



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 II

Curriculum Development Timeline

School: Ocean Township High School

Course: English as a Second Language Intermediate II

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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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	<i>The Outsiders</i>	21	<i>One of Us is Lying</i>
2	<i>The Outsiders</i>	22	<i>One of Us is Lying</i>
3	<i>The Outsiders</i>	23	<i>One of Us is Lying</i>
4	<i>The Outsiders</i>	24	<i>One of Us is Lying</i>
5	<i>The Outsiders</i>	25	<i>One of Us is Lying</i>
6	<i>The Outsiders</i>	26	Book Club
7	<i>The Outsiders</i>	27	Book Club
8	<i>The Outsiders</i>	28	Book Club
9	<i>The Outsiders</i>	29	Book Club
10	<i>Scamanda</i>	30	Book Club
Week	Marking Period 2	Week	Marking Period 4
11	<i>Scamanda</i>	31	<i>Acceleration</i>
12	<i>Scamanda</i>	32	<i>Acceleration</i>
13	<i>Scamanda</i>	33	<i>Acceleration</i>
14	<i>One of Us is Lying</i>	34	<i>Acceleration</i>
15	<i>One of Us is Lying</i>	35	<i>Acceleration</i>
16	<i>One of Us is Lying</i>	36	<i>Acceleration</i>
17	<i>One of Us is Lying</i>	37	<i>Acceleration</i>
18	<i>One of Us is Lying</i>	38	<i>Acceleration</i>
19	<i>One of Us is Lying</i>	39	<i>Acceleration</i>
20	<i>One of Us is Lying</i>	40	<i>Acceleration</i>

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

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
- *Scamanda*, Lionsgate Sound
- *The Outsiders*, Viking Books for Young Readers
- *We Were the Lucky Ones*, Viking
- *The Book Thief*, Knopf Books for Young Readers
- *The Fault in Our Stars*, Speak
- *Harry Potter and the Sorcerer's Stone*, Scholastic Press
- *Two Can Keep a Secret*, Delacorte Press
- *Eleanor & Park*, St. Martin's Griffin
- *The Maze Runner*, Delacorte Press
- *One of Us Is Lying*, Delacorte Press
- *Acceleration*, Ember
- *The Agathas*, Ember
- Chromebooks
- Blooket
- Quill
- IXL
- Nearpod
- Commonlit.org* (Differentiated by Reading Level for Struggling Learners; Advanced Learners)
- [NJ Climate Change Educational Resources*](#)

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- [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	9 Weeks
Topic	
<i>The Outsiders</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.Narrate.Interpretive • Identify and describe characters, settings, and events	

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COURSE ESL Intermediate II

- Analyze relationships and changes over time within a narrative structure
- Infer the impact of social dynamics and personal decisions

ELD-LA.9-12.Narrate.Expressive

- Use expressive language to describe conflict, emotion, and transformation in characters
- Organize a sequence of events and show growth in personal narratives or creative responses
- Provide a sense of closure that reflects character or theme development

ELD-LA.9-12.Argue.Expressive

- Develop and defend claims about themes such as loyalty, identity, and justice
- Use evidence from the text to compare and contrast characters or group perspectives (Greasers vs. Socs)
- Use cohesive devices to connect ideas and build a persuasive argument

WIDA ELD Standard 3: Language for Mathematics

ELD-MA.9-12.Explain.Interpretive

- Interpret data related to character actions or group interactions (e.g., timelines, conflict charts)
- Analyze patterns in behavior, choices, or consequences

ELD-MA.9-12.Explain.Expressive

- Create graphs or charts to compare events, responses, or outcomes (e.g., number of fights, character relationships)
- Use comparative language to describe character differences or plot developments

WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

- Explore psychological or physical responses to trauma and stress
- Identify cause-effect relationships in characters' behaviors

ELD-SC.9-12.Explain.Expressive

- Describe the biological and emotional effects of violence, fear, or stress
- Use evidence to explain decision-making processes and their consequences

WIDA ELD Standard 5: Language for Social Studies

ELD-SS.9-12.Explain.Interpretive

- Analyze how class, group identity, and social roles affect behavior and opportunity
- Interpret historical context of youth culture and societal division

ELD-SS.9-12.Explain.Expressive

- Compare the social structures of the Greasers and the Socs using academic language
- Use narrative and analytical writing to explain themes of inequality, justice, and power
- Discuss how setting influences behavior and outcomes for characters

Learning Objectives and Activities

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate II

Multilingual Learners will:

Domain 1: Listening.

- Identify main ideas and key details from audio recordings and read-alouds of *The Outsiders*.
- Understand characters' feelings and motivations in dialogue and narration.
- Recognize sequencing words and transitional phrases used in storytelling.

Domain 2: Speaking

- Retell story events using sequencing language (first, next, after that, finally).
- Describe characters and their relationships using adjectives and feeling words.
- Discuss themes and personal connections using appropriate opinion language (I think..., I believe..., In my opinion...).

Domain 3: Reading.

- Identify main ideas, supporting details, and character development in the text.
- Interpret figurative language and descriptive passages used in the novel.
- Analyze themes and compare/contrast characters in the text.

Domain 4: Writing.

- Write summary paragraphs about key events using past tense verbs.
- Write character analysis paragraphs using text evidence.
- Write a personal reflection or connection to the novel's themes.

Key Vocabulary

Identity

Conflict

Socioeconomic

Loyalty

Perspective

Violence

Empathy

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:

- Character analysis essay: Students write a structured character analysis paragraph or essay about one character (ex: Ponyboy, Johnny, Dally), using textual evidence and feelings language to support their analysis.
- Book Talk Presentation- Students give a structured oral presentation summarizing the

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COURSE ESL Intermediate II

- plot, discussing a major conflict and resolution, and evaluating the author's choices
- 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 analyze characters, themes, and narrative structure; participate in discussions about ethical questions and personal connections to the text; write character analyses and opinion essays.

NJSLS.ELA-LITERACY.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

NJSLS.ELA-LITERACY.RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Students explore social class differences and economic inequality as portrayed in *The Outsiders* (Greasers vs. Socs). They connect the novel's themes to historical and social realities of 1960s America and to modern parallels.

NJSLS.SS.6.1.12.GeoHE.14.a: Evaluate the ways in which geography and natural resources shaped regional economic development and migration patterns.

NJSLS.SS.6.1.12.HistoryUP.4.a: Analyze the ways in which race, gender, ethnicity, and class affected social, economic, and political life in postwar America.

Career Readiness, Life Literacies, and Key Skills

Students reflect on characters' life goals, career limitations, and social mobility in *The Outsiders*. They examine how economic background and social class influence life paths — and how they can apply this understanding to personal goal-setting and career planning.

9.2.12.CAP.3: Analyze the relationship between personal and professional goals and explore various strategies for achieving those goals.

9.4.12.CT.2: Collaborate with individuals to analyze a variety of potential solutions to a problem.

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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	
<i>Scamanda</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	

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COURSE ESL Intermediate II

- 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

- Identify and evaluate central ideas and supporting details
- Distinguish between fact, opinion, and misinformation
- Analyze tone, purpose, and credibility of spoken and written sources

ELD-LA.9-12.Inform.Expressive

- Summarize information from multiple sources with attention to accuracy and reliability
- Report findings using formal tone and clear structure
- Develop coherence and cohesion using linking words and transitions

ELD-LA.9-12.Argue.Expressive

- Develop and support claims with credible evidence from audio and transcript analysis
- Address counterclaims and explain reasoning using media literacy skills
- Organize arguments clearly and conclude with thoughtful evaluations of motive and truth

WIDA ELD Standard 3: Language for Mathematics

ELD-MA.9-12.Explain.Interpretive

- Analyze numerical information related to fundraising, timelines, or inconsistencies
- Interpret graphs or patterns in reported medical/fundraising data

ELD-MA.9-12.Explain.Expressive

- Use math-related language to question inconsistencies in financial or temporal evidence
- State reasoning behind numerical comparisons or logical sequences in fraud timelines

WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

- Interpret and question scientific/medical claims discussed in the podcast
- Paraphrase information related to disease symptoms, diagnoses, or treatments

ELD-SC.9-12.Explain.Expressive

- Use evidence to evaluate the validity of medical claims
- Describe cause-effect relationships between actions and health-based justifications
- Communicate scientific skepticism using neutral, evidence-based language

WIDA ELD Standard 5: Language for Social Studies

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COURSE ESL Intermediate II

ELD-SS.9-12.Explain.Interpretive

- Analyze perspectives related to ethics, trust, and public deception
- Evaluate sources of information, including blogs, social media, and journalistic platforms

ELD-SS.9-12.Explain.Expressive

- Contextualize real-world consequences of misinformation on individuals and communities
- Use social studies language to explain concepts like fraud, motive, and accountability
Compare public vs. private narratives using critical analysis and citation of media sources

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Identify main ideas and key details from podcast episodes.
- Understand the sequence of events and how the story unfolds over time.
- Recognize tone, emotion, and intent in speaker voices and music cues.

Domain 2: Speaking

- Retell key podcast events using sequencing language (first, next, then, finally).
- Discuss motives, ethics, and character choices using opinion language.
- Conduct oral argument or debate about the podcast's themes (truth, trust, persuasion).

Domain 3: Reading

- Read transcripts of the podcast and identify key ideas and supporting details.
- Analyze word choice and rhetorical strategies (how Amanda persuades others).
- Compare narrative techniques used in audio storytelling vs. written texts.

Domain 4: Writing

- Write summaries of podcast episodes using past tense and sequence words.
- Write opinion pieces in response to the podcast's ethical dilemmas.
- Write a character analysis of Amanda or another key figure using evidence from the podcast.

Key Vocabulary

Deception
Credibility
Evidence
Fraud
Perspective
Bias
Motive

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COURSE ESL Intermediate II

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:

- Opinion/argument essay: Students write an argument essay answering a key ethical question from the podcast (ex: Should Amanda face punishment? Did her actions cause harm?) using textual evidence and argument structure.
- Book Talk Presentation- Students give a structured oral presentation summarizing the plot, discussing a major conflict and resolution, and evaluating the author's choices
- 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 analyze how Amanda's story is told, how narrators and interviewees use language to persuade, and how bias and point of view shape the listener's perception. They participate in ethical discussions and write argument essays responding to questions raised by the podcast.

NJSLS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led).

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

Students explore how social media and public narratives shape public opinion in Scamanda, examining the ethical implications of online fundraising, fake news, and viral content. They practice media literacy and learn how to assess the credibility of information.

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NJSLS.SS.6.3.12.CivicsPR.6: Use media literacy skills to compare different perspectives on current issues.

NJSLS.SS.6.1.12.HistoryCC.16.a: Evaluate the impact of media and technology on public opinion and behavior.

Career Readiness, Life Literacies, and Key Skills

Students learn to think critically about ethical use of media and professional accountability. They explore how unethical behavior (as in Scamanda) can damage careers and personal lives, fostering career readiness and digital citizenship.

9.4.12.IML.5: Evaluate, synthesize, and apply information on ethical and legal use of social and professional media platforms.

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

Topic

One of Us is Lying

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

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- 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

- Summarize multiple viewpoints and shifting perspectives among characters
- Identify and analyze tone, mood, and bias in narration or dialogue
- Evaluate how secrets and social pressure affect narrative outcomes

ELD-LA.9-12.Inform.Expressive

- Compose summaries and responses using key textual evidence
- Describe changes in character motivation over time
- Use precise and cohesive language to report on character arcs and conflicts

ELD-LA.9-12.Argue.Expressive

- Develop claims about character guilt or innocence using logical reasoning and text support
- Address counterclaims using context and inference
- Conclude with judgments supported by evidence and perspective shifts

WIDA ELD Standard 3: Language for Mathematics

ELD-MA.9-12.Explain.Interpretive

- Analyze timelines of events and align them with alibi evidence
- Use logical sequencing and deductive reasoning to identify inconsistencies

ELD-MA.9-12.Explain.Expressive

- Use ordinal and temporal language to explain order of events
- Share reasoning about timelines and probability of scenarios (e.g., "It's unlikely all

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students were lying at the same time”)

WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

- Interpret references to technology (e.g., data from phones, social media posts)
- Understand forensic or logical reasoning used to support the plot

ELD-SC.9-12.Explain.Expressive

- Describe how digital evidence and behavioral cues affect the case
- Use cause-effect and hypothesis language to analyze plot developments (“If he sent the message, then...”)

WIDA ELD Standard 5: Language for Social Studies

ELD-SS.9-12.Explain.Interpretive

- Evaluate how peer culture, media, and school environments shape decisions
- Compare multiple perspectives on morality, privacy, and justice

ELD-SS.9-12.Explain.Expressive

- Communicate how social structures and reputations affect outcomes
- Explain legal and ethical dilemmas faced by characters using academic vocabulary
- Analyze societal expectations and pressure using evidence from the novel

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Identify main ideas, key details, and character motives in read-alouds or audiobook excerpts.
- Understand how tone of voice and dialogue cues reveal emotions and relationships.
- Recognize and track sequencing of events and plot twists as the mystery unfolds.

Domain 2: Speaking

- Retell key events using sequencing language (first, next, then, finally).
- Discuss character motivations, bias, and trustworthiness using opinion language
- Engage in structured debate or discussion about ethical questions in the story.

Domain 3: Reading

- Identify and analyze key details, clues, and plot twists in the narrative.
- Interpret character development and relationships across the novel.
- Analyze how the author uses narrative voice and point of view to build suspense.

Domain 4: Writing

- Write summaries of chapters or events using past tense and sequencing language.
- Write character analysis essays using evidence from the text.
- Write opinion or argument pieces in response to the novel's ethical questions.

Key Vocabulary

Alibi

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COURSE ESL Intermediate II

Suspense
Motive
Gossip
Consequences
Truth
Misinformation

Assessments

Formative:

- Reading Response Journals
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Think-Pair-Share Discussions
- Reading comprehension check-ins
- Clue tracker log: After each chapter, students complete a clue tracker noting new details, red herrings, and key discoveries in the plot.

Summative:

- Character analysis essay: Students write a character analysis essay about one of the four main characters (Bronwyn, Nate, Cooper, Addy), focusing on character development, motivations, and relationships, supported by evidence from the novel.
- Book Talk Presentation- Students give a structured oral presentation summarizing the plot, discussing a major conflict and resolution, and evaluating the author's choices
- Unit Test

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Police report project: Students write a police report summarizing key events in the case, including witness statements (using evidence from the text), sequence of events, and a conclusion about what happened.
- 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 analyze characters' points of view, bias, and relationships in the novel. They explore how perspective shapes narrative, and practice writing argument essays and character analyses based on textual evidence..

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NJSLS.ELA-LITERACY.RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Students explore the novel's themes of truth, justice, and public perception, especially how social media influences opinions and reputations. They examine how evidence is used or distorted and connect these ideas to real-world media literacy and civic awareness.

NJSLS.SS.6.3.12.CivicsPR.6: Use media literacy skills to compare different perspectives on current issues.

Career Readiness, Life Literacies, and Key Skills

Students reflect on how social media presence and personal behavior affect career and college readiness. They analyze characters' decisions and mistakes and apply these lessons to their own digital citizenship and personal goal setting.

9.4.12.IML.5: Evaluate, synthesize, and apply information on ethical and legal use of social and professional media platforms.

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	5 Weeks
Topic	
Book Club	
Alignment to Standards	

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate II

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

- Identify and summarize central ideas and character motivations
- Analyze tone, point of view, and word choice across genres and styles
- Evaluate textual evidence used to build emotional and thematic meaning

ELD-LA.9-12.Inform.Expressive

- Introduce and define characters and concepts from the novels for an audience
- Provide descriptive and analytical commentary on relationships, settings, and events
- Develop coherence and cohesion throughout literary responses

ELD-LA.9-12.Argue.Expressive

- Formulate claims about character behavior, plot twists, or thematic implications
- Support claims using citations from the texts and inferences drawn from dialogue and narrative detail
- Use formal tone and structured logic to present and defend literary interpretations

WIDA ELD Standard 3: Language for Mathematics

ELD-MA.9-12.Explain.Interpretive

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate II

- Interpret numeric, spatial, or logic-based information such as timelines, maps, or sequences (e.g., *The Maze Runner* escape patterns)
- Analyze patterns of behavior or plot structure using comparative reasoning

ELD-MA.9-12.Explain.Expressive

- Use ordinal, quantitative, or cause-effect language to discuss story progression
- Justify decisions characters make using logical reasoning and sequence vocabulary

WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

- Analyze physical, emotional, or biological processes mentioned in the novels (e.g., illness in *The Fault in Our Stars*, genetics in *The Maze Runner*)
- Interpret fictional scientific systems (e.g., magical rules in *Harry Potter*, dystopian settings in *The Maze Runner*)

ELD-SC.9-12.Explain.Expressive

- Describe observable and abstract phenomena using relevant scientific language (e.g., behavior, survival, illness, systems of control)
- Evaluate the logic of speculative or realistic scientific events with reasoned explanation

WIDA ELD Standard 5: Language for Social Studies

ELD-SS.9-12.Explain.Interpretive

- Analyze how settings, time periods, and social systems shape characters' choices (e.g., Nazi Germany in *The Book Thief*, high school dynamics in *Eleanor & Park*)
- Evaluate conflicts rooted in identity, belief, and power

ELD-SS.9-12.Explain.Expressive

- Use academic vocabulary to describe relationships between social class, power, and resistance
- Compare social and political contexts across novels to highlight injustices and systems of control
- Communicate perspective and empathy when reflecting on historical or societal dynamics represented in each novel

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

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate II

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

Character

Conflict

Plot

Setting

Perspective

Resolution

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
- Unit Test

Alternative:

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COURSE ESL Intermediate II

- 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

Time Frame

10 Weeks

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate II

Topic
<i>Acceleration</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 • Analyze internal and external conflicts using supporting details • Track plot development and character decisions to infer psychological tension • Evaluate suspense techniques, pacing, and narrative structure ELD-LA.9-12.Inform.Expressive • Summarize the emotional and physical journey of the protagonist • Use precise language to describe motivations, settings, and actions • Connect descriptive language to tone, mood, and theme ELD-LA.9-12.Argue.Expressive • Formulate and defend claims about characters' reasoning, guilt, or courage

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate II

- Use evidence from the text to evaluate decisions and consequences
- Construct logical arguments about justice, morality, and personal growth

WIDA ELD Standard 3: Language for Mathematics

ELD-MA.9-12.Explain.Interpretive

- Interpret timelines and patterns in behavior using sequence and data-based reasoning
- Analyze clues numerically (e.g., time entries, patterns in the journal found at the subway)

ELD-MA.9-12.Explain.Expressive

- Use sequencing, probability, and comparative language to describe choices and outcomes
- Communicate logical reasoning steps used in character deduction

WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

- Understand forensic clues and psychological behavior using evidence-based analysis
- Identify cause-effect relationships tied to fear responses, stress, or crime analysis

ELD-SC.9-12.Explain.Expressive

- Describe character behavior using scientific language around perception and reaction
- Use precise and formal reasoning to explain how actions lead to specific psychological or physical results

WIDA ELD Standard 5: Language for Social Studies

ELD-SS.9-12.Explain.Interpretive

- Analyze the role of urban settings and socioeconomic background in shaping choices
- Evaluate the societal implications of crime, bystander response, and civic responsibility

ELD-SS.9-12.Explain.Expressive

- Use civic and ethical language to reflect on justice, safety, and personal agency
- Discuss how social environments (city vs. suburb, class, isolation) affect risk and protection
- Develop claims about societal breakdown or resilience using evidence from the story

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Identify main ideas and key details from audiobook excerpts or teacher read-alouds.
- Understand tone of voice and pacing in suspense scenes.
- Recognize sequencing of clues and events to track the development of the mystery.

Domain 2: Speaking

- Retell key events using sequencing language and past tense verbs.

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- Discuss character choices and ethical questions using opinion language.
- Participate in group discussions about the novel's suspense and plot developments.

Domain 3: Reading

- Identify main events and sequence of clues throughout the novel.
- Analyze character development and internal conflict in Duncan.
- Interpret descriptive language and imagery used to build suspense.

Domain 4: Writing

- Write chapter summaries using sequencing language and past tense.
- Write character analysis essays using evidence from the text.
- Write opinion essays about ethical decisions and consequences in the story.

Key Vocabulary

Obsession

Suspense

Evidence

Isolation

Guilt

Clue

Investigation

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:

- Character analysis essay: Students write a structured essay analyzing Duncan's character arc, motivations, and key decisions, supported with textual evidence.
- Book Talk Presentation- Students give a structured oral presentation summarizing the plot, discussing a major conflict and resolution, and evaluating the author's choices
- 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

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and analysis, including visuals, voice, and/or music to enhance meaning

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

Interdisciplinary Connections

Students analyze how McNamee builds suspense through plot structure and pacing. They explore character development, especially Duncan's ethical dilemmas. Students write argument essays on moral choices and character analyses supported by textual evidence.

NJSLS.ELA-LITERACY.RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Students discuss the novel's questions about citizens' responsibility in reporting crime and pursuing justice. They explore how media portrayal of crime can affect public perception and government action, connecting to real-world civic issues.

NJSLS.SS.6.3.12.CivicsPR.6: Use media literacy skills to compare different perspectives on current issues.

Career Readiness, Life Literacies, and Key Skills

Students analyze how decision-making and risk-taking affect outcomes.

9.4.12.IML.5: Evaluate, synthesize, and apply information on ethical and legal use of social and professional media platforms.

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.

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Career Education

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

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- 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

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- Provide anchor charts with high frequency words and phonemic patterns

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