



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 Reading IB

Curriculum Development Timeline

School: Ocean Township High School
Course: English as a Second Language Reading IB
Department: ESL

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

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COURSE ESL Reading IB

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1- What is Inequality? <i>To Kill a Mockingbird</i> and <i>Animal Farm</i>	21	Unit 3- Immigration and Exploration- <i>Treasure Island</i> and <i>Esperanza Rising</i>
2	Unit 1- What is Inequality? <i>To Kill a Mockingbird</i> and <i>Animal Farm</i>	22	Unit 3- Immigration and Exploration- <i>Treasure Island</i> and <i>Esperanza Rising</i>
3	Unit 1- What is Inequality? <i>To Kill a Mockingbird</i> and <i>Animal Farm</i>	23	Unit 3- Immigration and Exploration- <i>Treasure Island</i> and <i>Esperanza Rising</i>
4	Unit 1- What is Inequality? <i>To Kill a Mockingbird</i> and <i>Animal Farm</i>	24	Unit 3- Immigration and Exploration- <i>Treasure Island</i> and <i>Esperanza Rising</i>
5	Unit 1- What is Inequality? <i>To Kill a Mockingbird</i> and <i>Animal Farm</i>	25	Unit 3- Immigration and Exploration- <i>Treasure Island</i> and <i>Esperanza Rising</i>
6	Unit 1- What is Inequality? <i>To Kill a Mockingbird</i> and <i>Animal Farm</i>	26	Unit 3- Immigration and Exploration- <i>Treasure Island</i> and <i>Esperanza Rising</i>
7	Unit 1- What is Inequality? <i>To Kill a Mockingbird</i> and <i>Animal Farm</i>	27	Unit 3- Immigration and Exploration- <i>Treasure Island</i> and <i>Esperanza Rising</i>
8	Unit 1- What is Inequality? <i>To Kill a Mockingbird</i> and <i>Animal Farm</i>	28	Unit 3- Immigration and Exploration- <i>Treasure Island</i> and <i>Esperanza Rising</i>
9	Unit 1- What is Inequality? <i>To Kill a Mockingbird</i> and <i>Animal Farm</i>	29	Unit 3- Immigration and Exploration- <i>Treasure Island</i> and <i>Esperanza Rising</i>

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10	Unit 1- What is Inequality? <i>To Kill a Mockingbird</i> and <i>Animal Farm</i>	30	Unit 3- Immigration and Exploration- <i>Treasure Island</i> and <i>Esperanza Rising</i>
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2- The American Dream- Of <i>Mice and Men</i> and <i>The Great Gatsby</i>	31	Unit 4- Understanding our Past and Present- Holocaust Book Clubs and Modern Fiction Book Clubs
12	Unit 2- The American Dream- Of <i>Mice and Men</i> and <i>The Great Gatsby</i>	32	Unit 4- Understanding our Past and Present- Holocaust Book Clubs and Modern Fiction Book Clubs
13	Unit 2- The American Dream- Of <i>Mice and Men</i> and <i>The Great Gatsby</i>	33	Unit 4- Understanding our Past and Present- Holocaust Book Clubs and Modern Fiction Book Clubs
14	Unit 2- The American Dream- Of <i>Mice and Men</i> and <i>The Great Gatsby</i>	34	Unit 4- Understanding our Past and Present- Holocaust Book Clubs and Modern Fiction Book Clubs
15	Unit 2- The American Dream- Of <i>Mice and Men</i> and <i>The Great Gatsby</i>	35	Unit 4- Understanding our Past and Present- Holocaust Book Clubs and Modern Fiction Book Clubs
16	Unit 2- The American Dream- Of <i>Mice and Men</i> and <i>The Great Gatsby</i>	36	Unit 4- Understanding our Past and Present- Holocaust Book Clubs and Modern Fiction Book Clubs
17	Unit 2- The American Dream- Of <i>Mice and Men</i> and <i>The Great Gatsby</i>	37	Unit 4- Understanding our Past and Present- Holocaust Book Clubs and Modern Fiction Book Clubs
18	Unit 2- The American Dream- Of <i>Mice and Men</i> and <i>The Great Gatsby</i>	38	Unit 4- Understanding our Past and Present- Holocaust Book Clubs and Modern Fiction Book Clubs
19	Unit 2- The American Dream- Of <i>Mice and Men</i> and <i>The Great Gatsby</i>	39	Unit 4- Understanding our Past and Present- Holocaust Book Clubs and Modern Fiction Book Clubs

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20	Unit 2- The American Dream- Of <i>Mice and Men</i> and <i>The Great Gatsby</i>	40	Unit 4- Understanding our Past and Present- Holocaust Book Clubs and Modern Fiction Book Clubs
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Core Instructional & Supplemental Materials including various levels of Texts

- Grade level texts/novels/vocabulary books
- Skill Sharpeners 1-3, Addison-Wesley
- Regents English Workbooks, Prentice-Hall Regents
- Stories of Surprise and Wonder, Globe Book Co.
- Goodman's Five Star Activity Books, Jamestown Edu.
- Bringing the Classics to Life, Edcon
- Amazing Stories to Tell and Recall, Houghton Mifflin Company
- Best Short Stories, Jamestown
- Ready-to Use Revision and Proofreading, Umstatter
- Timesaver Grammar Activities, Scholastic Books
- Seven Plays of Mystery and Suspense, Globe Book Company
- Retold American Classics, Volumes 1&2, Perfection Learning
- Reading and Writing Sourcebooks, Great Source
- Bringing the Classics to Life, Levels 1-5, EDCON
- New Chiller and Thrillers, Scholastic Books
- *To Kill a Mockingbird*, Classroom Resources Limited
- *Animal Farm*, Classroom Resources Limited
- *Of Mice and Men*, Lesson Plan Dude (Teachers Pay Teachers)
- *The Great Gatsby*, Penguin Readers (Level 2)
- *Treasure Island*, EdCon "Bringing Classics to Life" (Level 2)
- *Esperanza Rising*, Pam Munoz Ryan
- Jane Yolen's *The Devil's Arithmetic*
- Malka Drucker and Michael Halperin's *Jacob's Rescue*
- Carol Matas' *Daniel's Story*
- Jeff Ross' *Coming Clean*
- Ellen Schwartz's *Cellular*
- Paul Yee's *Learning to Fly*
- Chromebooks
- Blooket
- Quill.org
- IXL
- Nearpod

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- Readworks
- 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.**

Time Frame	10 Weeks
Topic	
Unit 1- What is Inequality? <i>To Kill a Mockingbird</i> and <i>Animal Farm</i>	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes ELD-SI.4-12.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information ELD-SI.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ELD-SI.4-12.Argue • Generate questions about different perspectives	

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DEPARTMENT English as a Second Language

COURSE ESL Reading IB

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

WIDA ELD Standard 2: Language for Language Arts

ELD-LA.9-12.Inform.Interpretive

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

ELD-LA.9-12.Inform.Expressive

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

ELD-LA.9-12.Argue.Interpretive

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive

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

WIDA ELD Standard 3: Language for Mathematics

ELD-MA.9-12.Explain.Interpretive

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

ELD-MA.9-12.Explain.Expressive

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

ELD-MA.9-12.Argue.Interpretive

- Comparing conjectures with previously established results and stated assumptions

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DEPARTMENT English as a Second Language

COURSE ESL Reading IB

- 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

WIDA ELD Standard 5: Language for Social Studies

ELD-SS.9-12.Explain.Interpretive

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DEPARTMENT English as a Second Language

COURSE ESL Reading IB

- 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.

- Identify key details about inequality from read-alouds or audio clips
- Follow oral directions to complete character or theme-based tasks
- Recognize tone and mood when characters experience unfair treatment

Domain 2: Speaking

- Use sentence frames to describe characters' experiences with inequality
- Ask and answer WH-questions related to plot and character actions
- Express opinions on fairness and justice using scaffolded language

Domain 3: Reading.

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COURSE ESL Reading IB

- Identify vocabulary and key phrases related to injustice and power
- Understand the main idea of a short, adapted passage or chapter
- Use visuals and context clues to infer meaning

Domain 4: Writing.

- Write simple sentences describing unfair events in the stories
- Use word banks to describe characters' actions and feelings
- Express personal reflections on fairness using sentence frames

Key Vocabulary

Fairness

Rules

Justice

Leader

Equal

Choice

Voice

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:

- Simplified Paragraph Writing: Students write a short paragraph answering "What is inequality?" using examples from either book, supported with a word bank and model.
- 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
- Inequality Poster Project: Students design a poster showing one example of inequality from the texts using drawings, labels, and short captions

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

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

Interdisciplinary Connections

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DEPARTMENT English as a Second Language

COURSE ESL Reading IB

Study Jim Crow laws and the civil rights movement alongside *To Kill a Mockingbird*

6.1.12.HistoryUP.5.b: Evaluate the role of social reform movements

Career Readiness, Life Literacies, and Key Skills

Use sentence frames to write "Letters to the Editor" addressing a modern inequality with solutions drawn from the unit

9.4.12.CI.1: Use critical thinking to address real-world issues

Technology Integration

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

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

Career Education

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP7. Employ valid and reliable research strategies

Time Frame	10 Weeks
Topic	
Unit 2- The American Dream <i>Of Mice and Men</i> and <i>The Great Gatsby</i>	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes ELD-SI.4-12.Narrate - Share ideas about one's own and others' lived experiences and previous learning - Connect stories with images and representations to add meaning - Identify and raise questions about what might be unexplained, missing, or left unsaid - Recount and restate ideas to sustain and move dialogue forward ELD-SI.4-12.Inform - Define and classify facts and interpretations; determine what is known vs. unknown	

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COURSE ESL Reading IB

- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

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

ELD-SI.4-12.Argue

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

WIDA ELD Standard 2: Language for Language Arts

ELD-LA.9-12.Inform.Interpretive

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
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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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WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

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- 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
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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
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WIDA ELD Standard 5: Language for Social Studies

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- Introduce and contextualize multiple phenomena or events
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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
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Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Identify key details about characters and their dreams from audio excerpts or read-alouds
- Follow short oral instructions to complete comprehension tasks
- Recognize tone and emotion in characters' speech

Domain 2: Speaking

- Use sentence frames to describe characters' goals and challenges
- Express opinions about the American Dream using guided prompts
- Ask and answer questions about key story events or character motivations

Domain 3: Reading

- Identify character names, settings, and key events in simplified text excerpts
- Match vocabulary to context clues and illustrations
- Sequence key plot events with support from visuals and sentence frames

Domain 4: Writing

- Write short sentences describing characters' dreams and outcomes using guided frames
- Create labeled visuals and sentence responses showing understanding of story themes
- Express personal opinions about fairness, success, and hopes using sentence starters

Key Vocabulary

Dream

Money

Work

Hope

Success

Fairness

Friend

Assessments

Formative:

- Classroom Participation
- Interactive Activities
- Teacher Observations
- Sentence Frame Writing: Students complete guided writing tasks such as "George's dream is to ____" or "Gatsby wanted ____ because ____"

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- Vocabulary Sorting: Students categorize key vocabulary (e.g., money, hope, dream, rich, poor, job) into "Positive" and "Negative" themes about the American Dream

Summative:

- Unit Projects
- Oral presentations,
- Basic Written Assignments

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Dream Collage Project: Students create a collage of images representing the American Dream using cut-outs or digital slides, labeled with key vocabulary
- Skits or Tableau: In small groups, students act out a key scene showing someone reaching or failing to reach their dream, with simplified scripts

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

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

Interdisciplinary Connections

Use sentence frames and story maps to write simple personal dreams or character narratives
W.9-10.3: Write narratives to develop real or imagined experiences

Career Readiness, Life Literacies, and Key Skills

Create simple life maps showing "dream path" vs. "reality path" for characters and for students themselves
9.4.12.GCA.1: Evaluate how culture and location affect global decisions and opportunities

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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COURSE ESL Reading IB

Time Frame	10 Weeks
Topic	
Unit 3- Immigration and Exploration- <i>Treasure Island</i> and <i>Esperanza Rising</i>	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes ELD-SI.4-12.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information ELD-SI.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence	
WIDA ELD Standard 2: Language for Language Arts ELD-LA.9-12.Inform.Interpretive • Identifying and/or summarizing central ideas • Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships • Evaluating cumulative impact and refinement of author's key word choices over the	

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DEPARTMENT English as a Second Language

COURSE ESL Reading IB

course of text

ELD-LA.9-12.Inform.Expressive

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

ELD-LA.9-12.Argue.Interpretive

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive

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

WIDA ELD Standard 3: Language for Mathematics

ELD-MA.9-12.Explain.Interpretive

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

ELD-MA.9-12.Explain.Expressive

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

ELD-MA.9-12.Argue.Interpretive

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA.9-12.Argue.Expressive

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

WIDA ELD Standard 4: Language for Science

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DEPARTMENT English as a Second Language

COURSE ESL Reading IB

ELD-SC.9-12.Explain.Interpretive

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

ELD-SC.9-12.Explain.Expressive

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

ELD-SC.9-12.Argue.Interpretive

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive

- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

WIDA ELD Standard 5: Language for Social Studies

ELD-SS.9-12.Explain.Interpretive

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

ELD-SS.9-12.Explain.Expressive

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation

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DEPARTMENT English as a Second Language

COURSE ESL Reading IB

- 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.

- Identify key events and character actions from oral readings or audio clips
- Follow multi-step directions related to a character's journey or task
- Recognize and respond to emotion or urgency in dialogue

Domain 2: Speaking

- Describe a character's journey using simple sequence language
- Express likes, dislikes, and opinions about events in the story
- Ask and answer WH-questions about the characters' experiences

Domain 3: Reading

- Identify key vocabulary in context with visual support
- Understand the main idea of a simplified passage or chapter
- Make predictions using titles, headings, or pictures.

Domain 4: Writing

- Write short descriptions of a character's feelings, actions, or travel
- Label maps or timelines with key story events
- Express personal responses to text using guided frames

Key Vocabulary

Journey
Change
Home

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COURSE ESL Reading IB

Travel
Family
Risk
Hope

Assessments

Formative:

- Classroom Participation
- Interactive Activities
- Teacher Observations
- Character Journey Maps: Students trace and label the character's journey (e.g., Esperanza's move to the U.S. or Jim's sea voyage) on a visual map with simple place names and icons
- Guided Sentence Practice: Fill-in-the-blank or sentence-frame worksheets like "Esperanza felt ____ when she moved to ____" or "Jim found a ____ on the island"

Summative:

- Unit Projects
- Oral presentations,
- Paragraph Response: With writing frames, students complete a short response to the question: "What is one challenge Esperanza or Jim faced, and how did they change?"

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Journey Poster or Collage: Students create a poster showing the journey of a character with visuals, arrows, labels, and one-sentence captions

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

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

Interdisciplinary Connections

Use maps to trace routes taken by both characters, connecting past and present migration trends

6.2.12.HistoryCC.2.a: Examine reasons for European exploration and colonization

Career Readiness, Life Literacies, and Key Skills

Engage in problem-solving tasks (e.g., plan what to pack for a journey, organize resources for a migrant family)

9.4.12.GCA.1: Analyze how culture and location influence global decisions

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DEPARTMENT English as a Second Language

COURSE ESL Reading IB

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	
Unit 4- Understanding our Past and Present Holocaust Book Clubs and Modern Fiction Book Clubs	
Alignment to Standards	
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DEPARTMENT English as a Second Language

COURSE ESL Reading IB

- 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

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ELD-MA.9-12.Explain.Expressive

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COURSE ESL Reading IB

- 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
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ELD-SC.9-12.Explain.Expressive

- Describe reliable and valid evidence from multiple sources about a phenomenon
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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
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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)

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COURSE ESL Reading IB

- 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
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ELD-SS.9-12.Argue.Interpretive

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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.

- Identify key details from read-alouds or audio recordings
- Recognize tone, feeling, or urgency in a speaker's voice
- Follow multi step directions related to classroom or story-based tasks

Domain 2: Speaking

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COURSE ESL Reading IB

- Retell events from a story using sentence frames and visuals
- Express opinions about a character's actions using learned vocabulary
- Ask and answer simple questions with a partner using key words and phrases

Domain 3: Reading

- Identify main idea and details in simplified passages
- Recognize and understand basic vocabulary and sight words in context
- Use visuals and context clues to infer meaning

Domain 4: Writing

- Write short sentences describing events or character traits using frames
- Express personal responses to text with support
- Label illustrations with vocabulary and descriptive words

Key Vocabulary

History

Freedom

Danger

Choice

Rights

Help

Story

Assessments

Formative:

- Classroom Participation
- Interactive Activities
- Teacher Observations
- Character Feelings Chart: Students match characters to emotions in key scenes using emojis, sentence stems (e.g., "Daniel felt ____ when ____"), and visual support.

Summative:

- Character Comparison Writing: Students write a short paragraph comparing one Holocaust character and one modern fiction character using sentence frames and a word bank (e.g., "Both ____ and ____ had to make hard choices")
- Theme Matching Graphic Organizer: Students complete a matching chart linking books, characters, and themes (e.g., bravery, truth, survival) using labeled visuals and key terms
- Oral Reflection Presentation: Students orally answer one essential question (e.g., "What is something unfair the character experienced?"), using cue cards, sentence stems, or pre-written answers

Alternative:

- Observation of Class/Online Discussion

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COURSE ESL Reading IB

- Teacher-student conferences
- Past vs. Present Timeline Poster: Students illustrate and label two events—one from a Holocaust novel and one from a modern novel—to show how young people face challenges across time

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

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

Interdisciplinary Connections

Explore the historical context of WWII and the Holocaust

6.2.12.Hol Holocaust & Genocide: Analyze policies, ideologies, and outcomes of the Holocaust

Career Readiness, Life Literacies, and Key Skills

Use group discussions to solve ethical dilemmas based on scenarios from the books

9.4.12.CT.2: Collaborate with individuals to solve 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

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COURSE ESL Reading IB

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

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COURSE ESL Reading IB

- 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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