



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

Curriculum Development Timeline

School: Ocean Township High School
Course: English as a Second Language Intermediate I
Department: ESL

Board Approval	Supervisor	Notes
August 2025	Cecilia Vila	Born / Redesigned This course was developed by separating content from an existing 9-12 curriculum document into a single, cohesive curriculum.

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COURSE ESL Intermediate I

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1- <i>Heat Lightning</i>	21	Unit 4- <i>Hunger Games</i>
2	Unit 1- <i>Heat Lightning</i>	22	Unit 4- <i>Hunger Games</i>
3	Unit 1- <i>Heat Lightning</i>	23	Unit 4- <i>Hunger Games</i>
4	Unit 1- <i>Heat Lightning</i>	24	Unit 4- <i>Hunger Games</i>
5	Unit 1- <i>Heat Lightning</i>	25	Unit 4- <i>Hunger Games</i>
6	Unit 2- <i>Serial Podcast</i>	26	Unit 4- <i>Hunger Games</i>
7	Unit 2- <i>Serial Podcast</i>	27	Unit 4- <i>Hunger Games</i>
8	Unit 2- <i>Serial Podcast</i>	28	Unit 4- <i>Hunger Games</i>
9	Unit 3- <i>Boy in the Striped Pajamas</i>	29	Unit 4- <i>Hunger Games</i>
10	Unit 3- <i>Boy in the Striped Pajamas</i>	30	Unit 4- <i>Hunger Games</i>
Week	Marking Period 2	Week	Marking Period 4
11	Unit 3- <i>Boy in the Striped Pajamas</i>	31	Unit 4- <i>Hunger Games</i>
12	Unit 3- <i>Boy in the Striped Pajamas</i>	32	Unit 4- <i>Hunger Games</i>
13	Unit 3- <i>Boy in the Striped Pajamas</i>	33	Unit 5- Reading Club
14	Unit 3- <i>Boy in the Striped Pajamas</i>	34	Unit 5- Reading Club
15	Unit 3- <i>Boy in the Striped Pajamas</i>	35	Unit 5- Reading Club
16	Unit 3- <i>Boy in the Striped Pajamas</i>	36	Unit 5- Reading Club
17	Unit 3- <i>Boy in the Striped Pajamas</i>	37	Unit 5- Reading Club
18	Unit 3- <i>Boy in the Striped Pajamas</i>	38	Unit 6- <i>Three Skeleton Key</i>

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19	Unit 3- <i>Boy in the Striped Pajamas</i>	39	Unit 6- Three Skeleton Key
20	Unit 3- <i>Boy in the Striped Pajamas</i>	40	Unit 6- Three Skeleton Key

***Grammar and Vocabulary units are taught concurrently with other units throughout the course of the year.**

Grammar Skills:

1. Subject-Verb Agreement
2. Subject/Object Pronoun
3. Parallel Structure
4. Comma Use (and misuse)
5. Comma vs. Semicolon
6. Independent vs. Dependent Clauses
7. Prepositions
8. Passive vs. Active Voice
9. Misplaced Modifiers
10. Plural vs. Possessive
11. Adjectives and Adverbs
12. Homophones

Core Instructional & Supplemental Materials including various levels of Texts

- Grade level texts/novels/vocabulary books
- *Skill Sharpeners 1-3*, Addison-Wesley
- *Regents English Workbooks*, Prentice-Hall Regents
- *Stories of Surprise and Wonder*, Globe Book Co.
- *Goodman's Five Star Activity Books*, Jamestown Edu.
- *Bringing the Classics to Life*, Edcon
- *Amazing Stories to Tell and Recall*, Houghton Mifflin Company
- *Best Short Stories*, Jamestown
- *Ready-to Use Revision and Proofreading*, Umstatter
- *Timesaver Grammar Activities*, Scholastic Books
- *Seven Plays of Mystery and Suspense*, Globe Book Company
- *Retold American Classics, Volumes 1&2*, Perfection Learning
- *Reading and Writing Sourcebooks*, Great Source
- *Bringing the Classics to Life, Levels 1-5*, EDCON
- *An O. Henry Reader*, Globe Book Company
- *New Chiller and Thrillers*, Scholastic Books
- *The Boy in the Striped Pajamas*, David Fickling Books
- *The Hunger Games*, Scholastic

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- *Serial*, This American Life; WEBZ
- *The Fault in Our Stars*; Dutton Books for Young Readers
- *Acceleration*, Ember
- *And Then There Were None*, HarperCollins
- *We Were Liars*, Ember
- Chromebooks
- Blooket
- Quill
- IXL
- Nearpod
- Commonlit.org* (Differentiated by Reading Level for Struggling Learners; Advanced Learners)
- [NJ Climate Change Educational Resources*](#)
- [NJ Diversity, Equity, and Inclusion Educational Resources**](#)

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

Time Frame	5 Weeks
Topic	
<i>Heat Lightning</i> , by Robert Carrol	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: • ELD-SI.4-12.Narrate ○ Share ideas about one's own and others' lived experiences and previous learning ○ Connect stories with images and representations to add meaning ○ Identify and raise questions about what might be unexplained, missing, or left unsaid ○ Recount and restate ideas to sustain and move dialogue forward • ELD-SI.4-12.Inform ○ Define and classify facts and interpretations; determine what is known vs. unknown ○ Report on explicit and inferred characteristics, patterns, or behavior ○ Sort, clarify, and summarize relationships ○ Summarize most important aspects of information • ELD-SI.4-12.Explain ○ Generate and convey initial thinking	

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- Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence

WIDA ELD Standard 2: Language for Language Arts

- ELD-LA.9-12.Inform.Interpretive
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text
- ELD-LA.9-12.Inform.Expressive
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text
- ELD-LA.9-12.Argue.Interpretive
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- ELD-LA.9-12.Argue.Expressive
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

WIDA ELD Standard 3: Language for Mathematics

- ELD-MA.9-12.Explain.Interpretive
 - Analyzing data and owning problem-solving approaches
- ELD-MA.9-12.Explain.Expressive
 - Share solutions with others

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COURSE ESL Intermediate I

- State reasoning used to generate own or alternate solutions
- ELD-MA.9-12.Argue.Interpretive
 - Distinguishing correct from flawed logic
 - Evaluating relationships among evidence and mathematical principles to create generalizations
- ELD-MA.9-12.Argue.Expressive
 - Generalize logical relationships across cases
 - Evaluate and extend others' arguments

WIDA ELD Standard 4: Language for Science

- ELD-SC.9-12.Explain.Interpretive
 - Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
 - Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
- ELD-SC.9-12.Explain.Expressive
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Develop reasoning to illustrate and/ or predict the relationships between variables in a system or between components of a system
- ELD-SC.9-12.Argue.Interpretive
 - Comparing reasoning and claims based on evidence from competing arguments or design solutions

WIDA ELD Standard 5: Language for Social Studies

- ELD-SS.9-12.Explain.Interpretive
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- ELD-SS.9-12.Explain.Expressive
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- ELD-SS.9-12.Argue.Interpretive
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
 - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
- ELD-SS.9-12.Argue.Expressive

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COURSE ESL Intermediate I

- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Students will identify tone, mood, and character emotions through vocal cues.
- Students will comprehend plot events and sequence through audio interpretation.
- Students will analyze sound effects and stage directions for their impact on atmosphere.

Domain 2: Speaking

- Students will express interpretations of characters and motives using evidence from the text.
- Students will practice pronunciation, intonation, and pacing appropriate to dramatic performance.
- Students will use academic and theatrical vocabulary to discuss plot and staging.

Domain 3: Reading

- Students will identify key details, plot structure, and characterization from a dramatic text.
- Students will analyze figurative language and dramatic elements.
- Students will infer meaning from context and stage directions.

Domain 4: Writing

- Students will write character analyses using textual evidence.
- Students will create original narrative or dramatic scenes inspired by the play.
- Students will summarize plot events using cohesive and coherent language.

Key Vocabulary

Temperature
Suspense
Conflict
Evidence
Probability
Witness
Interrogation
Lightning
Sequence

Assessments

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COURSE ESL Intermediate I

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Quiz: Vocabulary Unit
- Quiz: Literary Elements

Summative:

- Narrative Writing: Develop an alternative ending which serves as a logical extension of the author's style and creative choices, or a retelling of the narrative from a well-developed alternative perspective
- Open-Ended Questions: students will be presented with a variety of texts and be required to formulate well-organized, concise, and textually supported formal paragraphs.
- Unit Test

Alternative:

- Observation of Class
- Teacher-student conferences
- Self-assessment rubric

 WIDA-Speaking-Rubric-Gr-1-12 (1).pdf

 WIDA-Writing-Rubric-Gr-1-12 (1).pdf

Interdisciplinary Connections

Research and discuss the topic of fear and its effects on the human body and mind.

HS-ESS3-1 – Construct an explanation based on evidence for how natural hazards affect humans.

Career Readiness, Life Literacies, and Key Skills

Group scene performances which require students to negotiate roles, rehearse, and give peer feedback.

9.4.12.CI.2 – Identify career pathways that highlight personal talents, skills, and abilities (e.g., actors, screenwriters, psychologists, journalists).

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to

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COURSE ESL Intermediate I

analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies

Time Frame	3 Weeks
Topic	
Serial Podcast	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: • ELD-SI.4-12.Narrate ○ Share ideas about one's own and others' lived experiences and previous learning ○ Connect stories with images and representations to add meaning ○ Identify and raise questions about what might be unexplained, missing, or left unsaid ○ Recount and restate ideas to sustain and move dialogue forward • ELD-SI.4-12.Inform ○ Define and classify facts and interpretations; determine what is known vs. unknown ○ Report on explicit and inferred characteristics, patterns, or behavior ○ Describe the parts and wholes of a system ○ Sort, clarify, and summarize relationships ○ Summarize most important aspects of information • ELD-SI.4-12.Explain ○ Generate and convey initial thinking ○ Follow and describe cycles and sequences of steps or procedures and their causes and effects ○ Compare changing variables, factors, and circumstances ○ Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • ELD-SI.4-12.Argue	

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- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

WIDA ELD Standard 2: Language for Language Arts

- ELD-LA.9-12.Inform.Interpretive
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text
- ELD-LA.9-12.Inform.Expressive
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text
- ELD-LA.9-12.Argue.Interpretive
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- ELD-LA.9-12.Argue.Expressive
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

WIDA ELD Standard 3: Language for Mathematics

- ELD-MA.9-12.Explain.Interpretive
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
 - Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles
- ELD-MA.9-12.Explain.Expressive
 - Share solutions with others
 - Describe data and/or approach used to solve a problem
 - State reasoning used to generate own or alternate solutions
- ELD-MA.9-12.Argue.Interpretive

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- ELD-MA.9-12.Argue.Expressive
 - Generalize logical relationships across cases
 - Justify (and refute) conclusions with evidence and mathematical principles
 - Evaluate and extend others' arguments

WIDA ELD Standard 4: Language for Science

- ELD-SC.9-12.Explain.Interpretive
 - Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
 - Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
- ELD-SC.9-12.Explain.Expressive
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to illustrate and/ or predict the relationships between variables in a system or between components of a system
- ELD-SC.9-12.Argue.Interpretive
 - Comparing reasoning and claims based on evidence from competing arguments or design solutions
 - Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues
- ELD-SC.9-12.Argue.Expressive
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/ subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

WIDA ELD Standard 5: Language for Social Studies

- ELD-SS.9-12.Explain.Interpretive
 - Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
 - Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
- ELD-SS.9-12.Explain.Expressive
 - Establish perspective for communicating intended and unintended outcomes,

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- consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
- ELD-SS.9-12.Argue.Interpretive
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
 - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
- ELD-SS.9-12.Argue.Expressive
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Students will identify key details, tone, and perspective from podcast episodes.
- Students will distinguish between fact, opinion, and inference in oral text.
- Students will summarize and evaluate audio information for credibility and bias.

Domain 2: Speaking

- Students will orally express claims and opinions supported by evidence from the podcast.
- Students will participate in structured academic discussions using sentence frames and academic vocabulary.
- Students will engage in collaborative speaking to refine understanding and perspectives.

Domain 3: Reading

- Students will analyze and interpret supporting documents, transcripts, and news articles related to the case.
- Students will compare multiple texts for credibility, tone, and purpose.
- Students will identify main ideas and supporting details in complex texts.

Domain 4: Writing

- Students will write argumentative essays with claims, counterclaims, and evidence.

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- Students will compose summaries and reflections demonstrating comprehension and interpretation.
- Students will write from multiple perspectives, using voice and tone appropriately.

Key Vocabulary

Alibi

Timeline

Bias

Evidence

Probability

Cell tower

Testimony

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Think-Pair-Share Discussions
- Episode questions

Summative:

- Argumentative Essay- Is Adnan innocent or guilty?
- Oral Presentation or Debate
- Unit Test

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Case Timeline or Infographic
- Reflective Journal

 WIDA-Speaking-Rubric-Gr-1-12 (1).pdf

 WIDA-Writing-Rubric-Gr-1-12 (1).pdf

Interdisciplinary Connections

Write argumentative essays based on the fairness of Adnan's conviction.

NJSLSA.W1: Write arguments to support claims with clear reasoning and evidence.

Analyze how judicial decisions impact civil liberties and justice.

6.1.12.CivicsDP.14.a: Analyze how judicial decisions impact civil liberties and justice.

Career Readiness, Life Literacies, and Key Skills

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Work in teams to research, present, and debate aspects of the case.

NJSLS-CLKS 9.4.12.CI.1: Demonstrate ability to reflect, revise thinking, and solve problems collaboratively.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies

Time Frame

12 Weeks

Topic

The Boy in the Striped Pajamas/ Holocaust/ WWII

Alignment to Standards

WIDA ELD Standard 1: Language for Social and Instructional Purposes:

- ELD-SI.4-12.Narrate
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representations to add meaning
 - Identify and raise questions about what might be unexplained, missing, or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
- ELD-SI.4-12.Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and wholes of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information

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- ELD-SI.4-12.Explain
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence

WIDA ELD Standard 2: Language for Language Arts

- ELD-LA.9-12.Inform.Interpretive
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text
- ELD-LA.9-12.Inform.Expressive
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text
- ELD-LA.9-12.Argue.Interpretive
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- ELD-LA.9-12.Argue.Expressive
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

WIDA ELD Standard 3: Language for Mathematics

- ELD-MA.9-12.Explain.Interpretive
 - Identifying concept or entity

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- Analyzing data and owning problem-solving approaches
- ELD-MA.9-12.Explain.Expressive
 - Share solutions with others
 - Describe data and/or approach used to solve a problem
 - State reasoning used to generate own or alternate solutions
- ELD-MA.9-12.Argue.Interpretive
 - Comparing conjectures with previously established results and stated assumptions
 - Distinguishing correct from flawed logic
- ELD-MA.9-12.Argue.Expressive
 - Create precise conjecture, using definitions, previously established results, and stated assumptions
 - Generalize logical relationships across cases
 - Evaluate and extend others' arguments

WIDA ELD Standard 4: Language for Science

- ELD-SC.9-12.Explain.Expressive
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Develop reasoning to illustrate and/ or predict the relationships between
- ELD-SC.9-12.Argue.Expressive
 - Introduce and contextualize topic/ phenomenon in current scientific or historical episodes in science
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/ subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal
- ELD-SC.9-12.Argue.Expressive
 - Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Students will identify main ideas and supporting details from audio recordings and

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read-alouds.

- Students will infer characters' emotions and motivations through tone and context.
- Students will follow multi-step oral directions related to group activities or discussions

Domain 2: Speaking

- Students will express opinions and support them with text-based evidence.
- Students will ask and answer questions to clarify meaning during discussions.
- Students will participate in role-plays or dialogues to show understanding of character motivations and historical context.

Domain 3: Reading

- Students will identify central themes (e.g., innocence, friendship, prejudice).
- Students will analyze character development through key events.
- Students will use context clues to determine the meaning of new vocabulary.

Domain 4: Writing

- Students will write summaries and reflections using sequence and cause-effect language.
- Students will develop a written argument about a theme, using text evidence.
- Students will write creatively to explore point of view and character motivation.

Key Vocabulary

Prejudice

Conflict

Holocaust

Perspective

Inference

Concentration camp

Friendship

Theme

Imagery

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Think-Pair-Share Discussions
- Listening Journal Entries

Summative:

- Thematic Literary Essay-Students write an essay analyzing a theme (e.g., innocence, friendship, prejudice), including a claim, supporting evidence, and a conclusion.
- Character Portfolio Project
- Unit Test

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Digital Diary Project
- Reflective Journal

 WIDA-Speaking-Rubric-Gr-1-12 (1).pdf

 WIDA-Writing-Rubric-Gr-1-12 (1).pdf

Interdisciplinary Connections

Write a journal entry discussing whether Bruno's innocence protects or harms him in the story.

NJSLS.ELA-Literacy.W.9-10.1: Write arguments to support claims with clear reasons and relevant evidence.

Students examine the historical background of the Holocaust to better understand the novel's context.

NJSLS.SS.6.2.12.Holocaust.1.a: Analyze the circumstances that led to the Holocaust.

Career Readiness, Life Literacies, and Key Skills

Work in teams to research, present, and debate aspects of the case.

NJSLS-CLKS 9.4.12.CI.1: Demonstrate ability to reflect, revise thinking, and solve problems collaboratively.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social, and economic impacts of decisions

CRP7. Employ valid and reliable research strategies

Time Frame

12 Weeks

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COURSE ESL Intermediate I

Topic
<i>The Hunger Games/ Dystopian Literature</i>
Alignment to Standards
WIDA ELD Standard 1: Language for Social and Instructional Purposes ELD-SI.4-12.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information ELD-SI.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence WIDA ELD Standard 2: Language for Language Arts ELD-LA.9-12.Inform.Interpretive • Identifying and/or summarizing central ideas • Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships • Evaluating cumulative impact and refinement of author's key word choices over the course of text ELD-LA.9-12.Inform.Expressive • Introduce and define topic and/or entity for audience • Establish an objective or neutral stance • Add precision, details, and clarity about complex attributes, qualities, characteristics,

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

activities, and conceptual relationships

- Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Expressive

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

WIDA ELD Standard 3: Language for Mathematics

ELD-MA.9-12.Explain.Interpretive

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA.9-12.Explain.Expressive

- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC.9-12.Explain.Expressive

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

WIDA ELD Standard 5: Language for Social Studies

ELD-SS.9-12.Explain.Interpretive

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

related concepts

- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information
- Acknowledge strengths and weaknesses of different interpretations

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Students will comprehend key plot points, characters, and themes through audio and video materials.
- Students will identify tone, mood, and character emotions from dialogue and narration.
- Students will follow oral instructions and presentations related to the novel's context and themes.

Domain 2: Speaking

- Students will express opinions about the actions of characters using supporting evidence.
- Students will participate in collaborative discussions, using appropriate language for turn-taking and clarification.
- Students will compare characters and societal norms from the novel with their own experiences.

Domain 3: Reading

- Students will identify central ideas, themes, and character development throughout the novel.
- Students will analyze how specific word choices affect meaning and tone.
- Students will interpret dystopian elements in the setting and conflict.

Domain 4: Writing

- Students will write narratives and arguments based on themes and events from the novel.
- Students will summarize chapters and provide evidence-based analyses of characters.
- Students will respond to literature using academic vocabulary and varied sentence structures.

Key Vocabulary

Dystopia

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

Utopia
Survival
Alliance
Propaganda
Rebellion
Sacrifice
Strategy

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Think-Pair-Share Discussions
- Reading comprehension check-ins

Summative:

- Literary analysis essay- An argument or thematic essay on a major issue (e.g., government control, identity, rebellion) with textual evidence
- Group presentation- Students present on a theme (e.g., survival, inequality) using digital tools and supporting visuals.
- Unit Test

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Visual storyboard or comic strip
- Reflective Journal

 WIDA-Speaking-Rubric-Gr-1-12 (1).pdf

 WIDA-Writing-Rubric-Gr-1-12 (1).pdf

Interdisciplinary Connections

Compare Panem to historical regimes (e.g., Nazi Germany, North Korea). Evaluate propaganda and discuss resistance movements in history and fiction.

6.2.12.Civics.PI.1.a – Analyze the impact of political systems on people's rights and responsibilities.

Students examine the historical background of the Holocaust to better understand the novel's context.

NJSLS.SS.6.2.12.Holocaust.1.a: Analyze the circumstances that led to the Holocaust.

Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

Work in teams to research, present, and debate aspects of the case.

NJSLS-CLKS 9.4.12.CI.1: Demonstrate ability to reflect, revise thinking, and solve problems collaboratively.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social, and economic impacts of decisions

CRP7. Employ valid and reliable research strategies

Time Frame

4 Weeks

Topic

Book Clubs

Alignment to Standards

WIDA ELD Standard 1: Language for Social and Instructional Purposes

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

WIDA ELD Standard 2: Language for Language Arts

ELD-LA.9-12.Inform.Interpretive

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Expressive

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

WIDA ELD Standard 3: Language for Mathematics

ELD-MA.9-12.Explain.Interpretive

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA.9-12.Explain.Expressive

- Share solutions with others
- Describe data and/or approach used to solve a problem

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

- State reasoning used to generate own or alternate solutions

WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC.9-12.Explain.Expressive

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

WIDA ELD Standard 5: Language for Social Studies

ELD-SS.9-12.Explain.Interpretive

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information
- Acknowledge strengths and weaknesses of different interpretations

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Students will comprehend key plot points, characters, and themes through audio and video materials.
- Students will identify tone, mood, and character emotions from dialogue and narration.

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

- Students will follow oral instructions and presentations related to the novel's context and themes.

Domain 2: Speaking

- Students will express opinions about the actions of characters using supporting evidence.
- Students will participate in collaborative discussions, using appropriate language for turn-taking and clarification.
- Students will compare characters and societal norms from the novel with their own experiences.

Domain 3: Reading

- Students will identify central ideas, themes, and character development throughout the novel.
- Students will analyze how specific word choices affect meaning and tone.
- Students will interpret dystopian elements in the setting and conflict.

Domain 4: Writing

- Students will write narratives and arguments based on themes and events from the novel.
- Students will summarize chapters and provide evidence-based analyses of characters.
- Students will respond to literature using academic vocabulary and varied sentence structures.

Key Vocabulary

Theme

Imagery

Metaphor

Simile

Infer

Conflict

Assessments

Formative:

- Reading Response Journals
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Think-Pair-Share Discussions
- Reading comprehension check-ins

Summative:

- Literary analysis essay- analyzing character development, author's craft, or theme, using text evidence and maintaining formal style and organization
- Book Talk Presentation- Students give a structured oral presentation summarizing the plot, discussing a major conflict and resolution, and evaluating the author's choices

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

- Unit Test

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Character Interview or Hot Seat- In pairs or groups, students prepare and perform an in-character interview, asking and answering questions to demonstrate inferential understanding and perspective-taking
- Multimedia Project (e.g., Podcast, Video, Slide Deck)- Students choose a theme, conflict, or character and create a multimedia product to present their understanding and analysis, including visuals, voice, and/or music to enhance meaning

 WIDA-Speaking-Rubric-Gr-1-12 (1).pdf

 WIDA-Writing-Rubric-Gr-1-12 (1).pdf

Interdisciplinary Connections

Students will generate and script an original dramatic scene that explores an untold, alternative, or internal moment from a character's perspective — going beyond what the author provides.

1.3A.12prof.Cr1a: Generate and conceptualize original dramatic pieces

Career Readiness, Life Literacies, and Key Skills

Students will explore a global issue reflected in their novel.

9.4.12.GCA.1: Collaborate with diverse perspectives to address global issues

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social, and economic impacts of decisions

CRP7. Employ valid and reliable research strategies

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

Time Frame	2 Weeks
Topic	
<i>Three Skeleton Key</i>	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes • ELD-SI.4-12.Narrate ○ Share ideas about one's own and others' lived experiences and previous learning ○ Connect stories with images and representations to add meaning ○ Identify and raise questions about what might be unexplained, missing, or left unsaid ○ Recount and restate ideas to sustain and move dialogue forward • ELD-SI.4-12.Inform ○ Define and classify facts and interpretations; determine what is known vs. unknown ○ Report on explicit and inferred characteristics, patterns, or behavior ○ Describe the parts and wholes of a system ○ Sort, clarify, and summarize relationships ○ Summarize most important aspects of information • ELD-SI.4-12.Explain ○ Generate and convey initial thinking ○ Follow and describe cycles and sequences of steps or procedures and their causes and effects ○ Compare changing variables, factors, and circumstances ○ Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • ELD-SI.4-12.Argue ○ Generate questions about different perspectives ○ Support or challenge an opinion, premise, or interpretation ○ Clarify and elaborate ideas based on feedback ○ Evaluate changes in thinking, identifying trade-offs ○ Refine claims and reasoning based on new information or evidence	
WIDA ELD Standard 2: Language for Language Arts • ELD-LA.9-12.Inform.Interpretive ○ Identifying and/or summarizing central ideas ○ Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships	

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

- Evaluating cumulative impact and refinement of author's key word choices over the course of text
- ELD-LA.9-12.Inform.Expressive
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text
- ELD-LA.9-12.Argue.Interpretive
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- ELD-LA.9-12.Argue.Expressive
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

WIDA ELD Standard 3: Language for Mathematics

- ELD-MA.9-12.Explain.Interpretive
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
 - Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles
- ELD-MA.9-12.Explain.Expressive
 - Share solutions with others
 - Describe data and/or approach used to solve a problem
 - State reasoning used to generate own or alternate solutions
- ELD-MA.9-12.Argue.Interpretive
 - Comparing conjectures with previously established results and stated assumptions
 - Distinguishing correct from flawed logic
 - Evaluating relationships among evidence and mathematical principles to create generalizations
- ELD-MA.9-12.Argue.Expressive
 - Create precise conjecture, using definitions, previously established results, and stated assumptions
 - Generalize logical relationships across cases
 - Justify (and refute) conclusions with evidence and mathematical principles
 - Evaluate and extend others' arguments

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

WIDA ELD Standard 4: Language for Science

- ELD-SC.9-12.Explain.Interpretive
 - Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
 - Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
 - Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
- ELD-SC.9-12.Explain.Expressive
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
 - Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs
- ELD-SC.9-12.Argue.Interpretive
 - Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
 - Comparing reasoning and claims based on evidence from competing arguments or design solutions
 - Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues
- ELD-SC.9-12.Argue.Expressive
 - Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

WIDA ELD Standard 5: Language for Social Studies

- ELD-SS.9-12.Explain.Interpretive
 - Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
 - Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
- ELD-SS.9-12.Explain.Expressive

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
- ELD-SS.9-12.Argue.Interpretive
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
 - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
- ELD-SS.9-12.Argue.Expressive
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Students will comprehend key plot points, characters, and themes through audio and video materials.
- Students will identify tone, mood, and character emotions from dialogue and narration.
- Students will follow oral instructions and presentations related to the novel's context and themes.

Domain 2: Speaking

- Students will express opinions about the actions of characters using supporting evidence.
- Students will participate in collaborative discussions, using appropriate language for turn-taking and clarification.
- Students will compare characters and societal norms from the novel with their own experiences.

Domain 3: Reading

- Students will identify central ideas, themes, and character development throughout the novel.

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

- Students will analyze how specific word choices affect meaning and tone.
- Students will interpret dystopian elements in the setting and conflict.

Domain 4: Writing

- Students will write narratives and arguments based on themes and events from the novel.
- Students will summarize chapters and provide evidence-based analyses of characters.
- Students will respond to literature using academic vocabulary and varied sentence structures.

Key Vocabulary

Isolation

Suspense

Infestation

Lighthouse

Survival

Setting

Observation

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Think-Pair-Share Discussions
- Reading comprehension check-ins

Summative:

- Literary analysis essay- An argument or thematic essay on a major issue (e.g., government control, identity, rebellion) with textual evidence
- Group presentation- Students present on a theme (e.g., survival, inequality) using digital tools and supporting visuals.
- Unit Test

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Visual storyboard or comic strip
- Reflective Journal

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 WIDA-Writing-Rubric-Gr-1-12 (1).pdf

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

Interdisciplinary Connections

Students analyze how isolation, fear, and human endurance are developed as central themes.

NJSLSA.R2 – Determine central ideas or themes of a text and analyze their development.

NJSLSA.W3 – Write narratives to develop real or imagined experiences.

Students explore the historical role of lighthouses in maritime safety and how they influenced coastal development.

6.2.12.HistoryCC.4.a – Analyze how the industrial revolution and advances in technology influenced historical events.

Career Readiness, Life Literacies, and Key Skills

Work in teams to research and present the effects of isolation on the mind.

NJSLS-CLKS 9.4.12.CI.1: Demonstrate ability to reflect, revise thinking, and solve problems collaboratively.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social, and economic impacts of decisions

CRP7. Employ valid and reliable research strategies

Modifications (Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests

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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language

COURSE ESL Intermediate I

- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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