

<b>Course Title – English as a Second Language: I and II</b>	
<b>Implement start year – 2018-2019</b>	
<b>Revision Committee Members</b> <b>Colette McGarrity, <a href="mailto:cmcgarrity@lrhsd.org">cmcgarrity@lrhsd.org</a>; Eileen Smith, <a href="mailto:esmith@lrhsd.org">esmith@lrhsd.org</a></b>	
<b>Unit #3: Communicating for Academics and Beyond</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to strengthen their language knowledge and skills in order to communicate effectively in society, academia and careers.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p>WIDA: English Language Development Standards <a href="https://www.wida.us/">https://www.wida.us/</a> NJSLS: ELA: Grades 9 and 10; Grades 11 and 12 <a href="http://nj.gov/education/cccs/2016/ela/">http://nj.gov/education/cccs/2016/ela/</a></p> <p>ELD Standard 1: Social and Instructional Language ELD Standard 2: The Language of Language Arts ELD Standard 3: The Language of Mathematics ELD Standard 4: The Language of Science ELD Standard 5: The Language of Social Studies</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b> <b>( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</b></p> <p><input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

<p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><input type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p>
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  successful performance on standardized tests requires familiarity with the test's format, language and types of questions and test-taking strategies.</p> <p><i>EU 2</i>  reading in English requires the ability to make sense of a text by decoding words, summarizing, paraphrasing, and evaluating written language.</p> <p><i>EU 3</i></p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Why is it important to prepare oneself for a standardized test?</li> <li>• How can successful performance on a standardized test lead to academic advancement?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How can a student improve reading skills?</li> <li>• What makes writing worth reading?</li> <li>• How are reading skills more applicable to the larger world?</li> </ul>

<p>communicating in English requires the ability to participate in a variety of discussions.</p> <p><i>EU 4</i> writing in English requires the ability to communicate thoughts and ideas with conventions of Standard English, organization and fluency.</p>	<ul style="list-style-type: none"> <li>• Why isn't a dictionary enough to make meaning?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How can a student improve listening skills?</li> <li>• How can a student improve speaking skills?</li> <li>• How is spoken language different from written language?</li> <li>• What do good speakers sound like?</li> <li>• How can I be better understood when speaking?</li> <li>• How can I express complex ideas using simple terms?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How can expanding vocabulary help students communicate more effectively?</li> <li>• How can organization improve writing for academic purposes?</li> <li>• How can a student improve writing skills?</li> <li>• How is written language different from spoken language?</li> <li>• How is writing applied to the larger world?</li> <li>• What am I trying to achieve through my writing?</li> <li>• How can I express complex ideas using simple terms?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• formats for PSAT, PARCC, ACCESS, SAT and WritePlacer ESL and SAT</li> <li>• question types and common language for PSAT, PARCC, ACCESS and WritePlacer ESL and SAT as needed</li> <li>• test taking strategies</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• prefixes, roots, suffixes, parts of speech, collocations</li> <li>• main idea and supporting ideas</li> <li>• sequencing/timeline</li> <li>• elements of a story: plot, characterization, setting, literary devices</li> </ul> <p><i>EU3</i></p>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• utilize test-taking strategies when taking a standardized test.</li> <li>• demonstrate comprehension of test questions</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• use context clues and word parts to determine meaning</li> <li>• identify main and supporting ideas in order to analyze good writing</li> <li>• interpret charts and graphs for aiding in comprehension</li> <li>• identify and interpret elements of fiction</li> <li>• demonstrate comprehension through discussion</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• ask and answer Y/N questions</li> </ul>

<ul style="list-style-type: none"> <li>• grammar related to Y/N questions</li> <li>• grammar related to Wh- questions</li> <li>• pronunciation of new vocabulary</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• related vocabulary: claim/thesis, support, explanation, topic sentence, key nouns</li> <li>• steps in process writing</li> <li>• parts of the paragraph, essay</li> <li>• conventions of Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer Wh- questions</li> <li>• ask and answer clarifying questions</li> <li>• ask and answer extending questions</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• rewrite information using original wording</li> <li>• use the process approach to writing</li> <li>• outline information for aiding in comprehension</li> </ul>
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**Stage 2 – Assessment Evidence**

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- PSAT
- PARCC
- ACCESS
- Responses to prompts, Observations, Dialogues, Quizzes, Role-Playing, Peer Interviews, Think-Pair-Share, Ticket to Leave

## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Notetaking (A)
- Complete graphic organizer (A)
- Create pictorial or graphic representation of concepts (A)
- Naming objects and pre-taught vocab (A)
- Cloze exercises (A)
- Repeat words, short phrases, memorized chunks of language (A)
- Describe people and places (A)
- Ask and answer Y/N questions (A, M)
- Ask and answer Y/N questions (A, M)
- Produce short answer responses (A, M)
- Sequence visuals (A, M)
- Label content terms, visuals and maps(A, M)
- Notetaking reading, writing and test-taking strategies (A)
- Defining common language of standardized test questions in English and native language (A)
- Complete grammar exercises. (A)
- Verbally summarize a health, history or current event article from Easy English News. (A)
- Review and discuss main points and organization of sample fiction and nonfiction texts from various content areas. (A)
- Complete an outline of sample fiction and nonfiction texts from various content areas (A)
- Compose claims and topic sentences for sample paragraphs. (A)
- Practice brainstorming various topics. (A)
- Identify and edit errors in grammar and punctuation. (A)
- Use graphic organizers to organize topics and support. (A)
- Complete sections of ELA and Mathematics practice tests for the PSAT. (M, T)
- Complete sections of ELA Mathematics practice practice tests for the PARCC. (M, T)
- Complete practice in reading, writing, speaking and listening for ACCESS. (M, T)
- Read science based articles (Smithsonian etc) and answer open-ended questions. (M)
- View a film and discuss and respond in writing to the literary elements of the story. (M)
- Read a short novel or graphic novel related to immigrant stories and respond orally and in writing. (M,T)
- Read a short story and write an analytical response. (M, T)
- Read a poem and write an analytical response. (M, T)
- Using the process approach, write and deliver a how-to speech. (M, T)

- View NOVA DVDs on math in nature and answer open-ended questions. (M)
- Using the process approach, write compare and contrast paragraphs and/or essays. (M, T)
- Using the process approach, write cause/effect paragraphs and/or essays. (M, T)
- Read a work of non-fiction about a person or culture and share new information verbally and in writing. (M,T)
- Compose a non-fiction narrative. (M, T)
- View and listen to TED Talks and explain the speaker's main points and supporting ideas both verbally and in writing. (M)
- Respond to classmates' presentations with questions and comments. (T)
- Role-playing: The job interview
- Grammar Activities (A, M)
- Practice with Focus Correction Areas (A,M,T)
- Read and answer questions about *Easy English News* articles (A,M,T)
- View, discuss and respond in writing to the academic, personal and career opportunities afforded through strong performance on Standardized tests as represented in the film *Finding Forrester*. (M, T)
- Work on projects and assignments from other content area classes. (M,T)
- Utilize reading and writing programs: Snap and Read, Co-Writer and Achieve 3000 (A,M,T)
- Exploring Achieve 3000 Career Center (M, T)
- Research higher educational opportunities, training and careers (A, M, T)