



# 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 Advanced

## Curriculum Development Timeline

**School:** Ocean Township High School  
**Course:** English as a Second Language Advanced  
**Department:** ESL

| Board Approval | Supervisor   | Notes                                                                                                                                                  |
|----------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| August 2025    | Cecilia Vila | Born / Redesigned<br><br>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                              | Trevor Noah's <i>Born a Crime</i>                  | 21   | Suzanne Collins' <i>Catching Fire</i>                |
| 2                              | Trevor Noah's <i>Born a Crime</i>                  | 22   | Suzanne Collins' <i>Catching Fire</i>                |
| 3                              | Trevor Noah's <i>Born a Crime</i>                  | 23   | Suzanne Collins' <i>Catching Fire</i>                |
| 4                              | Trevor Noah's <i>Born a Crime</i>                  | 24   | Suzanne Collins' <i>Catching Fire</i>                |
| 5                              | Trevor Noah's <i>Born a Crime</i>                  | 25   | Suzanne Collins' <i>Catching Fire</i>                |
| 6                              | George Orwell's <i>Animal Farm</i>                 | 26   | Suzanne Collins' <i>Catching Fire</i>                |
| 7                              | George Orwell's <i>Animal Farm</i>                 | 27   | Suzanne Collins' <i>Catching Fire</i>                |
| 8                              | George Orwell's <i>Animal Farm</i>                 | 28   | Suzanne Collins' <i>Catching Fire</i>                |
| 9                              | George Orwell's <i>Animal Farm</i>                 | 29   | Suzanne Collins' <i>Catching Fire</i>                |
| 10                             | George Orwell's <i>Animal Farm</i>                 | 30   | Suzanne Collins' <i>Catching Fire</i>                |
| Week                           | Marking Period 2                                   | Week | Marking Period 4                                     |
| 11                             | Sharon Cameron's <i>The Light in Hidden Places</i> | 31   | Holly Jackson's <i>A Good Girl's Guide to Murder</i> |
| 12                             | Sharon Cameron's <i>The Light in Hidden Places</i> | 32   | Holly Jackson's <i>A Good Girl's Guide to Murder</i> |
| 13                             | Sharon Cameron's <i>The Light in Hidden Places</i> | 33   | Holly Jackson's <i>A Good Girl's Guide to Murder</i> |
| 14                             | Sharon Cameron's <i>The Light in Hidden Places</i> | 34   | Holly Jackson's <i>A Good Girl's Guide to Murder</i> |

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|    |                                                    |    |                                                                                               |
|----|----------------------------------------------------|----|-----------------------------------------------------------------------------------------------|
| 15 | Sharon Cameron's <i>The Light in Hidden Places</i> | 35 | Holly Jackson's <i>A Good Girl's Guide to Murder</i>                                          |
| 16 | Sharon Cameron's <i>The Light in Hidden Places</i> | 36 | <i>Truth &amp; Justice with Bob Ruff – Season 5: "The Forgotten West Memphis 3" (Podcast)</i> |
| 17 | Sharon Cameron's <i>The Light in Hidden Places</i> | 37 | <i>Truth &amp; Justice with Bob Ruff – Season 5: "The Forgotten West Memphis 3" (Podcast)</i> |
| 18 | Sharon Cameron's <i>The Light in Hidden Places</i> | 38 | <i>Truth &amp; Justice with Bob Ruff – Season 5: "The Forgotten West Memphis 3" (Podcast)</i> |
| 19 | Sharon Cameron's <i>The Light in Hidden Places</i> | 39 | <i>Truth &amp; Justice with Bob Ruff – Season 5: "The Forgotten West Memphis 3" (Podcast)</i> |
| 20 | Sharon Cameron's <i>The Light in Hidden Places</i> | 40 | <i>Truth &amp; Justice with Bob Ruff – Season 5: "The Forgotten West Memphis 3" (Podcast)</i> |

### Core Instructional & Supplemental Materials including various levels of Texts

- Grade level texts/novels/vocabulary books
- Ready-to Use Revision and Proofreading, Umstatter
- Timesaver Grammar Activities, Scholastic Books
- *Born a Crime*, Trevor Noah
- *Animal Farm*, George Orwell
- *The Light in Hidden Places*, Sharon Cameron
- *Catching Fire*, Suzanne Collins
- *A Good Girl's Guide to Murder*, Holly Jackson
- Chromebooks
- Blooket
- Quill.org
- IXL
- Nearpod
- Readworks

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- 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

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

### **Grammar Skills Covered:**

- Articles
- Active vs. Passive voice
- Countable vs. uncountable nouns
- Challenging pronouns
- Citing evidence in academic writing
- Comma usage
- Commonly confused words
- Gerunds vs. infinitives
- -ed vs -ing adjectives
- Embedded questions
- Responding to questions
- Subject/verb agreement

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Time Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 5 Weeks |
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| Trevor Noah's <i>Born a Crime</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |
| Alignment to Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
| <b>WIDA ELD Standard 1: Language for Social and Instructional Purposes</b> <ul style="list-style-type: none"> <li>• ELD-SI.4-12.Narrate           <ul style="list-style-type: none"> <li>○ Share ideas about one's own and others' lived experiences and previous learning</li> <li>○ Connect stories with images and representations to add meaning</li> <li>○ Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>○ Recount and restate ideas to sustain and move dialogue forward</li> </ul> </li> </ul> |         |

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- 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, 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

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- 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

### **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

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- 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
  - 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

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- 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 details and themes in audio versions of selected chapters.
- Students will analyze how tone, humor, and emphasis affect meaning in oral storytelling.
- Students will follow and respond to peer discussions about cultural, social, and historical contexts in the text.

##### Domain 2: Speaking

- Students will recount and discuss personal or cultural experiences related to themes in *Born a Crime*.
- Students will express opinions on the impact of apartheid and discrimination using evidence from the text.
- Students will participate in collaborative presentations about significant events in the memoir.

##### Domain 3: Reading.

- Students will identify and summarize central themes and key events in *Born a Crime*.
- Students will analyze how the author uses humor, tone, and anecdote to convey meaning.
- Students will interpret cultural references and historical context within the memoir.

##### Domain 4: Writing.

- Students will write narrative responses reflecting on personal experiences related to those in the memoir.
- Students will compose analytical essays on themes such as identity, racism, and resilience.
- Students will develop arguments evaluating Trevor Noah's perspective on social and political issues.

#### **Key Vocabulary**

Apartheid  
Identity  
Racism  
Privilege  
Culture

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Resilience  
Injustice

### 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 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

Write a personal narrative about language, identity, or culture, connecting to themes from the memoir.

**NJSLS.ELA-Literacy.W.9-10.3:** *Write narratives to develop real or imagined experiences or events using effective technique and well-chosen details.*

Investigate the effects of segregation and inequality on health outcomes and social well-being in South Africa during apartheid.

**HS-LS2-8:** *Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.*

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### 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.

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
| George Orwell's <i>Animal Farm</i>                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |
| Alignment to Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
| <b>WIDA ELD Standard 1: Language for Social and Instructional Purposes</b> <ul style="list-style-type: none"> <li>• ELD-SI.4-12.Narrate           <ul style="list-style-type: none"> <li>○ Share ideas about one's own and others' lived experiences and previous learning</li> <li>○ Connect stories with images and representations to add meaning</li> <li>○ Identify and raise questions about what might be unexplained, missing, or left unsaid</li> </ul> </li> </ul> |         |

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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 circumstance.
  - 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
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  - 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

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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

### **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,

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- 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
  - 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

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- 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 events and themes by listening to oral readings or multimedia presentations of *Animal Farm*.
- Students will interpret the use of tone and propaganda techniques in spoken excerpts or media adaptations of the novel.
- Students will follow and respond to peer and teacher discussions about symbolism, allegory, and political context.

##### Domain 2: Speaking

- Students will explain how *Animal Farm* functions as an allegory using evidence from the text.
- Students will express opinions about leadership, propaganda, and social justice as presented in the novel.
- Students will participate in structured debates or role plays based on key conflicts and characters.

##### Domain 3: Reading

- Students will identify and analyze key themes such as power, corruption, propaganda, and inequality in *Animal Farm*.
- Students will interpret figurative language, symbolism, and allegory in the text.
- Students will compare fictional events in *Animal Farm* with real historical events (e.g., Russian Revolution, totalitarian regimes).

##### Domain 4: Writing

- Students will write analytical essays exploring the use of allegory and satire in *Animal Farm*.
- Students will compose argumentative essays evaluating leadership and ethics in the novel.
- Students will write creative pieces imagining alternative outcomes or additional chapters.

#### Key Vocabulary

Allegory  
Propaganda  
Revolution

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Power  
Corruption  
Equality  
Authority

### Assessments

#### **Formative:**

- Classroom Participation
- Interactive Activities
- Teacher Observations

#### **Summative:**

- Unit Projects
- Oral presentations,
- Basic Written Assignments

#### **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

Analyze how Orwell develops the allegory of totalitarianism and how it critiques historical and political systems.

**NJSLS.ELA-Literacy.RL.9-10.2:** *Determine a theme or central idea of a text and analyze in detail its development over the course of the text.*

Explore how modern political systems and media still use similar tactics to influence public opinion.

**6.1.12.CivicsDP.15.a:** *Examine the impact of media and technology on public opinion, policy, and civic life.*

Career Readiness, Life Literacies, and Key Skills

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COURSE ESL Advanced

Evaluate the behavior of different characters (leaders, followers, bystanders) and connect those lessons to **ethical behavior and citizenship** in the real world and workplace.

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

### 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 |
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |
| Sharon Cameron's <i>The Light in Hidden Places</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |
| Alignment to Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |
| <b>WIDA ELD Standard 1: Language for Social and Instructional Purposes</b> <ul style="list-style-type: none"> <li>• ELD-SI.4-12.Narrate           <ul style="list-style-type: none"> <li>○ Share ideas about one's own and others' lived experiences and previous learning</li> <li>○ Connect stories with images and representations to add meaning</li> <li>○ Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>○ Recount and restate ideas to sustain and move dialogue forward</li> </ul> </li> <li>• ELD-SI.4-12.Inform           <ul style="list-style-type: none"> <li>• Define and classify facts and interpretations; determine what is known vs. unknown</li> <li>• Report on explicit and inferred characteristics, patterns, or behavior</li> </ul> </li> </ul> |          |

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DEPARTMENT English as a Second Language

COURSE ESL Advanced

- 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, 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

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COURSE ESL Advanced

### **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

### **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

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- 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**

- 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

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DEPARTMENT English as a Second Language

COURSE ESL Advanced

### Learning Objectives and Activities

#### **Multilingual Learners will:**

##### Domain 1: Listening.

- Students will identify key details, character motivations, and plot points by listening to oral readings or multimedia presentations.
- Students will analyze how tone and pacing in audio versions convey mood and tension.
- Students will follow and respond to peer and teacher discussions about the moral and historical implications of the events in the novel.

##### Domain 2: Speaking

- Students will recount key events and character decisions from *The Light in Hidden Places* using narrative language.
- Students will express opinions and make connections between the novel's events and broader themes such as courage, resistance, and human rights.
- Students will participate in collaborative discussions and presentations about the historical context and moral dilemmas in the story.

##### Domain 3: Reading

- Students will identify and summarize central themes such as bravery, sacrifice, and resistance.
- Students will analyze how the author uses narrative techniques to portray tension and emotional impact.
- Students will interpret the historical context and real-life parallels within the novel.

##### Domain 4: Writing

- Students will write narrative responses reflecting on personal values in relation to the moral decisions in the novel.
- Students will write informative essays explaining the historical significance of the events in *The Light in Hidden Places*.
- Students will write argumentative essays evaluating the ethical choices of characters in the story.

#### **Key Vocabulary**

Resistance

Courage

Persecution

Hiding

Identity

Sacrifice

Humanity

### Assessments

#### **Formative:**

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DEPARTMENT English as a Second Language

COURSE ESL Advanced

- Classroom Participation
- Interactive Activities
- Teacher Observations

### **Summative:**

- Unit Projects
- Oral presentations,
- Basic Written Assignments

### **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

Analyze how Cameron develops themes of courage, sacrifice, and moral responsibility throughout the novel.

**NJSLS.ELA-Literacy.RL.9-10.2:** *Determine a theme or central idea of a text and analyze its development.*

Study primary sources (photos, documents, survivor testimonies) related to the Polish resistance and hidden children during the Holocaust.

**6.2.12.HistoryUP.4.b:** *Analyze how and why the Holocaust happened and consider whether it could happen again.*

## Career Readiness, Life Literacies, and Key Skills

Stefania's courageous decisions offer a powerful lens to explore modern responsibility—students can reflect on moral courage and apply that to modern civic or workplace ethics.

**9.1.12.CFR.3:** Research companies with corporate social responsibility policies and how their ESG commitments impact communities.

## Technology Integration

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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 |
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |
| Suzanne Collins' <i>Catching Fire</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |
| Alignment to Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |
| <b>WIDA ELD Standard 1: Language for Social and Instructional Purposes</b><br>ELD-SI.4-12.Narrate <ul style="list-style-type: none"> <li>• Share ideas about one's own and others' lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>• Recount and restate ideas to sustain and move dialogue forward</li> </ul> ELD-SI.4-12.Inform <ul style="list-style-type: none"> <li>• Define and classify facts and interpretations; determine what is known vs. unknown</li> <li>• Report on explicit and inferred characteristics, patterns, or behavior</li> <li>• Describe the parts and wholes of a system</li> <li>• Sort, clarify, and summarize relationships</li> <li>• Summarize most important aspects of information</li> </ul> ELD-SI.4-12.Explain <ul style="list-style-type: none"> <li>• Generate and convey initial thinking</li> <li>• Follow and describe cycles and sequences of steps or procedures and their causes and effects</li> <li>• Compare changing variables, factors, and circumstances</li> <li>• Offer alternatives to extend or deepen awareness of factors that contribute to</li> </ul> |          |

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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
- 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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- 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

## **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

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### **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, 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 events, character motivations, and thematic elements by listening to oral readings or media adaptations.
- Students will analyze how tone, background sound, and pacing in media clips or audiobook excerpts affect meaning.
- Students will follow and respond to peer and teacher discussions about social and political themes in *Catching Fire*.

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### Domain 2: Speaking

- Students will recount major plot events and analyze character motivations in discussions and presentations.
- Students will express opinions on themes such as government control, propaganda, and rebellion, using evidence from the text.
- Students will participate in structured debates or simulations based on the novel's conflicts and ethical dilemmas.
- experiences.

### Domain 3: Reading

- Students will identify and analyze central themes such as propaganda, oppression, and resistance.
- Students will interpret figurative language, symbolism (e.g., the Mockingjay), and motifs throughout the novel.
- Students will compare the fictional world of Panem to real-world historical and political events.

### Domain 4: Writing

- Students will write narrative responses reflecting on personal values in relation to the novel's conflicts.
- Students will write analytical essays exploring themes of power, media influence, and resistance.
- Students will write argumentative essays evaluating the actions of key characters and the ethical implications of rebellion.

### **Key Vocabulary**

Rebellion

Alliance

Control

Sacrifice

Resistance

Surveillance

Revolution

### Assessments

#### **Formative:**

- Classroom Participation
- Interactive Activities
- Teacher Observations

#### **Summative:**

- Unit Projects
- Oral presentations,
- Basic Written Assignments

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### **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

Analyze how Collins develops the themes of propaganda, rebellion, and sacrifice throughout the novel.

**NJSLS.ELA-Literacy.RL.9-10.2:** *Determine a theme or central idea of a text and analyze its development over the course of the text.*

Investigate how stress and trauma (such as participating in the Games) affect physical and emotional well-being.

**HS-LS2-8:** *Evaluate the evidence for the role of group behavior on survival and resilience.*

### Career Readiness, Life Literacies, and Key Skills

Analyze the Capitol's lack of social responsibility and contrast it with examples of companies or governments that support equity and community welfare.

**9.1.12.CFR.3:** *Research companies with corporate social responsibility (CSR) policies and how they impact communities.*

### 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.

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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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| Time Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 10 Weeks |
| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
| Holly Jackson's <i>A Good Girl's Guide to Murder</i> paired with <i>Truth &amp; Justice with Bob Ruff</i> – Season 5: "The Forgotten West Memphis 3" (Podcast)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |
| Alignment to Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
| <b>WIDA ELD Standard 1: Language for Social and Instructional Purposes</b><br>ELD-SI.4-12.Narrate <ul style="list-style-type: none"> <li>• Share ideas about one's own and others' lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>• Recount and restate ideas to sustain and move dialogue forward</li> </ul> ELD-SI.4-12.Inform <ul style="list-style-type: none"> <li>• Define and classify facts and interpretations; determine what is known vs. unknown</li> <li>• Report on explicit and inferred characteristics, patterns, or behavior</li> <li>• Describe the parts and wholes of a system</li> <li>• Sort, clarify, and summarize relationships</li> <li>• Summarize most important aspects of information</li> </ul> ELD-SI.4-12.Explain <ul style="list-style-type: none"> <li>• Generate and convey initial thinking</li> <li>• Follow and describe cycles and sequences of steps or procedures and their causes and effects</li> <li>• Compare changing variables, factors, and circumstances</li> <li>• Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes</li> </ul> ELD-SI.4-12.Argue <ul style="list-style-type: none"> <li>• Generate questions about different perspectives</li> <li>• Support or challenge an opinion, premise, or interpretation</li> <li>• Clarify and elaborate ideas based on feedback</li> <li>• Evaluate changes in thinking, identifying trade-offs</li> <li>• Refine claims and reasoning based on new information or evidence</li> </ul> |          |
| <b>WIDA ELD Standard 2: Language for Language Arts</b><br>ELD-LA.9-12.Inform.Interpretive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |

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## **SPARTAN MISSION:**

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

DEPARTMENT English as a Second Language

COURSE ESL Advanced

- 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

- 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

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- 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
- 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

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### 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
- 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 bias in podcast episodes and oral readings.
- Students will compare how different media (novel vs. podcast) present evidence and build a narrative.
- Students will follow and respond to peer discussions about investigation techniques and justice themes.

#### Domain 2: Speaking

- Students will orally compare and contrast the investigative methods used in the novel and podcast.
- Students will express opinions on how media can influence public perception of justice and innocence.
- Students will participate in structured debates and role plays about unresolved questions and ethical issues in both cases.

#### Domain 3: Reading

- Students will identify and analyze central themes such as truth, bias, and justice

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across both texts.

- Students will evaluate the reliability and credibility of sources presented in both the novel and the podcast.
- Students will interpret language choices (tone, connotation, bias) and how they affect audience perception.

### **Domain 4: Writing**

- Students will write narrative responses from the perspective of different stakeholders in both investigations.
- Students will compose analytical essays evaluating the role of media in shaping public opinion about justice
- Students will write argumentative essays presenting a supported claim about guilt, innocence, or ethical responsibility in one of the cases.

### **Key Vocabulary**

Investigation

Bias

Evidence

Justice

Truth

Misinformation

Perspective

### **Assessments**

#### **Formative:**

- Classroom Participation
- Interactive Activities
- Teacher Observations

#### **Summative:**

- Unit Projects
- Oral presentations,
- Basic Written Assignments

#### **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

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

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

### Interdisciplinary Connections

Analyze tone, bias, and rhetorical strategies in both the novel and podcast and present findings in a multimedia project.

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

Analyze how bias in the collection or interpretation of forensic evidence can influence legal outcomes.

**HS-ETS1-3:** *Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs.*

### Career Readiness, Life Literacies, and Key Skills

Explore how investigative work in the podcast and novel reflects real-world civic responsibility, and debate whether public media should influence legal outcomes.

**9.1.12.CFR.3:** Research companies or institutions with corporate or social responsibility and evaluate their societal impact.

### 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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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
- Provide anchor charts with high frequency words and phonemic patterns

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