ENGLISH AS A SECOND LANGUAGE
GRADES 9 – 12

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

TABLE OF CONTENTS

INTRODUCTION

English as a Second Language (ESL) is a developmental program of instruction mandated by the State Department of Education for students who have been identified through testing to have limited English proficiency. The program provides instruction in the English language and the American culture for English Language Learners in Grades 9-12. The goal of instruction is to facilitate English language development and to help English language learners develop the skills necessary to become active and successful participants in content-area classrooms where language development and social and academic success are paramount. The ESL curriculum is an integrated curriculum designed to prepare English Language Learners to meet the following standards: TESOL (Teachers of English to Speakers of Other Languages), WIDA (World-Class Instructional Design and Assessment) Standards, and the New Jersey New Jersey Student Learning Standards for English Language Arts. Student placement in ESL courses is based upon previous completion of English coursework.

PHILOSOPHY

The Ewing Public Schools' ESL program enables English learners (ELs) to gain long-term personal, social and academic success in the United States. Non-English speaking students arriving in the United States have often been separated from all that is familiar: family, friends, school, home, culture and the use of their own language in the greater community.

The education of the ELs is the responsibility of the Ewing Public Schools community. The ESL program does not relinquish responsibility for our ELs at the end of the ESL instructional period. With the help of ESL teachers, classroom content area teachers provide comprehensible input while the students are in the mainstream class by adopting Sheltered English Instruction strategies. Content area teachers have been trained in differentiating instruction and modified materials are provided for all beginning ESL students to be used throughout the school day.

The Ewing Public Schools ESL program strives to:

- Develop English learners' command of English in the language domains: listening, speaking, reading and writing
- Incorporate content into language and literacy development for students so that students are prepared to meet the required language and content objectives in content area classes and on state-mandated assessments
- Facilitate success in the mainstream/content area classroom
- Measure success by multiple criteria
- Ease the transition of new English learners (ELs) from one culture to another
- Provide instruction to ensure the ELs demonstrate growth in reading, writing, and mathematics proficiency from year to year
- Plan effective English language instruction for ELs which meets the New Jersey Student Learning Standards and the WIDA Standards
- Establish home/community exchanges of cultural information
- Enrich the instruction activities of the mainstream student population
- Use language to communicate in culturally sensitive ways
- Teach American culture

ESL METHODS AND TECHNIQUES

Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English proficiency level of each student and his/her immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what the students bring to class, so lessons and teaching methods are student-centered, based on each student's individual English language needs. Instruction of ELs may include any or all of the following:

Sheltered English Instruction (SEI):

"Sheltered English Instruction (SEI) is a planning process that helps teachers provide English learners with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students" (NJDOE). Through the use of SEI, English learners can be integrated into classrooms with their English-speaking peers and work toward meeting expectations outlined in the New Jersey Student Learning Standards and Next Generation Science Standards.

SEI promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. SEI activities require teachers to analyze lesson content to determine the academic language that must be taught to make content accessible for ELs. SEI methods require teachers to build background knowledge, connect new content to students' prior knowledge, provide time for interaction and collaboration among students, integrate explicit language and vocabulary instruction relevant to content learning, and emphasize the use of many types of instructional strategies including cooperative learning, differentiated instruction, and thematic study.

Cooperative Learning:

Cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELs develop social and oral language skills. It motivates ELs to learn English, which helps them become an integral part of the class community, and it has the ability to help students become more confident in social situations.

Differentiated Instruction:

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources and assessments are modified as needed.

Thematic Approach:

ESL teachers include topics or themes in their lesson planning that incorporate the WIDA standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

Technology:

Chromebooks and other forms of technology can be integral in providing ELs with valuable language experiences as they learn a new language. ESL teachers should offer English learners a language-rich environment in which students are constantly engaged in language activities. The Chromebook can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school.

Interactive smart boards can also play a major part of hands-on interactive ESL instruction. Interactive smart boards provide students with visual support that all ESL students need. In addition, they provide a way for teachers to anonymously survey students' understanding of the material being taught.

PARENT/GUARDIAN INVOLVEMENT

Involving parents/guardians of English language learners is not only mandated by the New Jersey Department of Education, but is an integral part of a successful ESL program. The ESL teacher should serve as a resource for classroom teachers and administrators since they are the professionals with training in multicultural awareness, and ESL parents/guardians should be valued as an important addition to the cultural heritage of the school.

Meetings between ESL and classroom teachers and with the parents/guardians of English learners should be held in order to discuss the goals of the ESL program, the school's culture and the expectations of the ESL and content area teachers. These meetings may be held during Back-to-School Night, or during an individual parent-teacher conference with the student's guidance counselor and teachers. Communication between home and school should be meaningful and must be accessible to all parents/guardians. Volunteers of different language backgrounds should be invited to collaborate in these meetings in order to help those parents with little or no English. Translations of important school information must be offered when possible.

ESL teachers should endeavor to provide resources and information that will help parents/guardians understand how their child/children can improve skills and meet class expectations. The parents/guardians of our linguistically and culturally diverse students can be invited to visit the ESL classroom so they can see and understand what is involved in developing their children's English language and academic skills.

Parents/Guardians of ESL students shall receive the following correspondence over the school year. This correspondence will be translated into home languages when possible. Copies of parent correspondence will be kept in each student's ESL file.

- Eligibility Letter: An entry letter will be sent to parents of students who are eligible and enrolled in ESL class.
- ACCESS Test Letter and Report: This letter will inform parents of their child's state-mandated ACCESS for ELLs test results.
- Continuation Letter: This letter will be given to parents to advise that their child will be continuing in the ESL program.
- Exit Letter: This letter will be given to parents when a student meets the criteria to exit ESL. Students will need this letter in order to deregister form ESL and enroll in another class. If an exit letter is not sent by the district, parents may write a letter declining services, which will deregister their child from ESL. In the event that a parent declines ESL services, New Jersey code requires the student to continue participating in ACCESS testing until he/she meets the district's criteria to exit ESL.

ENTRY, MONITOR STATUS AND EXIT CRITERIA FOR ESL PROGRAM

Entry Criteria for the ESL Program

Eligibility for ESL program is based on the results of the following measures:

- WIDA Measure of Developing English Language (WIDA MODEL) assessments are approved by the New Jersey Department of Education and can be administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
- ACCESS 2.0 test results from the previous school year
- Participation in an ESL program in another school district
- Arrival to the United States from a country where Standard English is not the first language

Monitor Criteria for the ESL Program

Students who meet the criteria for exit from the ESL program are placed on a monitor status for a minimum of two years and offered support with content area classes. ESL teachers work with content area teachers to ensure a successful transition from the ESL program. In the event that a teacher wants to recommend re-entry into ESL, that request must be submitted to the district ESL supervisor for review. Re-entry into ESL can only be granted by the county superintendent.

Exit Criteria for the ESL Program

Students enrolled in the ESL Program will be tested annually with the ACCESS 2.0 language proficiency assessment to determine their level of English language proficiency. The district goal, as determined by the State, is for all students to show growth of at least one proficiency level. Students who score at or above 4.5 are evaluated for exit from the ESL program.

ESL Newcomer
Guided Communicative practice, reading and writing Units of Study
Pacing: Approximately 1 week per unit (including writing and projects)

Why is this unit important?

Each unit offers a variety of components to facilitate vocabulary acquisition. Texts within each unit align with grade level text complexity requirements as communicated through both New Jersey Student Learning Standards and WIDA Standards. Lessons are delivered in a step-by-step multilevel listening, context based pronunciation, and leveled reading practice. The four language domains of reading, writing, speaking, and listening will be integrated daily.

- Successful learning is anchored to objectives that connect to learners' needs outside the classroom.
- Learners need listening, speaking, reading, writing and critical thinking skill development within each lesson.
- A staged sequential lesson helps students move from understanding a new language to putting the new language to use in their daily lives.
- A variety of processing and practice activities help learners integrate new knowledge in order to achieve the lesson objectives.

ESL – English I – IV
Integrated Reading and Writing Units of Study
Pacing: Approximately 6-8 weeks per unit (including writing and projects)

Why is this unit important?
Within each unit of study, students will be exposed to a balance of high-quality informational texts and literature. Texts within each unit align with grade level text complexity requirements as communicated through New Jersey Student Learning Standards, and lessons will help students build toward college and career readiness with reading for all English language proficiency levels. Students will become familiar with conversational and academic vocabulary and will conduct close, analytical reading with complex texts. Students will develop the skills necessary to organize narrative, argument, and informational writing, and they will work toward competency of Language Standards application. The four language domains of reading, writing, speaking, and listening will be integrated daily. The Big Ideas embedded in this unit of study will include the following:
● English language proficiency increases when one actively reads, writes, speaks, and listens on a daily basis.
● Social and academic vocabulary must be purposefully and strategically taught; doing so improves one's ability to read independently and comprehend a text.
● Close reading is the purposeful reading and rereading of a text for the purpose of increased understanding. Closely reading and annotating a text does improve comprehension.
● One must extrapolate evidence from a text when responding to a text-based prompt verbally or in writing.
● When writing a narrative, argument, or informational piece, organization of ideas is important.
● Applying the rules of Standard English and grade level Language Standards is important to help a writer communicate his/her message.

Core: Instructional Materials

● Oxford Picture Dictionary
● Edge: Reading Writing, and Language (Cengage Learning, 2014)
  ○ Fundamental Level
  ○ Level A
  ○ Level B
  ○ Level C
● Novels from the Edge Library to support each thematic unit of study

Supplemental Instructional Materials:

● Core Novels from English I – IV curriculum

Interdisciplinary Connections

- Social Studies
  - Many of the books within the classroom collection are historical fiction novels, which provide for the opportunity of cross-curricular study.
  - WIDA English Language Proficiency Standard 5 – English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies
- Science
  - Informational reading connected to science content will be made available to help students build background knowledge in specific units (e.g., Survival)
  - WIDA English Language Proficiency Standard 4 – English language learners communicate information, ideas and concepts for academic success in the content area of Science

Technology Connections

- E-textbooks
  - *Collections* (Houghton Mifflin Harcourt)
  - *Edge* (National Geographic Cengage Learning, 2014)
- Google Classroom and Drive will be used to assign tasks, submit work, and provide feedback
- Google Apps will be used to promote collaboration through technology
- Websites
  - Online resources such as CommonLit (www.commonlit.org) will be used to supplement curricular materials.
  - Ted Talks will be provided when relevant to curriculum content.
  - Google Translate will be used to help students build academic vocabulary knowledge.

Accommodations or Modifications

- Student assignment in ESL-English classes will be based upon the number of years of high school English or ESL completed, so the English Language Proficiency levels of students in any class may vary.
- The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.
- Differentiation in materials, assignments, and assessments can be provided (e.g., *99 Ideas and Activities for Teaching English Learners with the SIOP Model*)

ESL –Newcomer

Unit and Theme	Essential Question	Acquired Knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1 Meeting and Greeting	How do I greet people:	Respond to common greetings and introductions. Use formal and informal greetings. Practice Spelling Ask and answer questions	Oxford Picture Dictionary Unit 1 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Vocabulary Acquisition Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities	RL/RI.9-10.2 RL/RI.9-10.4 RL/RI.9-1.7 W.9-10.7 W.9-10.9a-9b L.9-10.2 L.9-10.4 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 2 Personal Information	What personal information do I need to know?	Respond to personal information questions. Complete personal information form. Grammar: Proper Nouns, common nouns, present tense	Oxford Picture Dictionary Unit 2 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Vocabulary Acquisition Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Completing personal information	RL/RI.9-10.1 RL/RI.9-10.2 RL/RI.9-10.7 W.9-10.1 W.9-10.5 L.9-10.2 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 3-6 School Classroom Studying	How do I succeed in School?	Give classroom directions. Identify classroom items Make, accept, and deny requests for classroom items Setting Educational goals Following test directions Grammar: commands, present continuous	Oxford Picture Dictionary Units 3,4,5,6 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Close reading activities and notes Grammar activities Phonics assessment Vocabulary acquisition and comprehension Sequencing Writing: Workbook activities and sentences	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.5 L.9-10.1WIDA ELP Standard 1 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 7-8 Ordinal and cardinal Numbers	What is so important about numbers:	Use cardinal and ordinal numbers for personal and community information. Identify measurements and percentages for items in the classroom. Grammar: present tense	Oxford Picture Dictionary Unit 6-7 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Phonics assessment Grammar: How many and how much? Writing: Workbook activities, worksheets	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3

Unit 9-11 The Calendar The seasons Calendar Events	What are the seasons in the USA?	Give the day and date Use Calendar words and expressions of frequency to talk schedules and important events. Seasons and months of the year, identify holidays. Grammar: Questions words	Oxford Picture Dictionary Unit 9-11 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, sentences about important events	RL/RI.9-10.2 RL.9-10.4 RI/RL.9-10.7 W.9-10.1 W.9-10.2 W.9-10.5 L.9-10.1 L.9-10.4 WIDA ELP Standard 1 WIDA ELP Standard 2
Units 12-13 Describing Things Colors	What do I like and what don't I like?	Describe people places and objects Identify Colors Opposite adjectives explain preferences Grammar: present tense, negative present tense likes and dislikes	Oxford Picture Dictionary Unit Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, worksheets	RL/RI.9-10.1 RL/RI.9-10.2 RL/RI.9-10.4 RL/RI.9-10.7 W.9-10.3a-3e L.9-10.1 L.9-10.2 L.9-10.4 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 14 Prepositions	Where is it?	Identify location of objects. Use prepositions to describe a scene. Grammar: prepositions	Oxford Picture Dictionary Unit Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, sentences describing locations	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 15-16 Money Shopping	How do I pay for things?	Ask and answer questions about money and amounts. Identify payment methods and parts of a receipt. Inquire about purchases. Grammar: How much and How many	Oxford Picture Dictionary Unit 15-16 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities Categorization Shopping role play	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3
Unit 17 Same and Different	Do I like to shop for other people?	Interpret a story about gift giving. Discuss shopping and clothing Grammar: adjectives	Oxford Picture Dictionary Unit 17 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, write a thank you note.	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2

Unit 18 Adults and Children	What are the different generations in my family?	Identify ages and life stages Ask questions Grammar: There is and there are	Oxford Picture Dictionary Unit 18 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Grammar: irregular plurals Asking and answering questions Writing: Workbook activities	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 19-20 Describing People and Describing Hair?	How do I see myself and others?	Use common words to provide detailed descriptions of people Discuss hair length, color and style with a stylist Grammar: irregular plurals	Oxford Picture Dictionary Unit 19-20 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, descriptive sentences	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2
Units 21-22 Families	What does my family look like?	Identify family members and identify family relationships. Discuss traditional families v. non traditional families Grammar: possessive adjectives	Oxford Picture Dictionary Unit 21-22 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, descriptive sentences, family tree	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2
Units 23 Daily Routines	What does my typical day look like?	Ask and answer questions about daily activities and routines. Sequence a typical day Grammar: be and has present When, time	Oxford Picture Dictionary Unit 23 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, daily routine sentences and pictures	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 24 Life Events and Documents	What are some significant events in my life?	Interpret information about life events and give a brief history of important events in their lives sequencing life events answer questions about a biographical information about a famous person from history; Grammar: simple past tense, irregular past tense	Oxford Picture Dictionary Unit 24 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, write a conversation	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3

Unit 25 Feelings	How do I express how I feel?	Identify and explain feelings Grammar: Why words, adjectives Visualize while reading Categorize good feelings. v. bad ones	Oxford Picture Dictionary Unit 25 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, descriptive sentences	RL/RI.9-10.2 RL.9-10.3 RL.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2
Units 26-32 The Home	What do I need in my home?	Identify rooms in a the home Ask and answer questions about rooms in the house Learn the vocabulary for all rooms in the house	Oxford Picture Dictionary Unit 26-32 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities,	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3
Units 33-40 Food	Where and what food do I buy?	Learn common food words Respond to questions about food, Make a shopping list Explain preferences Grammar: Countables v. uncountables	Oxford Picture Dictionary Unit 33-40 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, shopping list	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3
Units 41-45 The Kitchen (food preparation, weights and measurements)(interpret a recipe)	How do I prepare food safely?	Use weights and measurements in recipes Target Vocabulary Dictate a recipe Identify and compare measurements Describe the function of kitchen utensils Grammar: commands,	Oxford Picture Dictionary Unit 41-45 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, write a recipe, personal narrative about food	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 46-47 A Restaurant	What do I order at a restaurant?	Identify people and things in a restaurant Interpret a menu Grammar: conditional and present continuous	Oxford Picture Dictionary Unit 46-47 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition Asking and answering questions Writing: Workbook activities, create a menu	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3

Unit 50-55 Clothes, shoes and accessories	What should I wear?	Identify casual, work, formal an exercise clothing, shoes and accessories Identify basic clothing sizes, patterns and problems. Grammar: future Visualize clothing in different situations Problem solve Interview/role play	Oxford Picture Dictionary Unit 50-55 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition and comprehension Asking and answering questions Writing: Workbook activities, worksheets	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 56-57 The Body	How do I tell a doctor about body pain?	Identify part of the body and use idioms related to the body Learn and pronounce vocabulary: body inside and out Grammar: idioms Tell a doctor about body pain	Oxford Picture Dictionary Unit 56-57 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition and comprehension Asking and answering questions Writing: Workbook activities, worksheets	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 58-60 Illnesses, medical conditions, symptoms and injuries	How do I tell a doctor about injuries and symptoms?	Identify injuries, illnesses and medical conditions Learn and pronounce vocabulary Writing: description of a symptom Grammar: present and past tense categorization: Contagious v. not contagious	Oxford Picture Dictionary Unit 58-60 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition and comprehension Asking and answering questions Writing: Workbook activities, worksheets, description of an illness	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2
Units 61-62 Taking care of your Health	How do I stay healthy?	Identify ways to take care of your health. ask for and give health advice learn and pronounce vocabulary Grammar: present and future tense	Oxford Picture Dictionary Unit 61-62 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition and comprehension Asking and answering questions Writing: Workbook activities, worksheets, write an advice column	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2
Units 63-64 Medical Emergencies and first Aid	How do I deal with a medical emergency?	Identify medical emergencies Respond to inquiries in a 911 call Identify and request first aid items Learn and pronounce vocabulary Grammar: Irregular past	Oxford Picture Dictionary Unit 63-64 Oxford Picture Dictionary - Low Beginning Workbook Oxford Picture Dictionary - Intermediate Workbook Oxford Picture Dictionary - High Intermediate Workbook	Grammar activities Phonics assessment Vocabulary acquisition and comprehension Asking and answering questions Writing: Workbook activities, worksheets	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2

ESL – Beginner

Unit and Theme	Essential Question	Acquired Knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1 All about Me	Who am I?	Visualize while reading Identify text structure Analyze characters in a play Analyze patterns in poetry Grammar: Verbs Phonics review: short vowels, blends long vowels Expressive writing	*Edge - Fundamentals*, Unit 1 *Romeo and Juliet* (Shakespeare, Collections) *West Side Story* (film) *The Importance of Being Ernest* (Wilde)	Independent Reading: annotations and journal Grammar activities Phonics assessment Vocabulary acquisition and reading comprehension Writing: poem (expressive writing)	RL/RI.9-10.2 RL/RI.9-10.4 RL/RI.9-1.7 W.9-10.7 W.9-10.9a-9b L.9-10.2 L.9-10.4 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 2 Wisdom of the Ages	What makes us wise?	Ask questions Character analysis Analyze elements of poetry: repetition Grammar: Nouns and verbs in sentences Phonics review: long vowels and digraphs Explanatory argument writing	*Edge - Fundamentals*, Unit 2 *Hunger of Memory* (Rodriguez) *Forever Young: America's Obsession with Never Growing Old* (Archer, Common Lit.) *The Old Man and the Sea* (Hemmingway)	Summarizing Independent Reading: annotations and journal Grammar activities Phonics assessment Vocabulary acquisition and reading comprehension Writing: Advice Column – Explanatory Writing	RL/RI.9-10.1 RL/RI.9-10.2 RL/RI.9-10.7 W.9-10.1 W.9-10.5 L.9-10.2 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 3 Global Village	What makes us the same? What makes us different?	Analyze text features Analyze settings Elements of poetry Grammar: Adjectives Phonics review: Verbs with -ed and –ing Descriptive writing	*Edge - Fundamentals*, Unit 3 *A Quilt of a Country* (Quindlen, Collections) *Where the World's Refugees Are* (Gharib, Common Lit) *Persepolis* (Satrapi)	Close reading activities and notes Grammar activities Phonics assessment Vocabulary acquisition and reading comprehension Writing: Descriptive Essay	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.5 L.9-10.1WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 4 Survival	What does it take to survive?	Make predictions Compare fiction and nonfiction Analyze plot Grammar: Irregular past tense verbs; adverbs Phonics review: r-controlled vowels Expository essay writing	*Edge - Fundamentals*, Unit 4 *Lord of the Flies* (Golding) *The Lord of the Flies* (film, 1963) *The Odyssey* (Homer, Collections)	Close reading activities and annotations Grammar activities Phonics assessment Vocabulary acquisition and reading comprehension Writing: Expository Essay	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4

Unit 5 Fitting In	How important is it to fit in?	Interpret fables Distinguish fact and opinion Compare genres Compare characters Grammar: Future tense verbs; prepositions Phonics review: r-controlled vowels; silent consonants Essay writing	*Edge - Fundamentals*, Unit 5 *The Absolutely True Diary of a Part-Time Indian* (Alexie) *Life on Reservations* (McBirney, Common Lit.)	Written response to literature Grammar activities Phonics assessment Vocabulary acquisition and reading comprehension Writing: Fact and Opinion Essay	RL/RI.9-10.2 RL.9-10.4 RI.9-10.7 W.9-10.1 W.9-10.2 W.9-10.5 L.9-10.1 L.9-10.4 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 6 What Matters Most	What matters most?	Make inferences Analyze a memoir Analyze setting and its impact on plot Connect character to theme Grammar: Compound and complex sentences Phonics review: compound words; multisyllabic words Narrative writing	*Edge - Fundamentals*, Unit 6 *We Beat the Streets* (Sampson, Davis, Hunt) *Elie Wiesel* (Common Lit.) *Night* (Wiesel, Collections)	Graphic organizers Close reading, annotating, and note-taking Grammar activities Phonics assessment Vocabulary acquisition and reading comprehension Writing: Personal Narrative	RL/RI.9-10.1 RL/RI.9-10.2 RL/RI.9-10.4 RL/RI.9-10.7 W.9-10.3a-3e L.9-10.1 L.9-10.2 L.9-10.4 WIDA ELP Standard 1 WIDA ELP Standard 2

ESL – Intermediate

Unit and Theme	Essential Question	Acquired Knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1 Think Again	What influences how you act?	Short story structure and literary elements Analyze text features Use text evidence Grammar: Sentences; fragments; run-ons; subject-verb agreement Vocabulary: Prefixes and suffixes Personal narrative writing	*Edge - Level A*, Unit 1 *Mysteries of Sherlock Holmes* (Doyle)	Graphic organizers Close reading and annotating Reader reflection and text-based writing Grammar and vocabulary activities Writing: Personal Narrative	RL/RI.9-10.1 RL.9-10.3 RL.9-10.6 RL.9-10.7 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 L.9-10.1 L.9-10.2 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 2 Family Matters	How do families affect us?	Analyze author's purpose Analyze point of view Use text evidence Grammar: Pronouns; action and linking verbs; subject-verb agreement Vocabulary: Using context clues Expository essay writing	*Edge - Level A*, Unit 2 *The Color of Water* (McBride)	Graphic organizers Reader reflection and text-based writing Grammar and Writing Practice Book Vocabulary assessment Vocabulary assessment Expository Writing-News Article	RI.9-10.1 RI.9-10.6 L.9-10.1 L.9-10.4 L.9-10.6 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.10 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 3 True Self	Do we find or create our true selves?	Make inferences Comparison across texts Use text evidence Analyzing poetry structure Analyze point of view Reading fluency and intonation Grammar: Present and past tense verbs Write compare/contrast essay	*Edge - Level A*, Unit 3 *Stargirl* (Spinelli) *Dr. Jekyll and Mr. Hyde* (Stevenson)	Graphic organizer Close reading and reader reflection Reading comprehension assessment Grammar and vocabulary assessment Writing: Compare/Contrast Essay	RL/RI.9-10.1 RI.9-10.4 RL.9-10.10 W.9-10.1 W.9-10.2 W.9-10.9 L.9-10.4 L.9-10.6 WIDA ELP Standard 1 WIDA ELP Standard 2

Unit 4 Give and Take	How much should people help each other?	Analyze development of ideas Make connections to literature Interpret and evaluate literature Use textual evidence Grammar: Possessive nouns Vocabulary: Using context clues; multiple meaning words Expository research writing	*Edge - Level A*, Unit 4 *Collections*, Grade 10, Collection 1: Ourselves and Others *Pay it Forward* (2000)	Graphic organizer Close reading and journal writing Text-based writing Grammar and vocabulary assessment Writing: Research essay writing	RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.10 W.9-10.2 W.9-10.5 W.9-10.7 W.9-10.9 W.9-10.10 L.9-10.1 L.9-10.4 L.9-10.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 5 Fair Play	Do people get what they deserve?	Make connections to a text and between texts Writing in response to literature; expressive writing Analyze literary elements Grammar: Adjectives Vocabulary: Synonyms and antonyms Informative explanatory writing	*Edge - Level A*, Unit 5 *Collections*, Grade 10, Collection 5: Absolute Power *Dracula* (Stoker) "The Cask of the Amontillado" (Poe) Macbeth (Shakespeare)	Reading response journal Graphic organizer Close reading and text-based writing Text-based writing Vocabulary: Word Connection organizer Grammar assessment Writing: Descriptive explanatory essay writing	RL.9-10.1 RL.9-10.3 RL.9-10.4 RL.9-10.5 W.9-10.2 W.9-10.5 W.9-10.9a W.9-10.10 L.9-10.1 L.9-10.2 L.9-10.5 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 6 Coming of Age	What rights and responsibilities should teens have?	Synthesize information across texts Informational reading and analyzing text structure Analyze author's purpose and point of view Developing ideas in writing Grammar: Pronouns and compound sentences Vocabulary: Multiple-meaning words Argument writing	*Edge - Level A*, Unit 6 *The Hunger Games* (Collins) *Collections*, Grade 10, Collection 5: Hard-Won Liberty	Close reading and annotating Note-taking (e.g., Cornell Notes) Political cartoon analysis Writing a Letter to the Editor Grammar and vocabulary assignments Writing: Research-based argument writing	RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.5 RI.9-10.8 W.9-10.1 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.9b L.9-10.1 L.9-10.2 L.9-10.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5

Unit 7 Making Impressions	What do you do to make an impression?	Visualize while reading Analyze drama and poetry Analyze structure: script, rhyme and rhythm, style, word choice Analyze figurative language Grammar: Complex sentences Vocabulary: Idioms, connotation, and denotation Script and poetry writing	*Edge - Level A*, Unit 7 *Novio Boy* (Soto) *American Born Chinese* (Yang)	Close reading and annotation of poetry and drama Text-based writing Graphic organizers Reader's/Writer's Notebook Grammar and vocabulary assignments Dramatic performance Writing: Poetry and playwright	RL/RI.9-10.1 RL/RI.9-10.2 RL/RI.9-10.4 RL/RI.9-10.6 RL/RI.9-10.7 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 L.9-10.3 L.9-10.4 L.9-10.5 WIDA ELP Standard 1 WIDA ELP Standard 2

ESL - Intermediate/Advanced

Unit and Theme	Essential Question	Acquired Knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1 Choices	What influences a person's choices?	Short Stories and literary elements (plot, characterization, setting) Grammar: Complete sentences, subject-verb agreement, sentence fragments Vocabulary: Word parts Personal narrative writing	*Edge - Level B*, Unit 1 *Miracle's Boys* (Woodson) "Thank you, M'am" (Hughes) "The Necklace" (Maupassant)	Graphic organizers Reading fluency Reader reflection Reading comprehension assessment Grammar and vocabulary activities Writing: Autobiographical Narrative	RL.11-12.1 RL. 11-12.2 RL. 11-12.3 RL. 11-12.5 RL. 11-12.6 RL. 11-12.7 L. 11-12.1 L. 11-12.6 L. 11-12.4c-4d W. 11-12.3a-3e W. 11-12.4 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 2 The Art of Expression	Does creativity matter?	Nonfiction Author's purpose Distinguishing essential from nonessential information Grammar: Pronouns, present tense verbs Vocabulary: Context clues Position writing (argument)	*Edge - Level B*, Unit 2 *Jean Michel Basquiat* (Fretz)	Reading fluency Reading assessment Graphic organizers Grammar and vocabulary activities Writing: Position Paper – Argument Writing (RST)	RI. 11-12.1 RI. 11-12.3 RI. 11-12.4 RI. 11-12.5 RI. 11-12.6 L. 11-12.1 L. 11-12.4 W. 11-12.1 W. 11-12.4 W. 11-12.6 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 3 The Hero Within	What makes a hero?	Short Stories and literary elements Point of view Inferring Grammar: Present, past, future tense verbs; subject and object pronouns Vocabulary: Word families Explanatory writing in response to literature	*Edge - Level B*, Unit 3 *I am Malala* (Youzafai) *Captain Phillips* (2013)	Graphic organizers Reader reflection journal Reading fluency Grammar and vocabulary activities Definition map Writing: Using text evidence Writing: Response to Literature (LAT)	RL. 11-12.1 RL. 11-12.3 RL. 11-12.5 RL. 11-12.6 L. 11-12.1 L. 11-12.2 L. 11-12.4b-4d W. 11-12.1 W. 11-12.2a-2f W. 11-12.5 W. 11-12.10 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5

Unit 4 Opening Doors	How can knowledge open doors?	Nonfiction text structure Ask questions and active reading Use of text evidence Oral presentation Grammar: Possessive nouns, apostrophes, prepositional phrases, pronoun agreement Vocabulary: Multiple-meaning words Expository research writing	*Collections*, 11th Grade, Collection 4, The Birth of a New Freedom *Edge - Level B*, Unit 4 *Narrative of the Life of Frederick Douglass: An American Slave* (Douglass)	Graphic organizer Close reading and annotating Text-based writing Grammar and vocabulary activities Oral report Writing: Research Report – Expository (RST)	RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.5 W.11-12.2 W.11-12.4 W.11-12.7 W.11-12.8 SL.11-12.4 L.11-12.1 L.11-12.4 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 5 Fear This!	What makes something frightening?	Infer beyond the text by connecting background knowledge with text evidence Synthesize across texts Analyze story structure Evaluate author's point of view Analyze word choice Grammar: Adjectives and adverbs Vocabulary: Synonyms, thesaurus, and analogies Narrative writing	*Collections*, 11th Grade, Collection 6, The Modern World *Edge - Level B*, Unit 5 *The Crucible* (Miller)	Graphic organizers Plot pyramid Close reading and annotating Text-based writing Grammar and vocabulary activities Oral reading accuracy, rate, and expression Writing: Short Story – Narrative	RL.11-12.1 RL/RI.11-12.2 RL.11-12.5 RI.11-12.4 W.11-12.3 W.11-12.5 W.11-12.7 W.11-12.10 L.11-12.1 L.11-12.6 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 6 Are You Buying It?	How does the media shape the way people think?	Analyze persuasive nonfiction Evaluate evidence, arguments, and point of view Analyze word choice Use text evidence Grammar: Compound and complex sentences Vocabulary: Greek and Latin roots Argument writing	*Collections*, 11th Grade, Collection 5, Age of Realism *Edge - Level B*, Unit 6	Close reading and annotating Text-based writing In-class Debate Grammar and vocabulary activities Writing: Persuasive Essay – Argument Writing (RST)	RI.11-12.1 RI.11-12.5 RI.11-12.6 RI.11-12.8 W.11-12.1 W.11-12.5 SL.11-12.4 L.11-12.1 L.11-12.4 L.11-12.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5

Unit 7 Where we Belong	What holds us together? What keeps us apart?	Visualize while reading Compare across texts Closely read and use text evidence in speaking and writing Grammar: Perfect tenses and irregular verbs Vocabulary: Figurative language, connotation, and denotation	*Collections*, 11th Grade, Collection 2, Building a Democracy *Edge - Level B*, Unit 7 *A Raisin in the Sun* (Hansbury) *U.S. Constitution* (Madison)	Graphic organizers Visual representations of literature Text-based writing Oral presentation Grammar and vocabulary activities	RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.6 RL.11-12.7 RL.11-12.9 L.11-12.1 L.11-12.2 L.11-12.3 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5

ESL – Advanced

Unit and Theme	Essential Question	Acquired Knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1 Double Take	When do you really know someone?	Analyze short stories and how literary elements develop over the course of a text Analyze static and dynamic characters Use text evidence Determine point of view Grammar: Complete sentences; subject-verb agreement Vocabulary: Affixes and roots Narrative writing	*Edge - Level C*, Unit 1 "The Moustache" (Cormier) *Metamorphosis* (Kafka) *Farewell to Manzanar* (Houston)	Graphic organizers Close reading and annotating Text-based writing Reader reflection Grammar and vocabulary activities Writing: Short Story – Narrative	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.5 RL.11-12.6 W.11-12.3 W.11-12.4 W.11-12.5 L.11-12.1 L.11-12.2 L.11-12.4 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 2 Against the Odds	How do people change expectations?	Distinguish essential from nonessential information Analyze narrative nonfiction and nonfiction text features Analyze development of ideas Analyze style and word choice Use text evidence Grammar: Pronouns; verbs Vocabulary: Context clues Autobiographical narrative writing	*Collections*, 12th Grade, Collection 1, Chasing Success *Edge - Level C*, Unit 2	Graphic organizers Close reading and annotating Reader reflection Text-based writing Grammar and vocabulary activities Writing: Autobiographical Narrative	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.7 W.11-12.2 W.11-12.5 W.11-12.10 L.11-12.1 L.11-12.2 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 3 The Ties that Bind	What tests a person's loyalty?	Infer beyond the text Analyze style and structure Determine point of view Analyze symbolism Use text evidence Grammar: Verb tenses Vocabulary: Word families Argument Writing	*Edge - Level C*, Unit 3 *The Wave* (Strasser) *Things Fall Apart* (Achebe)	Graphic organizers Reading response notebook Close reading and annotations Text-based writing Grammar and vocabulary activities Writing a business letter Writing: Position Paper – Argument Writing (RST)	RL.11-12.1 RL.11-12.4 RL.11-12.5 RL.11-12.6 W.11-12.1 W.11-12.2 W.11-12.5 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.6 WIDA ELP Standard 1 WIDA ELP Standard 2

Unit 4 Express Yourself	What does it really mean to communicate?	Analyze nonfiction text structure Analyze humor Analyze flashback Use text evidence Grammar: Possessive adjectives, pronouns, and words Vocabulary: Multiple-meaning words Expository Research Writing	*Collections*, 12th Grade, Collection 3, Voices of Protest *Edge - Level C*, Unit 4 *Animal Farm* (Orwell)	Graphic organizers Reading response notebooks Close reading and annotations Text-based writing Grammar and vocabulary activities Writing self assessment Writing – Research Report – Expository Writing (RST)	RI.11-12.1 RI.11-12.5 RI.11-12.10 W.11-12.2 W.11-12.4-6 W.11-12.10 L.11-12.1 L. 11-12.3 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 5 Moment of Truth	What do people discover in a moment of truth?	Analyze short stories and text structure Determine author's purpose Analyze dialect Analyze metaphor Compare characters' motivations Use text evidence Write an original skit Grammar: Adjectives Vocabulary: Synonyms and antonyms in analogies Literary Analysis Writing	*Collections*, 12th Grade, Collection 4, Seeking Justice, Seeing Peace *Edge - Level C*, Unit 5 *Speak* (Anderson) *Black Boy* (Wright)	Graphic organizer Close reading and annotating Text-based writing Vocabulary word square Grammar activities Skit presentation Writing self and peer assessment Writing: Literary Research Report – Informational (LAT)	RL.11-12.1 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 L.11-12.1 L.11-12.2 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 6 Rights and Responsibilities	How can we balance everyone's rights?	Evaluate argument Analyze idea development Analyze elements of persuasion Analyze Central Ideas Analyze point of view and word choice Compare literature: rhetorical devices Grammar: Parallel structure Vocabulary: Denotation and connotation Argument Writing	*Collections*, 12th Grade, Collection 2, Gender Roles *Edge - Level C*, Unit 6 *Monster* (Myers) *I Will Plant You a Lilac Tree* (Hillman) *What to the Slave is the Fourth of July?* (Douglass)	Graphic organizers Close reading and annotating Reading response journal Grammar and vocabulary activities Comparative essay writing Text-based writing Writing: Research Report – Argument Writing (RST)	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.6 RI.11-12.8 RI.11-12.9 W.11-12.1 W.11-12.4-6 W.11-12.5 L.11-12.1 L.11-12.2 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3

Unit 7 For What it's Worth	What deserves our care and respect?	Analyze structure: script and poetry Analyze word choice Use text evidence Critique literature Compare representations: poetry and art Analyze elements of poetry Grammar: Verb tenses; participial phrases Vocabulary: Idioms, similes, metaphors	*Collections*, 12th Grade, Collection 6, Finding Ourselves in Nature *Edge - Level C*, Unit 7 *Othello* (Shakespeare)	Graphic organizers Close reading and annotating Text-based writing Character sketch Grammar and vocabulary activities Writing: Literary Critique	RL.11-12.1 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.9 RL.11-12.10 W.11-12.1 W.11-12.2 W.11-12.5 L.11-12.1 L.11-12.2 L.11-12.3 WIDA ELP Standard 1 WIDA ELP Standard 2

GLOSSARY OF TERMS

ACCESS 2.0: a standards-based, criterion referenced English language proficiency test designed to measure English language learners' academic proficiency in reading, writing, speaking and listening; this assessment is administered to students in grades K-12 and is computer-based in grades 1-12.

Accommodation: modifying spoken or written language to make it comprehensible to second language learners.

Adapted: modified for English language learners. This usually refers to materials that have simplified language, but concepts are not watered down.

Affective filter: an imaginary wall that a language learner puts up that impedes language **acquisition**. A learner must be receptive to language input. When anxiety is high, the wall is high and input is screened out.

Basic Interpersonal Communication Skills (BICS): the language ability required for verbal face-to-face social communication.

Bilingual: able to communicate in two languages.

Bilingual Education: an instructional program that uses more than one language as the vehicle for instruction.

Cognitive Academic Language Proficiency (CALP): the academic language of the content classroom that takes from five to seven years for ELs to acquire.

CAN DO Descriptors: general performance indicators that describe typical behaviors of ELs in each language domain at each level of English language proficiency.

Comprehensible Input: according to Stephen Krashen, this is communication that is just above the learners' level of English ability. ELLs learn best when they can understand the input but are challenged.

Content-Based ESL Instruction: an approach to second language teaching that utilizes content-area subject matter to teach language. Concepts are not watered down, but the language of the subject area is simplified.

Cooperative Learning: when students from varied backgrounds and abilities work together in small groups.

Culture Shock: the feelings people have when they move to an unfamiliar culture.

Culturally and Linguistically Diverse Students: Refers to students who come from a language and cultural background other than that of the mainstream population.

English Learners (ELs): limited English proficient students, usually those in an ESL or bilingual program.

English language development standards (ELDs): criteria that express the language development of ELLs across the language domains.

English as a Second Language (ESL): the name of a program to teach English in the English language to non-English speakers.

Heritage/Home/Primary Language: the student's native language.

Language domains: the four main subdivisions of language: listening, speaking, reading and writing.

Language Acquisition: learning a language through meaningful conversation that is similar to the way children learn their first language. Language is learned with no formal study of forms and grammar.

Language Experience Approach (LEA): an approach to reading instruction based on information and stories developed from the personal experiences of the students. The stories are written down by the teacher and read together until the student associates the written form of English with the spoken form.

Limited English Proficient (LEP): describe students whose English language skills are limited. Although this term is used in most legal documents such as administrative code and law, it is considered pejorative by educators in the field of second language acquisition.

Non-verbal communication: physical communication such as gestures, facial expressions, and physical proximity that support oral communication.

Primary/Native Language: a student's first language and the language normally used in the home.

Realia: physical items that are used in teaching English.

Sheltered Instruction: is a program where teachers simplify the language of instruction to teach content area subjects such as social studies or science. This makes the content accessible to ELLs.

Sheltered Instruction Observation Protocol (SIOP): a research-based sheltered instruction model used to describe instructional practices that help teachers make content accessible to ELLs. Content information and language instruction is scaffold to provide support to ELLs.

Teachers of English to Speakers of Other Languages (TESOL): is the international professional organization for those concerned with the teaching of English as a second or foreign language and of Standard English as a second dialect.

Total Physical Response (TPR): is a teaching technique devised by James Asher where the learners respond to language with gestures and body motions. "Simon Says" is an example of TPR for beginning language learners.

World-Class Instructional Design and Assessment (WIDA): English language proficiency (ELP) standards designed as a curriculum planning and assessment preparation tool. They help educators determine children's English language proficiency levels and how to appropriately challenge them in reaching higher levels.