about plants</li> <li>Write about the relationship between plants and the environment using PARCC format (narrative writing)</li> <li>Identify key vocabulary</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup> Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

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			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1 – 2 weeks
			<b><u>Materials:</u></b> Textbook & Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman & Gary Apple  What A Life! : Stories of Amazing People  Oxford Illustrated Science Dictionary  Internet Resources & Websites

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<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> ESL- Life Science Photosynthesis			
<b>Essential Questions:</b> What is photosynthesis? What materials are required for photosynthesis and what is produced? Which pigment makes the leaves of plants green?		What gas is used and released during photosynthesis? Which part of the plant does most of photosynthesis take place? What do you call the movement of water vapor out of a plant and into the air?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify the processes of plant photosynthesis</li> <li>Describe the gases used and released during photosynthesis</li> <li>Explain pigmentation in photosynthesis</li> <li>Analyze the role of water vapor in the photosynthesis</li> <li>Explain the part of the plant in which photosynthesis takes place</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about photosynthesis using phrasal verb <i>goes through</i></li> <li>Write research papers about photosynthesis in the simple present tense</li> <li>Partner students to create a flow chart to illustrate the photosynthesis process using content vocabulary</li> <li>Write a research paper using multiple two word phrasal verbs <i>go through, go into, go out, come from, and take in</i></li> <li>Partner students to ask and answer question about photosynthesis using a word bank</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

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			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
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<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> ESL- Life Science Exploring Science			
<b>Essential Questions:</b> What are the different areas of scientific study? What safety equipment is used in science labs?		What is the scientific method? What steps are used in a science experiment? What scientists have impacted the world?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)	<b>Standards (NJSLs)</b>
<ul style="list-style-type: none"> <li>Identify science equipment</li> <li>Identify the steps of a science experiment</li> <li>Explain the different areas of scientific study</li> <li>Reinforce content vocabulary</li> <li>Identify objects used in emergencies in a science lab</li> <li>Describe scientist and their contributions to the world</li> </ul>	<ul style="list-style-type: none"> <li>Talk about science experiment with ordinal numbers</li> <li>Identify key vocabulary terms related to science equipment through dictation exercises.</li> <li>Partner students to write sentences using charts with sentence frames from the board</li> <li>Use word banks to complete sentence frames for research papers</li> <li>Write matching noun and verb forms to describe a scientific process</li> <li>Identify signal words for chronology: <i>first, second, later</i> and <i>finally</i></li> <li>Identify key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b><u>Technology Standards:</u></b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b><u>21<sup>st</sup>Century Life &amp; Career Skills:</u></b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

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			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1 – 2 weeks
			<b><u>Materials:</u></b> Textbook & Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman & Gary Apple  What A Life! : Stories of Amazing People  Oxford Illustrated Science Dictionary  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> Life Science Simple Organisms and Invertebrates			
<b>Essential Questions:</b> What is the definition of an invertebrate? What animal species are invertebrates? What are the most common invertebrates?		What are simple organisms? What are single-celled organisms? What are worms? What are ocean organisms?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)	<b>Standards (NJSLs)</b>
<ul style="list-style-type: none"> <li>Identify simple organisms and invertebrates</li> <li>Identify animal species of invertebrates</li> <li>Explain simple organisms</li> <li>Describe single-celled organisms</li> <li>Identify worms</li> <li>Explain ocean organisms</li> </ul>	<ul style="list-style-type: none"> <li>Read about simple organisms and invertebrates in the present tense</li> <li>Write a paper about simple organisms with the modal <i>can</i></li> <li>Partner students to talk about simple organisms and invertebrate with the adjective clauses <i>that is</i> and <i>that has</i></li> <li>Identify key vocabulary terms related to invertebrates and simple organisms using dictation exercises.</li> <li>Research and present information about simple organisms and invertebrates using technology</li> <li>Practice language skills by discussing organisms and invertebrates with the adjective clause <i>that is</i> and <i>that has</i></li> <li>Identify key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b><u>Technology Standards:</u></b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b><u>21<sup>st</sup>Century Life &amp; Career Skills:</u></b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5



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			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1 – 2 weeks
			<b><u>Materials:</u></b> Textbook & Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman & Gary Apple  What A Life! : Stories of Amazing People  Oxford Illustrated Science Dictionary  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> ESL- Physical Science Matter and Its Properties			
<b>Essential Questions:</b> What is the definition of matter? What is the difference between weight and mass? What is density? What is the difference between mixture and solution? What are the three states of matter? What changes a substance from a liquid to a solid? What changes the state from a solid to a liquid? Who was Antoine Lavoisier?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify matter and its properties</li> <li>Explain the three states of matter</li> <li>Define the process of matter</li> <li>Analyze the scientific steps from liquid to solid</li> <li>Describe the scientific steps from solid to a liquid</li> <li>Explore the life of Antoine Lavoisier and his contributions to science</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Read about matter and its properties in the habitual present tense</li> <li>Write about changes in matter with <i>becomes</i></li> <li>Partner students to discuss pictures using content vocabulary</li> <li>Write a Narrative essay about the life of Antoine Lavoisier</li> <li>Develop visual literacy of text elements</li> <li>Internet research experiments on matter and its properties for student groups</li> <li>Use graphic organizers to identify main points and details</li> <li>Ask and answer comprehension question orally and in writing</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup> Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

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			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1 – 2 weeks
			<b><u>Materials:</u></b> Textbook & Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman & Gary Apple  What A Life! : Stories of Amazing People  Oxford Illustrated Science Dictionary  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> ESL- Physical Science Forces and Motion			
<b>Essential Questions:</b> What is motion? What is speed? What is acceleration? What is positive and negative acceleration? What is friction? Who was Isaac Newton?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Define unit terms</li> <li>Explain Newton's Third Law of Motion</li> <li>Analyze the scientific process of motion and its laws</li> <li>Demonstrate Newton's Third Law of Motion using scientific experiments</li> <li>Identify cause and effect of forces and motion in pictures</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Read about forces, motion, and simple machines</li> <li>Write a narrative essay about forces and motion in everyday life using adverbial clauses</li> <li>Partner students to talk about unit terms using sentence frames</li> <li>Summarize news articles on current events related to forces and motion</li> <li>Partner students to demonstrate experiments of force and motion</li> <li>Write about the relationship between motion and the environment using PARCC format (narrative writing)</li> <li>Partner students to ask and answer questions about force and motion</li> <li>Identify key vocabulary</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

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			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
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			<b><u>Materials:</u></b> Textbook & Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman & Gary Apple  What A Life! : Stories of Amazing People  Oxford Illustrated Science Dictionary  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> ESL- Space Science The Solar System			
<b>Essential Questions:</b> What is the solar system? What are the two largest planets? What is the smallest planet? Which two planets are closest to earth? What is an ellipse? Who was Copernicus? Which planets are closer to the sun?		Which planets are farthest from the sun? How far away from the sun is Earth? How did the solar system Form? Who was Galileo? What is a galaxy? What is a planet? What is a comet? What is an asteroid?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify the solar system</li> <li>Describe the various planets</li> <li>Explore Copernicus and this contributions to science</li> <li>Analyze the characteristics of the planets</li> <li>Explain who Galileo was and his contributions to science</li> <li>Identify relationships between the sun, earth, and the moon</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Partner students to ask and answer questions about the universe and its parts</li> <li>Write essays based on photos, video, and class discussion of the solar system</li> <li>Oral presentations for group projects</li> <li>Draw, download or provide models of the planets for oral presentations using ordinal numbers</li> <li>Identify key vocabulary</li> <li>Write about the sun, earth, and moon using cause and effect words</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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		<ul style="list-style-type: none"> <li>• Teacher-prepared tests and quizzes</li> <li>• Publishers' Test</li> <li>• English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<p><b><u>21<sup>st</sup> Century Life &amp; Career Skills:</u></b>            9.1.12.A.5            9.1.12.A.9            9.2.12.C.1            9.2.12.C.4            9.2.12.C.5</p> <p><b><u>Career Ready Practice:</u></b>            CRP1            CRP4            CRP7            CRP8            CRP11            CRP12</p> <p><b><u>Time Frame:</u></b>            1 – 2 weeks</p> <p><b><u>Materials:</u></b>            Textbook &amp; Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman &amp; Gary Apple</p> <p>What A Life! : Stories of Amazing People</p> <p>Oxford Illustrated Science Dictionary</p> <p>Internet Resources &amp; Websites</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> ESL- Earth Science Landforms			
<b>Essential Questions:</b> What are the layers of the Earth? What is magma? What is the theory of plate tectonics? What causes earthquakes? What are faults? What causes erosion? What are typhoons and hurricanes? What percent of Earth is covered in water?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Explain the earth's landforms and the rock cycle</li> <li>Identify the layers of the earth's core</li> <li>Analyze the cause and effect of an earthquake</li> <li>Describe plate tectonics</li> <li>Identify the cause and effects of a typhoon</li> <li>Describe landforms and its make-up</li> </ul>	<b>Skills :</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about Earth and its landforms with above and beneath</li> <li>Read about Earth and its landforms with phrasal verbs</li> <li>Write a essay about the rock cycle with the habitual present</li> <li>Partner student to conduct experiments to understand the unit concepts</li> <li>Identify key vocabulary</li> <li>Write about landforms using PARCC format (narrative writing)</li> <li>Partner students to discuss pictures using content vocabulary</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b><u>Standards (NJSLs)</u></b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b><u>Technology Standards:</u></b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b><u>21<sup>st</sup>Century Life &amp; Career Skills:</u></b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5



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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> ESL- Earth Science Climate Zones and Land Biomes			
<b>Essential Questions:</b> What two weather characteristics determine climate zone? How do mountains affect precipitation patterns? How are tundra and ice cap sub-climates similar and different? Why do highland climate zones contain more than one climate?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify climate zones, land biomes, and their features</li> <li>Describe climate from various countries</li> <li>Explain the challenges of weather climates</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about climate zones and land biomes with frequency words</li> <li>Read about climate zones, land biomes, and their features</li> <li>Write a paper about biomes with frequency words</li> <li>Discuss climate zones with fact and opinion words</li> <li>Partner students to research and report on a biome</li> <li>Discuss climate zones from students countries</li> <li>Write about climate using PARCC format (narrative writing)</li> <li>Power Point presentations by groups about the different climates in various parts of the world</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Science			
<b>Theme:</b> ESL- Earth Science Weather and the Environment			
<b>Essential Questions:</b> How does temperature affect air pressure? What causes wind? What are the three types of clouds? What are the four types of precipitation?		How do different types of air masses influence the weather in the United States? What types of weather are connected with high and low pressure systems? What types of weather occur at warm and cold fronts? How can we promote environmental awareness?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify weather words and the stages of the water cycle</li> <li>Identify environmental problems and solutions</li> <li>Explain cause and effect changes in our world</li> <li>Describe the various weather fronts</li> <li>Identify the different pressure systems</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about weather in the past</li> <li>Write an essay about environmental problems and solutions with <i>is caused by</i></li> <li>Power Point presentations by groups about the impact weather plays on the environment all over the world</li> <li>Group discussions about the types of climate in the native countries of each student</li> <li>Write about weather and the water cycle using cause and effect words</li> <li>Partner students to copy, label, and illustrate their own weather diagrams</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT )</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup> Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

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			<p><b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12</p> <p><b><u>Time Frame:</u></b> 1 – 2 weeks</p> <p><b><u>Materials:</u></b> Textbook &amp; Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman &amp; Gary Apple</p> <p>What A Life! : Stories of Amazing People</p> <p>Oxford Illustrated Science Dictionary</p> <p>Internet Resources &amp; Websites</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Mathematics			
<b>Theme:</b> ESL- Language of Math			
<b>Essential Questions:</b> What is the language of math? What are important math vocabulary words? How are math word problems organized?		What parts of speech are used in math word problems? How are math word problems solved? What are math signal words?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify the language of math</li> <li>Identify math vocabulary words</li> <li>Explain numbers, fractions, and math symbols</li> <li>Explain the organization of a word problem</li> <li>Describe how word problems are grammatically arranged</li> <li>Explain how word problems are predictable</li> <li>Identify math signal words</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Write math vocabulary words in math journals</li> <li>Partner students to write and define math vocabulary words for the class math word wall</li> <li>Partner students to discuss the procedure and solution of a word problem using the modal <i>can</i></li> <li>Discuss math signal words</li> <li>Write about math using PARCC format (narrative writing)</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT )</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1 – 2 weeks
			<b><u>Materials:</u></b> Textbook & Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman & Gary Apple  What A Life! : Stories of Amazing People  Mathematics for New Speakers of English  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Mathematics			
<b>Theme:</b> ESL- Geometry			
<b>Essential Questions:</b> What is the study of geometry? What are the three types of geometrical figures?		What are angles and figures? Who was Albert Einstein?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify lines, plane figures, and solid figures</li> <li>Identify the meaning of geometry</li> <li>Identify the characteristics of angles and figures</li> <li>Identify important mathematicians</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Talk about lines and figures with <i>in the shape of</i></li> <li>Read about geometric figures in the present tense</li> <li>Partner students to write and define geometry vocabulary words for the class math word wall</li> <li>Write notes in math journals</li> <li>Talk about lines, angles, and figures with <i>must</i> + a verb</li> <li>Read about geometric measurements in the present tense</li> <li>Write about professions that require geometry in PARCC format (narrative writing)</li> <li>Power Point presentations about famous mathematician</li> <li>Read and analyze famous mathematicians</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5



CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1 – 2 weeks
			<b><u>Materials:</u></b> Textbook & Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning. Dorothy Kauffman & Gary Apple  What A Life! : Stories of Amazing People  Mathematics for New Speakers of English  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas & concepts necessary for academic success in the content area of Mathematics			
<b>Theme:</b> ESL-Algebra 1 and 2			
<b>Essential Questions:</b> What is a coordinate plane? What is the definition of a math table? How is a chart used in algebra?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify number patterns, functions, and relations</li> <li>Explain methods for displaying and comparing data</li> <li>Identify graphs, plots, and diagrams</li> <li>Identify ways to display data math and technology</li> </ul>		<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Write about number patterns, functions, and relations with abbreviations in math journals</li> <li>Read about number patterns, tables, and graphs in the simple past</li> <li>Partner students using the content vocabulary to practice their oral language skills</li> <li>Discuss word banks to identify parts of graphs</li> <li>Write about a favorite holiday or sport using data in PARCC format (narrative writing)</li> <li>Partner students to write questions and answers about measurements with symbols and abbreviations</li> <li>Discuss math vocabulary word to display on the math word wall</li> <li>Read about data collection and organization with a table and a graph</li> </ul>	<b>Assessments :</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>
			<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.
			<b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1
			<b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1-2 weeks
			<b><u>Materials:</u></b> Textbook & Workbook: Oxford Picture Dictionary for the Content Areas. Language Development for Content Learning.  What A Life! : Stories of Amazing People  Mathematics for New Speakers of English  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate for Social & Instructional purposes within the school setting			
<b>Theme:</b> ESL- Personal/Business Communication			
<b>Essential Questions:</b> What is a form? Why might you fill out a form? What is a contract? Why do you need a contract? How do you write a business and personal letter? What proper capitalization and punctuation are required on a personal/business letter? How do you properly compose e-mail messages?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify common information requested on forms</li> <li>Identify situations that require a contract</li> <li>Practice filling out forms</li> <li>Describe a contract</li> <li>Explain parts of a personal/business letter</li> <li>Explain writing an e-mail</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Read and know the important vocabulary words needed to successfully fill out a form</li> <li>Partner students to work on and complete an online form using the correct punctuation</li> <li>Partner students to create a classroom contract on the topic of choice</li> <li>Discuss and practice composing e-mail messages to each other using past and present tenses</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

			<p><b><u>Career Ready Practice:</u></b>  CRP1  CRP4  CRP7  CRP8  CRP11  CRP12</p> <p><b><u>Time Frame:</u></b>  1-2 weeks</p> <p><b><u>Materials:</u></b>  Real-World Writing Reproducible  pages- Bonnye Wier Cavazos</p> <p>25 Business Stories – Andrew E.  Bennett</p> <p>Practical English Writing Skills</p> <p>Live Action English Interactive –  Levels # 1 and # 2-Elizabeth Kuizenga  Romijn</p> <p>Internet Resources &amp; Websites</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate for Social & Instructional purposes within the school setting			
<b>Theme:</b> ESL-Understanding the Business World			
<b>Essential Questions:</b> Name five business successes? Name five business failures? Who was Steve Jobs?		Name five successful business people? Name successful internet businesses? Name five business legends? Who is Bill Gates?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify five successful businesses around the world</li> <li>Identify five business failures in the United States</li> <li>Describe five international business people</li> <li>Explain the five internet businesses</li> <li>Identify the five business legends from the United States</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Write a research paper about Bill Gates or Steve Jobs using narrative form for a class presentation</li> <li>Partner students to come up with their own idea of running a successful business using power point presentation</li> <li>Identify prominent men and women in the business world using past and present tenses</li> <li>Partner students to video their own idea of a successful business</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT )</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1-2 weeks
			<b><u>Materials:</u></b> Real-World Writing Reproducible pages- Bonnye Wier Cavazos  25 Business Stories – Andrew E. Bennett  Practical English Writing Skills  Live Action English Interactive – Levels # 1 and # 2-Elizabeth Kuizenga Romijn  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate for Social & Instructional purposes within the school setting			
<b>Theme:</b> ESL- Applications and Résumés			
<b>Essential Questions:</b> What are some common questions on job applications? What is the purpose of a résumé?		Why is it necessary to write a résumé, and a cover letter? Why is it important to full out a job application? What is the importance of references?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify information needed to full out a job application</li> <li>Identify the role references play in finding employment</li> <li>Discuss using the internet to help write a résumé</li> <li>Explain the importance of writing cover letters and résumés</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Practice filling out job applications from a company or business</li> <li>Partner students to role-play job interviews</li> <li>Browse the internet to see what jobs are available and write a resume</li> <li>Write a paper using the PARCC (narrative) format about qualifications for a job</li> <li>Write a letter of inquiry</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5



CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1-2 weeks
			<b><u>Materials:</u></b> Real-World Writing Reproducible pages- Bonnye Wier Cavazos  25 Business Stories – Andrew E. Bennett  Practical English Writing Skills  Live Action English Interactive – Levels # 1 and # 2-Elizabeth Kuizenga Romijn  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate for Social & Instructional purposes within the school setting			
<b>Theme:</b> ESL-Banking forms			
<b>Essential Questions:</b> What forms do you have to fill out at a bank? Why is it important to have a bank account?		Why is it important to write checks? How to apply for credit cards? What is online banking?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify important information needed for completing banking forms</li> <li>Practice filling out applications for checking and savings accounts, a credit card, and a loan</li> <li>Practice writing checks</li> <li>Practice filling in deposit slips and transfer requests</li> <li>Explain the importance of online banking</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Practice writing checks using the internet</li> <li>Write about the advantages and disadvantages of credit cards</li> <li>Discuss the concept of fiscal responsibility</li> <li>Partner students in groups to fill out bank forms accurately for a purchase</li> <li>Discuss how dollar amounts on a check need to be written both as numbers and as words</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1-2 weeks
			<b><u>Materials:</u></b> Real-World Writing Reproducible pages- Bonnye Wier Cavazos  25 Business Stories – Andrew E. Bennett  Practical English Writing Skills  Live Action English Interactive – Levels # 1 and # 2-Elizabeth Kuizenga Romijn  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate for Social & Instructional purposes within the school setting			
<b>Theme:</b> ESL- College Applications and College Essays			
<b>Essential Questions:</b> Why is filling out a college application necessary? What is required to complete a college application?		How to apply for financial aid? What is included in a college essay?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Practice filling out college applications</li> <li>Identify the importance of a college education</li> <li>Discuss the steps needed to apply for financial aid</li> <li>Explain the role college essays play in the admission process</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Practice filling out college applications on line with special attention to grammar and punctuation</li> <li>Write a practice college essay using various topics and writing using PARCC</li> <li>Fill out financial forms paying special attention to spelling, grammar, and punctuation</li> <li>Write a college essay selecting and organizing appropriate material for writing a coherent essay</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1-2 weeks
			<b><u>Materials:</u></b> Real-World Writing Reproducible pages- Bonnye Wier Cavazos  25 Business Stories – Andrew E. Bennett  Practical English Writing Skills-Mona Scheraga-NTC  Live Action English Interactive – Levels # 1 and # 2-Elizabeth Kuizenga Romijn  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas, & concepts necessary for academic success in the content area of Language Arts			
<b>Theme:</b> ESL- Grammar and Usage			
<b>Essential Questions:</b> What are adjectives/nouns? What are adverbs/prepositions? What are articles/verbs? What are commands/pronouns?		What is tense/word order? What are clauses/contractions? What are exclamations/modal? What are sentence formations/verb forms? What are standard capitalization/punctuation rules?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify and use the different parts of speech</li> <li>Explain parts of a sentence</li> <li>Identify the use of subject/verb agreement</li> <li>Practice the Standard Rules of Punctuation</li> <li>Identify and use varied sentence structure</li> <li>Identify the Standard Rules of Capitalization</li> <li>Identify common usage problems in English</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Write personal narrative using the different parts of speech</li> <li>Write and create sentences using the different parts of speech</li> <li>Construct writing assignments using the conventions of standard English grammar</li> <li>Practice the parts of speech using the grammar textbook and workbook</li> <li>Partner students using worksheets from the internet</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJCCCS &amp; CCSS)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1-2 weeks
			<b><u>Materials:</u></b> Clear Grammar Textbook and Workbook – Levels 1, 2, 3,4,5, and 6  Live Action English Interactive – Levels # 1 and # 2-Elizabeth Kuizenga Romijn  Begin In English- Volume #1 and # 2  Reader’s Choice 5 <sup>th</sup> Edition- Silberstein/Dobson/Clarke-University of Michigan Press  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas, & concepts necessary for academic success in the content area of Language Arts			
<b>Theme:</b> ESL-Writing			
<b>Essential Questions:</b> How to develop sentence structure? How to write using the “writing process?”		How to write using paragraph development? How to write a response to a writing task?	
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Identify sentence structure</li> <li>Explain the writing process (pre-writing/ first draft/evaluating writing/revising/proofreading/ writing final version)</li> <li>Discuss paragraph development- (structure/types of paragraphs Expository, Persuasive, Research Simulation, Narrative)</li> <li>Identify writing tasks-(newspaper articles/letters)</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Research a current event for oral presentation using the internet</li> <li>Write about future plans and goals using narrative format</li> <li>Partner students to write an ending to a story for class presentation</li> <li>Write about a movie or television program</li> <li>Write a report synthesizing information from several resources</li> <li>Partner students to rewrite a story changing tense and person</li> <li>Write a letter to the editor</li> <li>Write about visuals</li> <li>Write a character sketch</li> <li>Write a journal entry for various subjects</li> <li>Partner students write a personal letter to each other</li> <li>Write about a topic describing a process</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers’ Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.  <b><u>Technology Standards:</u></b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1  <b><u>21<sup>st</sup>Century Life &amp; Career Skills:</u></b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5



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			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1-2 weeks
			<b><u>Materials:</u></b> 100 Writing Prompts for High School August Franza- Walch Publishing  Writing Academic English- Oshima/Hogue- Longeman  Composition Practice-Heinle& Heinle  Get Ready To Write-Blanchard/Root -Longeman  Ready To Write More- Blanchard/Root –Longeman  Internet Resources & Websites

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas, & concepts necessary for academic success in the content area of Language Arts			
<b>Theme:</b> ESL- Reading			
<b>Essential Questions:</b> What is the definition of theme? Who are antagonists and protagonists in literature? What is conflict? What is foreshadowing? What is symbolism?			
What is flashback? What are supporting details? What is the setting of story? What is a plot? What is climax in a story?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>Recognize central idea or theme</li> <li>Recognize supporting details</li> <li>Connecting with reader's prior knowledge</li> <li>Determining author's purpose</li> <li>Identify purpose for reading</li> <li>Using graphic organizers</li> <li>Recognize bias/point of view</li> <li>Recognize persuasive techniques</li> <li>Recognize organizational patterns</li> <li>Interpret literary devices</li> <li>Distinguish fact/opinion/fiction</li> <li>Compare and contrast texts</li> <li>Extrapolate information</li> <li>Use content clues</li> <li>Predict outcomes</li> <li>Form opinions and/or conclusions about text</li> <li>Integrate new vocabulary</li> <li>Use appropriate reading strategies</li> </ul>	<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>Partner students to read a story and find the central idea</li> <li>Discuss the literary elements of a chosen story</li> <li>Using graphic organizers to focus on text structure</li> <li>Partner students to "think and search" the story to find an answer</li> <li>Use story maps to improve story comprehension</li> <li>Summarize stories to identify, connect, eliminate, and remember the story</li> <li>Model comprehension strategies</li> </ul>	<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Dictation Tests</li> <li>Cumulative Tests</li> <li>Group and Oral Presentations</li> <li>Exams</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Videos</li> <li>PowerPoint Presentations</li> <li>Discussion</li> <li>Questions and Answers</li> <li>Group Activities</li> <li>IPAD Activities</li> <li>Teacher-prepared tests and quizzes</li> <li>Publishers' Test</li> <li>English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.
			<b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1
			<b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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			<p><b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12</p> <p><b><u>Time Frame:</u></b> 1-2 weeks</p> <p><b><u>Materials:</u></b> Great American Stories- levels 1-3 C.G.Draper- Longeman</p> <p>Discovering Fiction- levels 1-3 Cambridge University Press</p> <p>Great Short Stories for Listening- Speaking-David Christiansen- JAG Publications</p> <p>American Lives- levels 1-3 New Release Press</p> <p>America on Edge: Different Views of the American Dream-Full Blast Productions</p> <p>Internet Resources &amp; Websites</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ESL Grades 9-12

<b>CONTENT:</b> English Language learners communicate information, ideas, & concepts necessary for academic success in the content area of Language Arts			
<b>Theme:</b> ESL- Study Skills/Learning Strategies			
<b>Essential Questions:</b> What study skills are important to know for all classes? What study skills are used in writing?			
<b>Content:</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• Practice Outlining</li> <li>• Summarize and paraphrase</li> <li>• Use reference materials</li> <li>• Use library resources</li> <li>• Use skimming and scanning</li> <li>• Use graphics and illustrations</li> <li>• Use Headings</li> <li>• Practice note taking</li> <li>• Synthesize information</li> <li>• Classify information</li> <li>• Use patterns of sequence</li> <li>• Classify/organize information to reach conclusions or judgment</li> <li>• Extrapolate relevant information from written text for specific purposes</li> <li>• Distinguish between fact and opinion</li> <li>• Analogies (identify an analogous situation or point of view by inferring comparisons and making generalizations)</li> <li>• Select various media forms to comprehend the use of English</li> <li>• Using parts of book correctly</li> </ul>		<b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Partner students to work on key words to help understand a story</li> <li>• Research projects for all classes using the internet</li> <li>• Discuss synthesizing material for tests</li> <li>• Practice role-playing for a class presentation</li> <li>• Listen actively for key words to help with notes</li> <li>• Practice in groups for class presentations</li> </ul>	
		<b>Assessments:</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>• Do Now Exercises</li> <li>• Classroom Exercises</li> <li>• Independent Practice</li> <li>• Guided Reading Activity</li> <li>• Quizzes</li> <li>• Dictation Tests</li> <li>• Cumulative Tests</li> <li>• Group and Oral Presentations</li> <li>• Exams</li> <li>• Lecture and Note Taking</li> <li>• Working with Partners</li> <li>• Videos</li> <li>• PowerPoint Presentations</li> <li>• Discussion</li> <li>• Questions and Answers</li> <li>• Group Activities</li> <li>• IPAD Activities</li> <li>• Teacher-prepared tests and quizzes</li> <li>• Publishers' Test</li> <li>• English language proficiency tests (Access for ELLs and W-APT)</li> </ul>	
		<b>Standards (NJSLs)</b> RH.9-10.1-10.10 RH.11-12.1-12.10 WHST.9-10.1-10.10 WHST 11-12.1-12.10 RI.9-10.1-10.10 RI.11-12.1-12.10 L.9-10.1-9.10.6 L.11-12.1-12.6 SL.9-10.1-10.6 SL.11-12.1-12.	
		<b>Technology Standards:</b> 8.1.12.A.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1	
		<b>21<sup>st</sup>Century Life &amp; Career Skills:</b> 9.1.12.A.5 9.1.12.A.9 9.2.12.C.1 9.2.12.C.4 9.2.12.C.5	

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			<b><u>Career Ready Practice:</u></b> CRP1 CRP4 CRP7 CRP8 CRP11 CRP12
			<b><u>Time Frame:</u></b> 1-2 weeks
			<b><u>Materials:</u></b> Real-World Writing Reproducible pages- Bonnye Wier Cavazos  Practical English Writing Skills-Mona Scheraga-NTC  Internet Resources & Websites