



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 Grammar II

Curriculum Development Timeline

School: Ocean Township High School
Course: English as a Second Language Grammar II
Department: ESL

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

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Communicating Clearly: Language for School, Careers, and Life	21	Unit 3: US Geography and Map Skills
2	Unit 1: Communicating Clearly: Language for School, Careers, and Life	22	Unit 3: US Geography and Map Skills
3	Unit 1: Communicating Clearly: Language for School, Careers, and Life	23	Unit 4: Predict, Describe, Explain: Building Academic Language for Every Subject
4	Unit 1: Communicating Clearly: Language for School, Careers, and Life	24	Unit 4: Predict, Describe, Explain: Building Academic Language for Every Subject
5	Unit 1: Communicating Clearly: Language for School, Careers, and Life	25	Unit 4: Predict, Describe, Explain: Building Academic Language for Every Subject
6	Unit 1: Communicating Clearly: Language for School, Careers, and Life	26	Unit 4: Predict, Describe, Explain: Building Academic Language for Every Subject
7	Unit 1: Communicating Clearly: Language for School, Careers, and Life	27	Unit 4: Predict, Describe, Explain: Building Academic Language for Every Subject
8	Unit 1: Communicating Clearly: Language for School, Careers, and Life	28	Unit 4: Predict, Describe, Explain: Building Academic Language for Every Subject
9	Unit 1: Communicating Clearly: Language for School, Careers, and Life	29	Unit 4: Predict, Describe, Explain: Building Academic Language for Every Subject
10	Unit 2: Exploring Ideas Through English: Asking Questions and Expressing Opinions	30	Unit 4: Predict, Describe, Explain: Building Academic Language for Every Subject

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COURSE ESL Grammar II

Week	Marking Period 2	Week	Marking Period 4
11	Unit 2: Exploring Ideas Through English: Asking Questions and Expressing Opinions	31	Unit 4: Predict, Describe, Explain: Building Academic Language for Every Subject
12	Unit 2: Exploring Ideas Through English: Asking Questions and Expressing Opinions	32	Unit 5: Learning from the Past, Speaking About the Future <i>Using English to Express Emotions, Compare Ideas, and Prepare for What's Next</i>
13	Unit 2: Exploring Ideas Through English: Asking Questions and Expressing Opinions	33	Unit 5: Learning from the Past, Speaking About the Future <i>Using English to Express Emotions, Compare Ideas, and Prepare for What's Next</i>
14	Unit 2: Exploring Ideas Through English: Asking Questions and Expressing Opinions	34	Unit 5: Learning from the Past, Speaking About the Future <i>Using English to Express Emotions, Compare Ideas, and Prepare for What's Next</i>
15	Unit 2: Exploring Ideas Through English: Asking Questions and Expressing Opinions	35	Unit 5: Learning from the Past, Speaking About the Future <i>Using English to Express Emotions, Compare Ideas, and Prepare for What's Next</i>
16	Unit 2: Exploring Ideas Through English: Asking Questions and Expressing Opinions	36	Unit 5: Learning from the Past, Speaking About the Future <i>Using English to Express Emotions, Compare Ideas, and Prepare for What's Next</i>
17	Unit 2: Exploring Ideas Through English: Asking Questions and Expressing Opinions	37	Unit 5: Learning from the Past, Speaking About the Future <i>Using English to Express Emotions, Compare Ideas, and Prepare for What's Next</i>
18	Unit 2: Exploring Ideas Through English: Asking Questions and	38	Unit 5: Learning from the Past, Speaking About the Future

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	Expressing Opinions		<i>Using English to Express Emotions, Compare Ideas, and Prepare for What's Next</i>
19	Unit 3: US Geography and Map Skills	39	Unit 5: Learning from the Past, Speaking About the Future <i>Using English to Express Emotions, Compare Ideas, and Prepare for What's Next</i>
20	Unit 3: US Geography and Map Skills	40	Unit 5: Learning from the Past, Speaking About the Future <i>Using English to Express Emotions, Compare Ideas, and Prepare for What's Next</i>

Core Instructional & Supplemental Materials including various levels of Texts

Materials:

- Grade level texts/novels/vocabulary books
- Skill Sharpeners 1-3, Addison-Wesley
- Regents English Workbooks, Prentice-Hall Regents
- Ready-to Use Revision and Proofreading, Umstatter
- Timesaver Grammar Activities, Scholastic Books
- Chromebooks
- Blooket
- Quill
- IXL
- Nearpod
- Commonlit.org* (Differentiated by Reading Level for Struggling Learners; Advanced Learners)
- [NJ Climate Change Educational Resources*](#)
- [NJ Diversity, Equity, and Inclusion Educational Resources**](#)

* NJ Climate Change Education

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

Time Frame

9 Weeks

Topic

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COURSE ESL Grammar II

Unit 1: Communicating Clearly: Language for School, Careers, and Life

Developing Grammar, Vocabulary, and Academic Thinking Skills

Alignment to Standards

WIDA ELD Standard 1: Language for Social and Instructional Purposes

- ELD-SI.4-12.Narrate
 - Share ideas about one's own and others' lived experiences and previous learning
 - Recount and restate ideas to sustain and move dialogue forward
- ELD-SI.4-12.Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
- ELD-SI.4-12.Explain
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
- ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation

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
- ELD-LA.9-12.Inform.Expressive
 - Introduce and define topic and/or entity for audience
 - 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
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

WIDA ELD Standard 3: Language for Mathematics

- ELD-MA.9-12.Explain.Interpretive
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches

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COURSE ESL Grammar II

- ELD-MA.9-12.Explain.Expressive
 - Share solutions with others
 - Describe data and/or approach used to solve a problem

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
- ELD-SC.9-12.Explain.Expressive
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system

WIDA ELD Standard 5: Language for Social Studies

- ELD-SS.9-12.Explain.Interpretive
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- ELD-SS.9-12.Explain.Expressive
 - Introduce and contextualize multiple phenomena or events
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- ELD-SS.9-12.Argue.Interpretive
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening

- Identify key information and main ideas when listening to explanations about bar graphs, timelines, and classification.
- Recognize and understand the use of present tense and present progressive verbs in spoken contexts.
- Demonstrate understanding of spoken vocabulary related to occupations, feelings, and seasons.

Domain 2: Speaking

- Produce simple, compound, and complex sentences to describe personal experiences and academic topics.

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- Use appropriate present tense and present progressive verbs when discussing current activities and occupations.

Explain and compare quantities and categories (e.g., count/non-count nouns) using academic language.

Domain 3: Reading

- Read and analyze simple, compound, and complex sentence structures in texts about academic and career-related topics.
- Identify main ideas and key vocabulary in reading passages related to occupations, classification, and timelines.
- Interpret bar graphs and timelines presented in written formats.

Domain 4: Writing

- Write well-organized paragraphs using simple, compound, and complex sentences on academic and career-related topics.
- Use present tense, present progressive, and relevant academic vocabulary in writing about bar graphs, classification, and timelines.
- Develop vocabulary through writing activities focused on common nouns, categories, and feelings.

Key Vocabulary

Comparison

Observing

Nouns

Verbs

Count Nouns

Non-count Nouns

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Oral Check-ins

Summative:

- Writing Assignments
- Unit Tests
- Unit Project

Alternative:

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

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

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

Interdisciplinary Connections

Students interpret and create bar graphs using written and spoken academic English. They describe relationships, compare quantities, and communicate mathematical thinking clearly.

NJSLS.MATH.HSS.ID.B.6: *Represent data on two quantitative variables on a scatter plot, and describe the relationship between the variables.*

NJSLS.MATH.HSS.ID.A.1: *Represent data with plots on the real number line (dot plots, histograms, and box plots).*

Students write paragraphs that incorporate newly acquired academic vocabulary related to all content areas. They also analyze and compare literary elements (ex: compare occupations in different settings or roles in stories).

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

NJSLS.ELA-LITERACY.L.9-10.6: *Acquire and use accurate general academic and domain-specific words and phrases.*

Career Readiness, Life Literacies, and Key Skills

Students explore career vocabulary, categorize job-related information, and practice language for describing occupations. They apply alphabetizing, classification, and comparison skills to support career exploration and decision making.

9.2.12.CAP.2: *Develop college and career readiness skills by participating in opportunities such as career fairs, guest speakers, career-focused community service, and other career exploration experiences.*

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

Technology Integration

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

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

Career Education

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies

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COURSE ESL Grammar II

Time Frame	9 Weeks
Topic	
Unit 2: Exploring Ideas Through English <i>Asking Questions, Expressing Opinions, and Building Academic Language</i>	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes • ELD-SI.4-12.Narrate ◦ Share ideas about one's own and others' lived experiences and previous learning ◦ Recount and restate ideas to sustain and move dialogue forward • ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Sort, clarify, and summarize relationships • Summarize most important aspects of information • ELD-SI.4-12.Explain ◦ Follow and describe cycles and sequences of steps or procedures and their causes and effects ◦ Compare changing variables, factors, and circumstances • ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation	
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 • ELD-LA.9-12.Inform.Expressive • Introduce and define topic and/or entity for audience • 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 ◦ Evaluating and corroborating relevance and sufficiency of evidence as well as	

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COURSE ESL Grammar II

validity of reasoning to support claims

WIDA ELD Standard 3: Language for Mathematics

- ELD-MA.9-12.Explain.Interpretive
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
- ELD-MA.9-12.Explain.Expressive
 - Share solutions with others
 - Describe data and/or approach used to solve a problem

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
- ELD-SC.9-12.Explain.Expressive
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system

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
- ELD-SS.9-12.Explain.Expressive
 - Introduce and contextualize multiple phenomena or events
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- ELD-SS.9-12.Argue.Interpretive
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

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- Identify key details in spoken explanations of charts and data.
- Distinguish between fact and opinion in oral discussions.
- Recognize and comprehend the use of adverbs of frequency and feelings vocabulary in conversations.

Domain 2: Speaking.

- Ask and answer yes/no and wh- questions about personal experiences, academic topics, and feelings.
- Use possessive nouns and adjectives to describe people, places, and things.
- Express and support opinions about laws, rules, and advice using academic language.

Domain 3: Reading

- Identify and summarize the main idea of informational texts and advice columns.
- Classify and compare categories of information (ex: types of bank accounts, types of government rules).
- Interpret charts and graphs in academic and real-life contexts.

Domain 4: Writing

- Write advice columns using appropriate text structure and supporting details.
- Write questions and answers that demonstrate understanding of grammar structures (negatives with “do/does + not”, yes/no and wh- questions).
- Write summaries of interviews or historical events using possessive nouns and adjectives accurately.

Key Vocabulary

Articles

Always

Sometimes

Never

Frequency

Adverbs

Singular

Plural

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Oral Check-ins

Summative:

- Reading & writing assessment: Students read a passage about a law, rule, or historical figure, then write a summary paragraph that includes main idea, supporting details, and correct grammar use (possessive nouns/adjectives, negatives, etc.).
- Unit Tests

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- Unit Project

Alternative:

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

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

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

Interdisciplinary Connections

Students develop writing and reading comprehension skills through analyzing texts (fact vs. opinion, main idea) and producing writing (advice columns, character analyses). They practice organizing ideas clearly and using academic and persuasive language.

NJSLS.ELA-LITERACY.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLS.ELA-LITERACY.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

Students develop skills in reading and interpreting charts and graphs. They ask clarifying questions about data presentations and problem-solving processes using academic language.

NJSLS.MATH.HSS.ID.B.6: Represent data on two quantitative variables on a scatter plot, and describe the relationship between the variables.

NJSLS.MATH.HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).

Career Readiness, Life Literacies, and Key Skills

Students build life skills and vocabulary related to real-world tasks (banking procedures), emotional literacy (feelings), and categorization/classification — essential for career readiness and personal success.

9.1.12.FI.2: Compare and contrast the role of financial institutions and their services.

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

Technology Integration

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

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

Career Education

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies

Time Frame	4 Weeks
Topic	
Unit 3: Us. Geography and Map Skills	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes • ELD-SI.4-12.Narrate ◦ Share ideas about one's own and others' lived experiences and previous learning ◦ Connect stories with images and representations to add meaning ◦ 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 ◦ Follow and describe cycles and sequences of steps or procedures and their causes and effects ◦ Compare changing variables, factors, and circumstances	
WIDA ELD Standard 2: Language for Language Arts • ELD-LA.9-12.Inform.Interpretive ◦ Identifying and/or summarizing central ideas ◦ Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships	

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- ELD-LA.9-12.Inform.Expressive
 - Introduce and define topic and/or entity for audience
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text

WIDA ELD Standard 3: Language for Mathematics

ELD-MA.9-12.Explain.Interpretive

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

ELD-MA.9-12.Explain.Expressive

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

WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

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

ELD-SC.9-12.Explain.Expressive

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

WIDA ELD Standard 5: Language for Social Studies

- ELD-SS.9-12.Explain.Interpretive
 - Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- ELD-SS.9-12.Explain.Expressive
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes,

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consequences, or documentation

- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- ELD-SS.9-12.Argue.Interpretive
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Identify and follow spoken directions related to maps and locations.
- Understand and summarize key points from oral presentations about U.S. regions and landforms.
- Distinguish between major landforms and geographic features in oral descriptions.

Domain 2: Speaking

- Use academic vocabulary to describe U.S. regions, landforms, and geographic features.
- Explain the differences and similarities between two U.S. regions using comparative language.
- Ask and answer questions about U.S. states and their geographic locations.

Domain 3: Reading.

- Read and interpret various types of maps (political, physical, thematic).
- Identify main ideas and key details in informational texts about U.S. states, regions, and landforms.
- Summarize information about U.S. geography using appropriate academic language.

Domain 4: Writing

- Write descriptive paragraphs about U.S. regions and their geographic features using academic vocabulary.
- Compose compare/contrast paragraphs about landforms or different U.S. regions.
- Write summaries of informational texts about U.S. geography, using appropriate sentence structures (simple, compound, complex).

Key Vocabulary

Object

Subject

Pronouns

Prepositions

Order

Assessments

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Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Map skills exit tickets
- Oral Check-ins

Summative:

- Oral presentation: Students prepare and deliver an oral presentation about a state or landform, using visuals (map, images) and structured academic language.
- Unit Tests
- Map & comprehension test: Students complete a labeled map task (states, regions, landforms) and answer comprehension questions about geographic features from a short reading.

Alternative:

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

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

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

Interdisciplinary Connections

Students read and analyze informational texts about U.S. geography. They identify main ideas and key details about states, regions, and landforms. Students also write explanatory paragraphs and essays about geographic features.

NJSLS.ELA-LITERACY.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text.

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

Students analyze how geography affects human life in the U.S. They explore regional characteristics (climate, economy, culture) and how landforms and physical features influenced settlement and regional identity.

NJSLS.SS.6.1.12.GeoHE.13.a: Analyze the impact of geography on the development of U.S. regions and human settlement patterns.

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

Students analyze geographic data (population density, elevation, climate patterns) and represent this data visually using graphs, charts, or maps. They describe patterns and relationships between geographic and demographic data.

NJSLS.MATH.HSS.ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).

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NJSLS.MATH.HSS.ID.B.6: Represent data on two quantitative variables on a scatter plot, and describe the relationship between the variables.

Career Readiness, Life Literacies, and Key Skills

Students explore how geography impacts **career fields** (agriculture, tourism, transportation, urban planning). They investigate how regional differences influence job opportunities, cultural practices, and economic activities across the U.S.

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

9.1.12.FI.6: Evaluate the relationship of cultural traditions and historical influences on financial practices.

Technology Integration

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

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

Career Education

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies

Time Frame	9 Weeks
Topic	
Unit 4: Predict, Describe, Explain: Building Academic Language for Every Subject Communicating Clearly About Events, Changes, and Processes	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes • ELD-SI.4-12.Narrate ○ Share ideas about one's own and others' lived experiences and previous learning ○ Recount and restate ideas to sustain and move dialogue forward	

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DEPARTMENT English as a Second Language

COURSE ESL Grammar II

- 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
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
- ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation

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
- ELD-LA.9-12.Inform.Expressive
 - Introduce and define topic and/or entity for audience
 - 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
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

WIDA ELD Standard 3: Language for Mathematics

- ELD-MA.9-12.Explain.Interpretive
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
- ELD-MA.9-12.Explain.Expressive
 - Share solutions with others
 - Describe data and/or approach used to solve a problem

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

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COURSE ESL Grammar II

information to help explain how or why a phenomenon occurs

- ELD-SC.9-12.Explain.Expressive
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system

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
- ELD-SS.9-12.Explain.Expressive
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- ELD-SS.9-12.Argue.Interpretive
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Identify spatial relationships (prepositions of place) and movement in oral descriptions.
- Understand and sequence steps or events presented in oral instructions or narratives.
- Recognize and distinguish the three sounds of past tense -ed in spoken English.

Domain 2: Speaking.

- Use prepositional phrases to describe the position of items or movement through a setting or map.
- Make predictions about future events using "going to."
- Ask and answer questions using the simple past tense about historical events or a timeline.

Domain 3: Reading

- Identify and understand prepositional phrases and sequence words in texts.
- Interpret and analyze charts and timelines to extract key information.
- Recognize and understand changes in verb spelling and -ed endings in written past

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tense verbs.

Domain 4: Writing

- Write descriptive paragraphs using prepositional phrases and sequence words.
- Write predictions about future events using "going to."
- Write responses or short reports summarizing charts and timelines, using correct past tense verb forms.

Key Vocabulary

Continuous

Progressive

Graph

Narrative

Superlative

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit tickets
- Chart/timeline quick quiz
- Oral Check-ins

Summative:

- Quiz
- Unit Test
- Writing assessment: Students write a paragraph about a scene, event, or timeline using prepositional phrases, sequence words, and past tense verbs correctly.

Alternative:

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

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

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

Interdisciplinary Connections

Students write paragraphs and essays describing settings and events using prepositions, sequencing language, and correct past tense forms. They analyze texts and timelines to identify and explain historical or literary events.

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

NJSLS.ELA-LITERACY.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text.

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DEPARTMENT English as a Second Language

COURSE ESL Grammar II

Career Readiness, Life Literacies, and Key Skills

Students use prediction language ("going to") and sequencing to plan steps toward career goals or solve real-world problems.

9.1.12.EG.5: Evaluate business practices and their impact on individuals, families, and communities.

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

Technology Integration

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

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

Career Education

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies

Time Frame	9 Weeks
Topic	
Unit 5 Learning from the Past, Speaking About the Future <i>Using English to Express Emotions, Compare Ideas, and Prepare for What's Next</i>	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes • ELD-SI.4-12.Narrate ○ Share ideas about one's own and others' lived experiences and previous learning ○ Connect stories with images and representations to add meaning ○ 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.	

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unknown

- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information
- ELD-SI.4-12.Explain
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
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 - Develop coherence and cohesion throughout text
- ELD-LA.9-12.Argue.Interpretive
 - Identifying and summarizing central ideas of primary or secondary sources
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

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- ELD-MA.9-12.Explain.Interpretive
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
- ELD-MA.9-12.Explain.Expressive
 - Share solutions with others
 - Describe data and/or approach used to solve a problem

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
- ELD-SC.9-12.Explain.Expressive
 - Describe reliable and valid evidence from multiple sources about a

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DEPARTMENT English as a Second Language

COURSE ESL Grammar II

phenomenon

- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system

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
- ELD-SS.9-12.Explain.Expressive
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- ELD-SS.9-12.Argue.Interpretive
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Recognize irregular past tense verbs and the use of "was/were" in spoken texts.
- Understand predictions and future tense ("will," "going to") in oral language.
- Comprehend spoken descriptions comparing people, physical properties, and story events.

Domain 2: Speaking.

- Use irregular past tense verbs and "was/were" to describe personal experiences and biographies.
- Make predictions using "will" and "going to" in academic discussions.
- Use and, but, so to connect ideas when speaking about people, events, and comparisons.

Domain 3: Reading.

- Identify and understand irregular past tense verbs and "was/were" in biographies and informational texts.
- Identify prediction language ("will," "going to") and signal words in scientific and literary texts.
- Analyze and compare texts about historical figures, scientific comparisons, and literary themes.

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Domain 4: Writing.

- Write descriptive and narrative paragraphs using irregular past tense verbs and "was/were."
- Write predictions about future events in science, math, social studies, and literature using "will" and "going to."
- Write compare/contrast paragraphs using and, but, so to link ideas clearly.

Key Vocabulary

Physical Properties

Culture

Geography

Country

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit tickets
- Past Tense Verb Sort
- Oral Check-ins

Summative:

- Quiz
- Unit Test
- Biography Writing Task: Students write a structured paragraph about a famous historical figure using irregular past tense verbs and "was/were."

Alternative:

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

 [WIDA-Speaking-Rubric-Gr-1-12 \(1\).pdf](#)

 [WIDA-Writing-Rubric-Gr-1-12 \(1\).pdf](#)

Interdisciplinary Connections

Students read about and write biographies of famous historical figures using past tense forms. They also practice making predictions about consequences of historical events using future tense forms and sequencing language.

NJSLS.SS.6.1.12.HistoryUP.3.b: Use evidence to document the contributions of individual groups and people to U.S. history.

NJSLS.SS.6.1.12.CivicsDP.14.c: Analyze how historical events shape current public policy decisions and outcomes.

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COURSE ESL Grammar II

Career Readiness, Life Literacies, and Key Skills

Students apply prediction and sequencing language in goal-setting activities and discussions about career pathways. They reflect on historical figures and scientific processes to identify patterns that inform their own learning and life decisions.

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.

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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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