

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Intermediate

Course Number: 050200

Course Overview/Description:

This is an intermediate level course for English language learners who possess a proficiency level of “developing” or “expanding” as defined in the WIDA Consortium CAN DO Descriptors. In this class, students can expect to address the five English language development standards necessary to communicate information, ideas and concepts in the following areas:

- Standard 1: Social and Instructional Language
- Standard 2: The Language of Language Arts
- Standard 3: The Language of Mathematics
- Standard 4: The Language of Science
- Standard 5: The Language of Social Studies

Therefore, the possible units covered in this course are content driven to support students' academic language development needed to engage with peers, educators and content curriculums. Within the framework of the WIDA CAN DO Descriptors and language standards, students will develop proficiency in the four domains of language: listening, speaking, reading and writing. This course is aligned both with the WIDA English Language Development Standards and with the New Jersey Student Learning Standards for English Language Arts. Each curriculum unit presents sample learning activities aligned with these Standards.

Pacing:

Since the population of Multiple Language Learners changes each year, the composition of students in the class varies. Some students may be repeating the course and need targeted reinforcement of specific skills or content areas. Teachers can adjust their curriculum to cater to these varying needs, ensuring that all students receive appropriate support. Thus, *suggested* units are listed below. It is not expected that all units are implemented. This flexibility is crucial. Teachers can select units based on the progress and readiness of their current students. If a group of students struggled with a particular unit in the past, the teacher may decide to revisit or approach it differently to enhance comprehension and retention. In essence, the ability for teachers to choose units acknowledges the diverse needs of students and allows for instructional flexibility to optimize learning outcomes. It underscores the importance of adapting curriculum and instruction to meet the evolving needs of language learners in a supportive and responsive manner.

Possible Units (included in this curriculum):

Advance Learning Verbs

Elements of Fiction

Career Readiness

Earth's Structure

Thomas Jefferson and the Louisiana Purchase

Short Stories

Punctuation

"I Have a Dream" and the Perfect and Continuous

Present Tense

All Aboard the Titanic

Health and Wellness

Assessment Categories & Weights:

Marking Periods 1 - 4	
Category	Percentage
Major Assessments (2 each marking period)	35%
Minor Assessments (5 each marking period)	30%
Project/Multi-day Assignment (1 per marking period)	10%
Practice/Participation (at least two each week)	25%

Requirements & Expectations:

1. Apply learned vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
2. Have a charged chromebook and organized binder/folder.
3. Attempt to complete all assignments and projects.
4. Attend class on time and prepare.
5. Respect self, classroom and others.
6. Follow all district/school rules.

Black Horse Pike Regional School District

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Course Name: MLL Intermediate

Course Number: 050200

Unit Title: Advanced Learning Verbs

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Advanced Learning Verbs

The goal of this unit is to equip students, who are functioning between a developing and bridging level of English language proficiency, with moderate to advanced level learning verbs necessary to demonstrate content knowledge at a higher-order of thinking. Students will examine and practice such learning verbs through activities and tasks that are relevant and engaging.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none"> 1. What are common learning verbs that assess comprehension? 2. What learning verbs require higher-order thinking? 3. What learning verbs share similar approaches to complete a task? 4. What application is necessary for high level learning verbs? 5. How do higher level learning verbs demonstrate critical thinking skills? 6. What is the imperative? 7. How is it formed? 	<ol style="list-style-type: none"> 1. Define advanced learning verbs. 2. Spell the learning verbs using the English alphabet. 3. Differentiate between the learning verbs. 4. Approach tasks and skills practice via the application of the learning verb. 5. Interpret statistics, data, line graphs, and bar graphs 6. Research for specific information and summarize. 7. Form the imperative and recognize two of its uses. 	<ol style="list-style-type: none"> 1. WIDA Standard 5: Language of Language Arts/NJSLSA.ELA.L.9-10.6 2. WIDA Standard 3: Language of Language Arts/NJSLSA.ELA.L.9-10.2 3. WIDA Standard 1: Social and Instructional Language/NJSLSA.ELA.L.9-10.3 4. WIDA Standard 2: Language of Language Arts/NJSLS.ELA.RL.9-10.10 5. WIDA Standard 6: Language of Mathematics/NJSLSA.MATH.HS.ID.6 6. WIDA Standard 4: Language of Science/NJSLS.ELA.W.9-10.8 7. WIDA Standard 3: Language of Language Arts/NJSLSA.ELA.L.9-10.1

Tier 2 Vocabulary High-frequency words used throughout the unit	Tier 3 Vocabulary Discipline-specific words used throughout the unit
Identify, Classify, Categorize, Distinguish, Define, Describe, Recognize, Apply, Practice, Task, Skill, Strategy, Execute, Implement, Perform, Interpret, Statistics, Data, Line graph, Bar graph, Scatter plot, Trend, Relationship, Correlation, Axis, Research, Source, Citation, Bibliography, Database, Reliable,	Analyze, Evaluate, Infer, Compare, Contrast, Summarize, Predict, Justify, Interpret, Synthesize, Spell, Alphabet, Consonant, Vowel, Phonics, Syllable, Spelling rule, Pronunciation, Differentiate

Evaluate, Synthesize, Paraphrase, Abstract, Imperative, Command, Instruction, Request, Directive, Order, Advice, Suggestion

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSL

1. Define advance learning verbs:

- NJSLSA.ELA.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

2. Spell the learning verbs using the English alphabet:

- NJSLSA.ELA.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Differentiate between the learning verbs:

- NJSLSA.ELA.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4. Approach tasks and skills practice via the application of the learning verb:

- NJSLSA.ELA.R.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

5. Interpret statistics, data, line graphs, and bar graphs:

- NJSLSA.MATH.HS.ID.6: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

6. Research for specific information and summarize:

- NJSLSA.ELA.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

7. Form the imperative and recognize two of its uses:

- NJSLSA.ELA.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including pronoun-antecedent agreement, parallel structure, and the correct formation of comparative and superlative adjectives and adverbs.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain

activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Define advanced learning verbs.

Suggested Activities

Advanced Learning Verbs Google Slides

Specific Learning Objective: Spell the learning verbs using the English alphabet.

Suggested Activities

Advanced Learning Verbs Google Form

Specific Learning Objective: Differentiate between the learning verbs.

Suggested Activities

Definitions

Specific Learning Objective: Approach tasks and skills practice via the application of the learning verb.

Suggested Activities

Additional learning verbs

Specific Learning Objective: Interpret statistics, data, line graphs, and bar graphs.

Suggested Activities

Cause and Effect

Specific Learning Objective: Research for specific information and summarize.

Suggested Activities

How to research

Specific Learning Objective: Form the imperative and recognize two of its uses.

Suggested Activities

Using the imperative

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments

Summative

The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement:

- Pre-Test
- Unit Test

Formative

The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:

- Teacher observations
- Self-Assessments
- Student record-keeping
- Quizzes
- Warm-ups
- Exit Tickets
- Participation in class discussions
- Independent Practice

Performance

The following assessments require students to utilize various strands of mathematics.

- Projects
- Performance Tasks
- Homework
- Classwork

List of Accommodations and Modifications

- Special Education
- 504 Students
- At Risk Students
- MLL
- Gifted and Talented

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

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Course Name: MLL Intermediate

Course Number: 050200

Unit Title: Elements of Fiction

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Elements of Fiction

The objective of this unit is to develop the language of Language Arts by expanding the students' working knowledge of fictional literature. This unit will promote a deeper understanding of fictional narratives through characterization, setting, plot and types of conflict. Students will identify and analyze the important elements, and recognize through characterization different types of characters propel the narrative process. Vocabulary will be taught in context throughout short stories.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none">1. How can the literary genre fiction be defined?2. What are the elements of fiction?3. What are the characteristics of a plot?4. How is plot essential to a narrative?5. How is characterization necessary to a story?6. How does conflict shape a character?	<ol style="list-style-type: none">1. Distinguish a body of text that is fiction versus non-fiction.2. Identify plot characteristics; and explain their purpose in the development of a narrative.3. Annotate elements of the story to the characteristics of the plot.4. Identify character types through characterization and support with textual evidence from the narration.5. Explain the use of tenses to tell the narrative.6. Use knowledge gained through the text to make predictions about the story.7. Pronounce, define, and apply selected embedded vocabulary.8. Compose a continuation of <i>The Necklace</i>.9. Analyze a specific character from <i>The Solitary Cyclist</i>10. Develop a short narrative using a picture prompt.	<ol style="list-style-type: none">1. WIDA Standard 1: Social and Instructional Language/NJSLSA.ELA.L.9-10.12. WIDA Standard 2: Language of Language Arts/NJSLSA.ELA.RL.9-10.33. WIDA Standard 2: Language of Language Arts/NJSLSA.ELA.RL.9-10.14. WIDA Standard 2: Language of Language Arts/NJSLSA.ELA.RL.9-10.35. WIDA Standard 2: Language of Language Arts/NJSLSA.ELA.L.9-10.16. WIDA Standard 2: Language of Language Arts/NJSLSA.ELA.RL.9-10.17. WIDA Standard 2: Language of Language Arts/NJSLSA.ELA.L.9-10.48. WIDA Standard 2: Language of Language Arts/NJSLSA.ELA.W.9-10.39. WIDA Standard 2: Language of Language Arts/NJSLSA.ELA.RL.9-10.310. WIDA Standard 2: Language of Language Arts/NJSLSA.ELA.W.9-10.3

Tier 2 Vocabulary

Tier 3 Vocabulary

High-frequency words used throughout the unit	Discipline-specific words used throughout the unit
flashback, foreshadowing, past tense, present tense, future tense, progressive tense, perfect tense, anticipate, foresee, conjecture, speculate, terminology, jargon, sequel, extension, follow-up, aftermath, traits, motivations, conflicts, development, interactions, visual stimulus, image prompt, visual cue	novel, short story, fantasy, allegory, biography, autobiography, essay, article, memoir, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, round character, flat character, dynamic character, static character, narrative voice, point of view (first-person, third-person)

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections
Interdisciplinary Connections & NJSLS
<ol style="list-style-type: none"> 1. Distinguish a body of text that is fiction versus non-fiction. <ul style="list-style-type: none"> ● NJSLS.ELA-Literacy.RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 2. Identify plot characteristics; and explain their purpose in the development of a narrative. <ul style="list-style-type: none"> ● NJSLS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 3. Annotate elements of the story to the characteristics of the plot. <ul style="list-style-type: none"> ● NJSLS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 4. Identify character types through characterization and support with textual evidence from the narration. <ul style="list-style-type: none"> ● NJSLS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 5. Explain the use of tenses to tell the narrative. <ul style="list-style-type: none"> ● NJSLS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 6. Use knowledge gained through the text to make predictions about the story. <ul style="list-style-type: none"> ● NJSLS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7. Pronounce, define, and apply selected embedded vocabulary.

- NJSLS.ELA-Literacy.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

8. Compose a continuation of *The Necklace*.

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

9. Analyze a specific character from *The Solitary Cyclist*.

- NJSLS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

10. Develop a short narrative using a picture prompt.

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

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to

use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Distinguish a body of text that is fiction versus non-fiction.
Suggested Activities
Fiction v NonFiction

Specific Learning Objective: Identify plot characteristics; and explain their purpose in the development of a narrative.
Suggested Activities
Plot

Specific Learning Objective: Annotate elements of the story to the characteristics of the plot.
Suggested Activities
Plot Diagram

Specific Learning Objective: Identify character types through characterization and support with textual evidence from the narration.

Suggested Activities

Characterization: The Necklace

Specific Learning Objective: Explain the use of tenses to tell the narrative.

Suggested Activities

Tenses

Specific Learning Objective: Use knowledge gained through the text to make predictions about the story.

Suggested Activities

Making Predictions

Specific Learning Objective: Pronounce, define, and apply selected embedded vocabulary.

Suggested Activities

The Necklace Vocab Intro

Specific Learning Objective: Compose a continuation of *The Necklace*.

Suggested Activities

Imagine what happens next in the lives of Mathilde and her husband after the events of "The Necklace." Write a continuation of at least 500 words, maintaining the narrative style and tone of the original story. Develop the characters, address themes of wealth and consequences, and create a resolution that provides insight into their lives. Submit your completed continuation with attention to creativity, character development, plot continuity, thematic relevance, and writing mechanics.

Specific Learning Objective: Analyze a specific character from *The Solitary Cyclist*.

Suggested Activities

The Solitary Cyclist

Specific Learning Objective: Develop a short narrative using a picture prompt.

Suggested Activities

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments		
Summative	Formative	Performance
<p>The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement:</p> <ul style="list-style-type: none"> ● Pre-Test ● Unit Test 	<p>The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:</p> <ul style="list-style-type: none"> ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice 	<p>The following assessments require students to utilize various strands of mathematics.</p> <ul style="list-style-type: none"> ● Projects ● Performance Tasks ● Homework ● Classwork
<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none"> ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented 		

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

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Course Name: MLL Intermediate

Course Number: 050200

Unit Title: Career Readiness

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Career Readiness

The goal of this unit is to encourage students to engage in the forward thinking necessary to frame future academic and career goals. They will investigate possible career options, and the level of education and skill sets necessary to enter a respective career. Students will also consider the competitive and globalized nature of the modern job market. They will employ formal language to construct a resume and compose a cover letter; and learn the guidelines to prepare for a job interview. The unit will culminate in a mock job interview, during which students will attempt to comport themselves in a professional manner.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none">1. What do you envision for your future?2. What are the two forms used to discuss the future?3. What are uses for going to?4. What are uses for will?5. What career options interest you? What steps are necessary to enter these fields?6. What preparations are important before going to a job interview?7. What is a resume? What should be included on a resume?8. What is the purpose of a cover letter?9. How should a job applicant compose him or herself at a job interview?	<ol style="list-style-type: none">1. Consider your future and outline the possible steps to realize it.2. Construct the future tense.3. Identify the uses of going to and will.4. Distinguish the differences between using going to and will.5. Analyze the modern job market and its global nature.6. Complete a job application.7. Evaluate your desired lifestyle, the associated costs, and the necessary income.8. Assess possible career options via a career/personality test.9. Investigate possible career options and outline the steps to enter them.10. Graph career data on a line graph.11. Extract pertinent information from the body of text and develop a generic resume.12. Analyze the components of a cover letter.13. Proof and correct the sample cover letter.	<ol style="list-style-type: none">1. WIDA Standard 1: Social and Instructional Language/ NJSLSA.ELA.L.9-10.12. WIDA Standard 2: Language of Language Arts/ NJSLSA.ELA.L.9-10.13. WIDA Standard 2: Language of Language Arts/ NJSLSA.ELA.L.9-10.14. WIDA Standard 2: Language of Language Arts/ NJSLSA.ELA.L.9-10.15. WIDA Standard 4: Language of Social Studies/NJSLSA.SS.9-12.66. WIDA Standard 2: Language of Language Arts/ NJSLSA.ELA.W.9-10.47. WIDA Standard 5: Language of Mathematics/NJSLSA.CCRA.R.78. WIDA Standard 4: Language of Social Studies/ NJSLSA.ELA.W.9-10.29. WIDA Standard 4: Language of Social Studies/NJSLSA.ELA.R.9-10.210. WIDA Standard 5: Language of Mathematics/NJSLSA.CCRA.SL.411. WIDA Standard 2: Language of Language Arts/ NJSLSA.ELA.W.9-10.212. WIDA Standard 2: Language of Language Arts/ NJSLSA.ELA.R.9-10.213. WIDA Standard 2: Language of Language Arts/ NJSLSA.ELA.W.9-10.5

	<p>14. Develop a resume. 15. Compose a cover letter for a job opening. 16. Identify and practice interviewing strategies. 17. Prepare and respond to interview questions. 18. Engage in the interview process.</p>	<p>14. WIDA Standard 2: Language of Language Arts/ NJSLSA.ELA.W.9-10.4 15. WIDA Standard 2: Language of Language Arts/ NJSLSA.ELA.W.9-10.4 16. WIDA Standard 1: Social and Instructional Language/ NJSLSA.ELA.SL.9-10.1 17. WIDA Standard 1: Social and Instructional Language/ NJSLSA.ELA.SL.9-10.1 18. WIDA Standard 1: Social and Instructional Language/ NJSLSA.ELA.SL.9-10.1</p>
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<p style="text-align: center;">Tier 2 Vocabulary High-frequency words used throughout the unit</p>	<p style="text-align: center;">Tier 3 Vocabulary Discipline-specific words used throughout the unit</p>
<p>Occupation, profession, career path, job market, employment, industry, sector, specialization, qualifications, skills, experience, resume, cover letter, interview, job application, references, budget, income, expenses, savings, investment, debt, credit, financial goals, financial literacy, cost of living, lifestyle, disposable income, fixed expenses, variable expenses, degree, diploma, certification, training, apprenticeship, internship, coursework, continuing education, skill development, vocational training, academic qualifications, networking, job fair, recruiter, employer, employee, colleague, mentor, workplace culture, benefits, compensation, promotion, evaluation, performance review, communication skills, verbal communication, non-verbal communication, presentation, professionalism, etiquette, negotiation, strengths, weaknesses, achievements, qualifications, globalization, multicultural, diversity, international experience, cross-cultural communication, global economy, outsourcing, remote work, digital nomad, software, applications, digital skills, technical skills, tools of the trade, online presence, social media, digital resume, video interview, virtual meeting, goal, objective,</p>	<p>future verb forms, future plans, future statements, future tense, going to, will</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

<p>Interdisciplinary Connections</p>
<p>Interdisciplinary Connections & NJSL</p>

Consider your future and outline the possible steps to realize it:

- NJSLSA.ELA.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Construct the future tense:

- NJSLSA.ELA.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Identify the uses of going to and will:

- NJSLSA.ELA.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Distinguish the differences between using going to and will:

- NJSLSA.ELA.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Analyze the modern job market and its global nature:

- NJSLSA.SS.9-12.6 - Evaluate the impact of economic decisions made by individuals, businesses, and governments on society and the environment.

Complete a job application:

- NJSLSA.ELA.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Evaluate your desired lifestyle, the associated costs, and the necessary income:

- NJSLSA.CCRA.R.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Assess possible career options via a career/personality test:

- NJSLSA.ELA.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.

Investigate possible career options and outline the steps to enter them:

- NJSLSA.ELA.R.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Graph career data on a line graph:

- NJSLSA.CCRA.SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Extract pertinent information from body of text and develop a generic resume:

- NJSLSA.ELA.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.

Analyze the components of a cover letter:

- NJSLSA.ELA.R.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Proof and correct the sample cover letter:

- NJSLSA.ELA.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Develop a resume:

- NJSLSA.ELA.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Compose a cover letter for a job opening:

- NJSLSA.ELA.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Identify and practice interviewing strategies:

- NJSLSA.ELA.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Prepare and respond to interview questions:

- NJSLSA.ELA.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Engage in the interview process:

- NJSLSA.ELA.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle

- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Consider your future and outline the possible steps to realize it.

Suggested Activities

Future Tense Project

Specific Learning Objective: Construct the future tense.

Suggested Activities

Future Tense

Specific Learning Objective: Identify the uses of going to and will.

Suggested Activities

Going to Worksheet

Specific Learning Objective: Distinguish the differences between using going to and will.

Suggested Activities

Will vs. Going to

Specific Learning Objective: Analyze the modern job market and its global nature.

Suggested Activities

Research and select two distinct career fields that interest you. Compare and contrast the demand, growth prospects, and geographical distribution of job opportunities in these fields on a global scale. Conclude by discussing how understanding global job market trends can influence your career planning and decision-making process

Specific Learning Objective: Complete a job application.

Suggested Activities

Job Application Prep

Specific Learning Objective: Evaluate your desired lifestyle, the associated costs, and the necessary income.

Suggested Activities

Creating a budget

Specific Learning Objective: Assess possible career options via a career/personality test.

Suggested Activities

Career/Personality Test

Specific Learning Objective: Investigate possible career options and outline the steps to enter them.

Suggested Activities

US Bureau of Labor and Statistics

Specific Learning Objective: Graph career data on a line graph.

Suggested Activities

Line Graph Template

Specific Learning Objective: Extract pertinent information from the body of text and develop a generic resume.

Suggested Activities

Student Sample Resume

Specific Learning Objective: Analyze the components of a cover letter.

Suggested Activities

Intro to Cover Letters

Specific Learning Objective: Proof and correct the sample cover letter.

Suggested Activities

Sample Cover Letter

Specific Learning Objective: Develop a resume.

Suggested Activities

Example Resume

Specific Learning Objective: Compose a cover letter for a job opening.

Suggested Activities

Sample Cover Letter

Specific Learning Objective: Identify and practice interviewing strategies.

Suggested Activities

Sample Interview Questions

Specific Learning Objective: Prepare and respond to interview questions.

Suggested Activities

Interview Prep

Specific Learning Objective: Engage in the interview process.

Suggested Activities

Ask advanced students or teachers to come in and interview students based on what prep class has done.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments

Summative

The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement:

- Pre-Test
- Unit Test

Formative

The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:

- Teacher observations
- Self-Assessments
- Student record-keeping
- Quizzes
- Warm-ups
- Exit Tickets

Performance

The following assessments require students to utilize various strands of mathematics.

- Projects
- Performance Tasks
- Homework
- Classwork

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Participation in class discussions• Independent Practice | |
|--|---|--|

List of Accommodations and Modifications

- Special Education
- 504 Students
- At Risk Students
- MLL
- Gifted and Talented

State Mandates and Resources
<ul style="list-style-type: none">• New Jersey Student Learning Standards• WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Intermediate

Course Number: 050200

Unit Title: Earth's Structure

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Earth's Structure

The objective of this unit is to develop the language of Science students need to understand the structure of Earth, and how our living planet formed around 4.6 billion years ago. This unit will develop the students' body of knowledge about the composition of each layer and the internal forces at work. They will unfold the types of evidence scientists study to understand the structure and characteristics of Earth's interior. The unit connects the geological forces' impetus to earthquakes, tsunamis, and volcanism. Students will investigate the different fault lines and their effects on Earth's crust.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none">1. What use of the present simple is used to discuss Earth's structure and composition?2. What is the rule for 3rd person singular?3. Which tenses of the past are used to discuss the Earth's formation 4.6 billion years ago?4. When is the past simple used versus the past continuous? When are they used together?5. How do scientists believe Earth was formed 4.6 billion years ago?6. What are the layers of Earth's?7. What is the composition of each layer?8. What sources of evidence do scientists study to gain insight on Earth's interior structure and composition?9. What generates Earth's magnetic field and how does it protect life?10. Why do earthquakes, tsunamis and volcanic eruptions occur?	<ol style="list-style-type: none">1. Identify the use of the present simple: truth and facts.2. Implement the rule for 3rd person singular.3. Explain the past simple and past continuous tenses.4. Recognize irregular verbs.5. Read passage on Earth's Formation, then examine the tenses used.6. Describe the theory of how the earth formed.7. Annotate passages from The Structure of Earth.8. Describe the composition and characteristics of each layer.9. Discuss main idea questions and textual evidence in small groups.10. Complete cloze exercise about the layers of the earth.11. Diagram the layers of the earth and describe the composition of each.12. Personify the lithosphere cartoon characters in a group skit.13. Construct an expository paragraph about the inner and	<ol style="list-style-type: none">1. WIDA Standard 2: Language for Language Arts/NJSLS:L.9-10.12. WIDA Standard 2: Language for Language Arts/NJSLS:L.9-10.1WIDA:3. WIDA Standard 2: Language for Language Arts/NJSLS:L.9-10.14. WIDA Standard 2: Language for Language Arts/NJSLS:L.9-10.1WIDA:5. WIDA: Standard 4: Language for Science/NJSLS: RI.9-10.46. WIDA: Standard 4: Language for Science/NJSLS:W.9-10.2.7. WIDA: Standard 4: Language for Science/NJSLS:RI.9-10.5:8. WIDA Standard 4: Language for Science/ NJSLS: W.9-10.29. WIDA Standard 1: Language for Social and Instructional Purposes / NJSLS:SL.9-10.110. WIDA Standard 4: Language for Science/NJSLS: L.9-10.4:11. WIDA Standard 4: Language for Science/NJSLS:SL.9-10.512. WIDA Standard 4: Language for Science/NJSLS: SL.9-10.1:13. WIDA Standard 4: Language for Science/NJSLS:W.9-10.2

	<p>outer core.</p> <p>14. Elaborate the evidence used to understand the Earth's interior</p> <p>15. Define tectonic plates</p> <p>16. Explain the causes of an earthquake, tsunami, and volcanic eruption.</p> <p>17. Locate faults and active volcanoes on the globe.</p> <p>18. Compose an expository essay about Earth interior structure.</p>	<p>14. WIDA Standard 4: Language for Science/NJSLS: W.9-10.9:</p> <p>15. WIDA Standard 4: Language for Science/NJSLS: RI.9-10.4: WIDA</p> <p>16. WIDA Standard 4: Language for Science/NJSLS:W.9-10.2</p> <p>17. WIDA Standard 4: Language for Science/NJSLS:RI.9-10.7</p> <p>18. WIDA Standard 4: Language for Science/NJSLS:W.9-10.2</p>
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<p>Tier 2 Vocabulary</p> <p>High-frequency words used throughout the unit</p>	<p>Tier 3 Vocabulary</p> <p>Discipline-specific words used throughout the unit</p>
<p>nebula, solar system, gravity, accretion, differentiation, Big Bang, cosmic, geologic time scale, hypothesis, formation, crust, mantle, core, lithosphere, asthenosphere, mesosphere, solid, liquid, layer, density, composition, properties, crust, mantle, outer core, inner core, lithosphere, asthenosphere, tectonic plate, crust, rigid, upper mantle, seismic waves, earthquake, geophysics, mantle, core, boundary, subduction, convergent, divergent, transform, earthquake, tsunami, volcanic eruption, fault, seismic</p>	<p>habit, routine, general truth, fact, present tense, verb conjugation, he/she/it, verbs, conjugation, s-ending, agreement, past tense, simple past, past continuous, ongoing action, completed action, timeline, base form, past form, past participle, irregular, regular verbs, main idea, detail, annotate, summarize, context clues, quote, reference, support, justify, evidence, share, discuss, opinion, evidence, collaborate, fill-in-the-blank, context, sentence structure, vocabulary, illustrate, label, component, section, diagram, character, role-play, animate, traits, personality, explain, describe, topic sentence, supporting details, conclusion, structure, data, observation, experiment, hypothesis, analysis</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

<p>Interdisciplinary Connections</p>
<p>Interdisciplinary Connections & NJSLS</p>
<p>1. Identify the use of the present simple: truth and facts.</p> <ul style="list-style-type: none"> ● NJSLS:L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>2. Implement the rule for 3rd person singular.</p> <ul style="list-style-type: none"> ● NJSLS:L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>3. Explain the past simple and past continuous tenses.</p>

- **NJSLS:L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4. Recognize irregular verbs.

- **NJSLS:L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5. Read passage on Earth's Formation, then examine the tenses used.

- **NJSLS:RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6. Describe the theory of how the earth formed.

- **NJSLS:RST.9-10.2:** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

7. Annotate passages from The Structure of Earth.

- **NJSLS:RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

8. Describe the composition and characteristics of each layer.

- **NJSLS:RST.9-10.2:** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

9. Discuss main idea questions and textual evidence in small groups.

- **NJSLS:SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

10. Complete cloze exercise about the layers of the earth.

- **NJSLS:L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

11. Diagram the layers of the earth and describe the composition of each.

- **NJSLS:HS-ESS2-3:** Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

12. Personify the lithosphere cartoon characters in a group skit.

- **NJSLS:SL.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

13. Construct an expository paragraph about the inner and outer core.

- **NJSLS: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.

14. Elaborate the evidence used to understand the Earth’s interior.

- **NJSLS:RST.9-10.1:** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

15. Define tectonic plates.

- **NJSLS:HS-ESS2-1:** Develop a model to illustrate how Earth’s internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

16. Explain the causes of an earthquake, tsunami, and volcanic eruption.

- **NJSLS:HS-ESS3-1:** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

17. Locate faults and active volcanoes on the globe.

- **NJSLS:HS-ESS2-3:** Develop a model based on evidence of Earth’s interior to describe the cycling of matter by thermal convection.

18. Compose an expository essay about Earth’s interior structure.

- **NJSLS: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.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Identify the use of the present simple: truth and facts.

Suggested Activities

Present Simple

Specific Learning Objective: Implement the rule for 3rd person singular.

Suggested Activities

3rd Person Singular

Specific Learning Objective: Explain the past simple and past continuous tenses.

Suggested Activities

Past Continuous

Specific Learning Objective: Recognize irregular verbs.

Suggested Activities

Irregular Verbs

Specific Learning Objective: Read passage on Earth's Formation, then examine the tenses used.

Suggested Activities

Earth's Questions

Specific Learning Objective: Describe the theory of how the earth formed.

Suggested Activities

How the Earth Formed

Specific Learning Objective: Annotate passages from The Structure of Earth.

Suggested Activities

The Structure of Earth

Specific Learning Objective: Describe the composition and characteristics of each layer.

Suggested Activities

Layers of the Earth

Specific Learning Objective: Discuss main idea questions and textual evidence in small groups.

Suggested Activities

Pose review questions to groups of students related to texts students have read.

Specific Learning Objective: Complete cloze exercise about the layers of the earth.

Suggested Activities

Layers of the Earth

Specific Learning Objective: Diagram the layers of the earth and describe the composition of each.

Suggested Activities

Diagram

Specific Learning Objective: Personify the lithosphere cartoon characters in a group skit.

Suggested Activities

Lithosphere Worksheet

Specific Learning Objective: Construct expository paragraph about the inner and outer core.

Suggested Activities

For this assignment, write an expository paragraph about the inner and outer core of the Earth. Begin by describing the main characteristics of the inner core, including its composition and state of matter. Next, explain the differences between the inner core and the outer core, focusing on their physical properties and behavior. Conclude with a discussion on the significance of the core in relation to Earth's magnetic field and overall structure

Specific Learning Objective: Elaborate the evidence used to understand the Earth's interior.

Suggested Activities

Layers of the Earth

Specific Learning Objective: Define tectonic plates.

Suggested Activities

Continental Shift

Specific Learning Objective: Explain the causes of an earthquake, tsunami, and volcanic eruption.

Suggested Activities

Specific Learning Objective: Locate faults and active volcanoes on the globe.

Suggested Activities

<https://earthquakes.volcanodiscovery.com/>

Specific Learning Objective: Compose an expository essay about Earth interior structure.

Suggested Activities

For this assignment, compose an expository essay about Earth's interior structure. Begin with an introduction that provides a brief overview of Earth's layers: the crust, mantle, outer core, and inner core. In the body paragraphs, describe each layer in detail, discussing their composition, state of matter, and key characteristics. Conclude by explaining the significance of understanding Earth's interior structure for geologists and the study of natural phenomena like earthquakes and volcanic activity.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments

Summative	Formative	Performance
<p>The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement:</p> <ul style="list-style-type: none"> ● Pre-Test ● Unit Test 	<p>The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:</p> <ul style="list-style-type: none"> ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice 	<p>The following assessments require students to utilize various strands of mathematics.</p> <ul style="list-style-type: none"> ● Projects ● Performance Tasks ● Homework ● Classwork

List of Accommodations and Modifications

- Special Education
- 504 Students
- At Risk Students
- MLL

- Gifted and Talented

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Intermediate

Course Number: 050200

Unit Title: Thomas Jefferson and the Louisiana Purchase

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Thomas Jefferson and the Louisiana Purchase

The objective of this unit is to develop the language of early American History students need to understand one of the most important events, which doubled the size of the United States, the Louisiana Purchase. Students will study Thomas Jefferson's first term presidency and his political philosophy. They will recognize how Jefferson defied his entrenched commitment to limited executive power, and shrewdly maneuvered to secure the possession of New Orleans. This unit will examine the threat of war between the United States and Napoleonic France; and then unfold the fortuitous events that gripped President Jefferson and led to the negotiations of the historic purchase.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none">1. What use of the past simple is used to discuss early colonial America?2. How is the past simple formed?3. How are irregular verbs different from regular verbs when using the past simple?4. Which verb takes the tense when composing questions and negative statements about the completed past?5. What were the defining characteristics of Thomas Jefferson's politics?6. Why was the Mississippi River and New Orleans critical to the United States?	<ol style="list-style-type: none">1. Construct the past simple.2. Distinguish between regular verbs and irregular verbs.3. Recognize the use of did not and was/were not to construct the negative.4. Distinguish the helping verb from the main verb.5. Understand the helping verb takes the tense while the main verb remains in the base form.6. Examine the noun types.7. Define, spell, and apply key vocabulary terms.8. Identify major landforms that are within the Louisiana Territory.9. Calculate the kilometers/miles of routes within the Louisiana Territory.10. Identify Thomas Jefferson and describe his political beliefs.11. Explain France's connected history to the Louisiana Territory.12. Explain Jefferson's concern over France's control of New Orleans	<ol style="list-style-type: none">1. WIDA Standard 1: Social and Instructional Language/NJSLS: ELA-LITERACY.L.9-10.1.B2. WIDA Standard 2: The Language of Language Arts/NJSLS: ELA-LITERACY.L.9-10.1.A3. WIDA Standard 2: The Language of Language Arts/NJSLS: ELA-LITERACY.L.9-10.1.C4. WIDA Standard 2: The Language of Language Arts/NJSLS: ELA-LITERACY.L.9-10.1.D5. WIDA Standard 2: The Language of Language Arts/NJSLS: ELA-LITERACY.L.9-10.16. WIDA Standard 2: The Language of Language Arts/NJSLS: ELA-LITERACY.L.9-10.5.A7. WIDA Standard 1: Social and Instructional Language/NJSLS: ELA-LITERACY.L.9-10.68. WIDA Standard 4: The Language of Science/NJSLS: SS.6.1.12.B.2.B9. WIDA Standard 3: The Science of Mathematics/NJSLS: MATH.HSG.MG.A.1

<p>13. Assess why Spain’s relinquishment of Louisiana was a great concern to Jefferson.</p> <p>14. Determine the two major causes for Napoleon’s sale of the Louisiana Territory to the United States.</p> <p>15. Determine the causes and effects of the Louisiana Purchase.</p> <p>16. Research the flora and fauna native to target regions within the Louisiana territory.</p> <p>17. Develop a presentation of flora and fauna native to the target region.</p> <p>18. Compose a children’s story about the Louisiana Purchase.</p>	<p>10. WIDA Standard 4: The Language of Science/NJSLS: SS.6.1.12.A.2.B</p> <p>11. WIDA Standard 4: The Language of Science/NJSLS: SS.6.1.12.D.1.C</p> <p>12. WIDA Standard 4: The Language of Science/NJSLS: SS.6.1.12.C.2.B</p> <p>13. WIDA Standard 4: The Language of Science/NJSLS: SS.6.1.12.B.2.B</p> <p>14. WIDA Standard 4: The Language of Science/NJSLS: SS.6.1.12.D.1.D</p> <p>15. WIDA Standard 4: The Language of Science/NJSLS: SS.6.1.12.C.2.B</p> <p>16. WIDA Standard 4: The Language of Science/NJSLS: ELA-LITERACY.W.9-10.7</p> <p>17. WIDA Standard 5: The Language of Social Studies/NJSLS: ELA-LITERACY.SL.9-10.4</p> <p>18. WIDA Standard 2: The Language of Language Arts/NJSLS: ELA-LITERACY.W.9-10.3</p>
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<p>Tier 2 Vocabulary High-frequency words used throughout the unit</p>	<p>Tier 3 Vocabulary Discipline-specific words used throughout the unit</p>
<p>Louisiana Territory, major landforms, Mississippi River, Great Plains, Thomas Jefferson, political beliefs, France, New Orleans, Spain's relinquishment, Napoleon, Louisiana Purchase, flora and fauna, native species, presentation, children's story</p>	<p>Past Simple, regular verbs, irregular verbs, did not, was/were not, helping verb, main verb, noun types, common noun, proper noun</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

<p>Interdisciplinary Connections</p>
<p>Interdisciplinary Connections & NJSLS</p>
<p>1. Construct the past simple.</p> <ul style="list-style-type: none"> • ELA-LITERACY.L.9-10.1.B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses to convey specific meanings and add variety and interest to writing or presentations. <p>2. Distinguish between regular verbs and irregular verbs.</p> <ul style="list-style-type: none"> • ELA-LITERACY.L.9-10.1.A: Use parallel structure.

3. Recognize the use of did not and was/were not to construct the negative.

- ELA-LITERACY.L.9-10.1.C: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

4. Distinguish the helping verb from the main verb.

- ELA-LITERACY.L.9-10.1.D: Use a colon to introduce a list or quotation.

5. Understand the helping verb takes the tense while the main verb remains in the base form.

- ELA-LITERACY.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6. Examine the noun types.

- ELA-LITERACY.L.9-10.5.A: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

7. Define, spell, and apply key vocabulary terms.

- ELA-LITERACY.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

8. Identify major landforms that are within the Louisiana Territory.

- SS.6.1.12.B.2.B: Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

9. Calculate the kilometers/miles of routes within the Louisiana Territory.

- MATH.HSG.MG.A.1: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

10. Identify Thomas Jefferson and describe his political beliefs.

- SS.6.1.12.A.2.B: Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democratic ideals.

11. Explain France's connected history to the Louisiana Territory.

- SS.6.1.12.D.1.C: Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

12. Explain Jefferson's concern over France's control of New Orleans.

- SS.6.1.12.C.2.B: Analyze the impact of the Louisiana Purchase on the expansion and economic development of the United States.

13. Assess why Spain's relinquishment of Louisiana was a great concern to Jefferson.

- SS.6.1.12.B.2.B: Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

15. Determine the two major causes for Napoleon's sale of the Louisiana Territory to the United

States.

- SS.6.1.12.D.1.D: Analyze how technological advancements transformed the economy, politics, and society in an emerging industrial society.

16. Determine the causes and effects of the Louisiana Purchase.

- SS.6.1.12.C.2.B: Analyze the impact of the Louisiana Purchase on the expansion and economic development of the United States.

17. Research the flora and fauna native to target regions within the Louisiana territory.

- ELA-LITERACY.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

18. Develop a presentation of flora and fauna native to the target region.

- ELA-LITERACY.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

19. Compose a children’s story about the Louisiana Purchase.

- ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments;

Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Construct the past simple.

Suggested Activities

Past Simple

Specific Learning Objective: Distinguish between regular verbs and irregular verbs.

Suggested Activities

Irregular Verb List

Specific Learning Objective: Recognize the use of did not and was/were not to construct the negative.

Suggested Activities

was/were

Specific Learning Objective: Distinguish the helping verb from the main verb.

Suggested Activities

Helping Verb

Specific Learning Objective: Understand the helping verb takes the tense while the main verb remains in the base form.

Suggested Activities

Helping Verb-Do

Specific Learning Objective: Examine the noun types.

Suggested Activities

Nouns

Specific Learning Objective: Define, spell, and apply key vocabulary terms.

Suggested Activities

Tier 2 Vocab

Specific Learning Objective: Identify major landforms that are within the Louisiana Territory.

Suggested Activities

The Louisiana Purchase

Specific Learning Objective: Calculate the kilometers/miles of routes within the Louisiana Territory.

Suggested Activities

Map

Specific Learning Objective: Identify Thomas Jefferson and describe his political beliefs.

Suggested Activities

[Thomas Jefferson](#)

Specific Learning Objective: Explain France's connected history to the Louisiana Territory.

Suggested Activities

People of the LA Purchase

Specific Learning Objective: Explain Jefferson's concern over France's control of New Orleans.

Suggested Activities

Department of State Reading

Specific Learning Objective: Assess why Spain's relinquishment of Louisiana was a great concern to Jefferson.

Suggested Activities

Louisiana Purchase Review

Specific Learning Objective: Determine the two major causes for Napoleon's sale of the Louisiana Territory to the United States.

Suggested Activities

Louisiana Purchase cloze reading

Specific Learning Objective: Determine the causes and effects of the Louisiana Purchase.

Suggested Activities

Lewis and Clarke

Specific Learning Objective: Research the flora and fauna native to target regions within the Louisiana territory.

Suggested Activities

Flora and Fauna

Specific Learning Objective: Develop a presentation of flora and fauna native to the target region.

Suggested Activities

Presentation

Specific Learning Objective: Compose a children's story about the Louisiana Purchase.

Suggested Activities

Imagine you are writing a children's story about the Louisiana Purchase. Begin your story by introducing a friendly character who lives in a village near the Mississippi River. Describe how their peaceful life changes when news of a big event, the Louisiana Purchase, reaches their village. Include details about the character's curiosity and adventures as they explore the newly acquired lands and meet new friends. Finally, conclude your story with a heartwarming lesson about friendship or the importance of exploring new places.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments

Summative

The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement:

- Pre-Test
- Unit Test

Formative

The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:

- Teacher observations
- Self-Assessments
- Student record-keeping
- Quizzes
- Warm-ups
- Exit Tickets
- Participation in class discussions
- Independent Practice

Performance

The following assessments require students to utilize various strands of mathematics.

- Projects
- Performance Tasks
- Homework
- Classwork

List of Accommodations and Modifications

- Special Education
- 504 Students
- At Risk Students
- MLL
- Gifted and Talented

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Intermediate

Course Number: 050200

Unit Title: Short Stories

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Short Stories

In this unit, students will explore a selection of classic short stories that delve into themes of sacrifice, fate, freedom, and consequences. Through close reading, discussions, and activities, students will enhance their comprehension skills, engage with literary techniques, and deepen their understanding of storytelling. The following texts are suggested for this unit: "The Gift of the Magi" by O. Henry, "The Lottery" by Shirley Jackson "The Story of an Hour" by Kate Chopin, "The Interlopers" by Saki, "The Lady or the Tiger?" by Frank R. Stockton

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none">1. How do authors use symbolism and imagery to convey meaning in short stories?2. What strategies can we use to infer characters' motivations and emotions when reading fiction?3. How does understanding the cultural context of a story enhance our interpretation of its themes?4. What techniques do authors use to create suspense and engage readers in short stories?5. How does dialogue contribute to character development and plot advancement in short stories?	<ol style="list-style-type: none">1. Identify and summarize the main ideas and key details in each short story.2. Analyze the development of themes such as sacrifice, fate, freedom, and consequences across different texts.3. Recognize and explain the use of literary devices such as irony, symbolism, and foreshadowing.4. Compare and contrast characters, settings, and plots across the stories.5. Evaluate the impact of the author's choices on the story's meaning and reader's interpretation.6. Practice using complex sentences and varied sentence structures to discuss events and characters.7. Present oral summaries or analyses of selected passages from the stories.	<ol style="list-style-type: none">1. WIDA Standard 1: Social and Instructional Language /NJSLS ELA-Literacy.RL.9-10.22. WIDA Standard 2: The Language of Language Arts/NJSLS ELA-Literacy.RL.9-10.23. WIDA Standard 2: The Language of Language Arts/NJSLS ELA-Literacy.RL.9-10.44. WIDA Standard 2: The Language of Language Arts/NJSLS ELA-Literacy.RL.9-10.95. WIDA Standard 2: The Language of Language Arts/NJSLS ELA-Literacy.RL.11-12.16. WIDA Standard 2: The Language of Language Arts/NJSLS ELA-Literacy.L.9-10.37. WIDA Standard 2: The Language of Language Arts/NJSLS

Tier 2 Vocabulary High-frequency words used throughout the unit	Tier 3 Vocabulary Discipline-specific words used throughout the unit
Irony, Symbolism, Foreshadowing, Imagery, Allegory, Allusion, Tone, Mood, Sacrifice, Fate, Freedom, Consequences, Tradition, Identity, Conflict, Resolution, Plot, Exposition, Rising action, Climax, Falling action, Resolution, Setting, Time, Place, Characterization, Protagonist, Antagonist, Round characters, Flat characters, Point of view, First person, Third person limited, Third person omniscient, Explicit, Implicit, Inference, Context clues, Figurative language, Metaphor, Simile, Personification, Diction, Syntax, Narrative perspective, Analyze, Evaluate, Interpret, Compare and contrast, Summarize, Critique, Persuade	Dilemma, Sacrifice, Irony, Love, Poverty, Wealth, Selflessness, Misfortune, Combs, Fob, Tradition, Ritual, Sacrifice, Community, Lottery, Irony, Conformity, Tessie, Stoning, Symbolism, Heart trouble, Widow, Freedom, Oppression, Joy, Grief, Liberation, Foreshadowing, Independence, Chopin, Feud, Boundary, Rivalry, Grudge, Forest, Wilderness, Trespassers, Fate, Confrontation, Resolution, Justice, Decision, Consequence, Trial, Fate, Barbaric, Dilemma, Passion, Jealousy, Arena

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections
Interdisciplinary Connections & NJSLs
<p>1. Identify and summarize the main ideas and key details in each short story:</p> <ul style="list-style-type: none"> ● 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, including how it emerges and is shaped and refined by specific details. <p>2. Analyze the development of themes such as sacrifice, fate, freedom, and consequences across different texts:</p> <ul style="list-style-type: none"> ● NJSLS ELA-Literacy.RL.9-10.2: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <p>3. Recognize and explain the use of literary devices such as irony, symbolism, and foreshadowing:</p> <ul style="list-style-type: none"> ● NJSLS ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. <p>4. Compare and contrast characters, settings, and plots across the stories:</p> <ul style="list-style-type: none"> ● NJSLS ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <p>5. Evaluate the impact of the author's choices on the story's meaning and reader's interpretation:</p> <ul style="list-style-type: none"> ● NJSLS ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of

what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

6. Practice using complex sentences and varied sentence structures to discuss events and characters:

- **NJSLS ELA-Literacy.L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

7. Present oral summaries or analyses of selected passages from the stories:

- **NJSLS ELA-Literacy.SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on

key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Identify and summarize the main ideas and key details in each short story.

Suggested Activities

The Lottery Vocabulary

Specific Learning Objective: Analyze the development of themes such as sacrifice, fate, freedom, and consequences across different texts.

Suggested Activities

Interlopers Crossword Puzzle

Specific Learning Objective: Recognize and explain the use of literary devices such as irony, symbolism, and foreshadowing.

Suggested Activities

Story of an Hour Supplemental

Specific Learning Objective: Compare and contrast characters, settings, and plots across the stories.

Suggested Activities

Gift of the Magi supplemental

Specific Learning Objective: Evaluate the impact of the author's choices on the story's meaning and reader's interpretation.

Suggested Activities

Short Story Assignment

Specific Learning Objective: Practice using complex sentences and varied sentence structures to discuss events and characters.

Suggested Activities

Lady or the Tiger Parallel Text

Specific Learning Objective: Present oral summaries or analyses of selected passages from the stories.

Suggested Activities

Prepare a concise oral summary of a pivotal moment from one of the selected stories, focusing on key events and their impact on the plot. Analyze the passage's themes and the author's use of literary devices to convey deeper meanings. Consider how the characters' actions shape the narrative and reflect on their motivations. Present your analysis, highlighting the significance of the passage within the larger context of the story.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments

Summative

The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement:

- Pre-Test
- Unit Test

Formative

The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:

- Teacher observations
- Self-Assessments
- Student record-keeping
- Quizzes
- Warm-ups
- Exit Tickets

Performance

The following assessments require students to utilize various strands of mathematics.

- Projects
- Performance Tasks
- Homework
- Classwork

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">● Participation in class discussions● Independent Practice | |
|--|---|--|

List of Accommodations and Modifications

- Special Education
- 504 Students
- At Risk Students
- MLL
- Gifted and Talented

State Mandates and Resources
<ul style="list-style-type: none">● New Jersey Student Learning Standards● WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Intermediate

Course Number: 050200

Unit Title: Punctuation

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Punctuation

This unit aims to enhance 9-12 ELL students' understanding and application of punctuation in English writing. Students will explore various punctuation marks, their rules, and their role in conveying meaning and clarity in written communication. Through interactive activities and targeted practice, students will develop proficiency in using punctuation effectively in different contexts.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none">1. Why is punctuation important in written communication?2. How do different punctuation marks affect the meaning of a sentence?3. How can mastering punctuation enhance writing clarity and style?4. What strategies can help ELL students improve their punctuation skills?	<ol style="list-style-type: none">1. Identify and name common punctuation marks in English (e.g., period, comma, semicolon, colon, quotation marks, apostrophe).2. Understand the rules and conventions for using each punctuation mark correctly in sentences and paragraphs.3. Demonstrate the ability to punctuate sentences effectively to enhance clarity and meaning.4. Analyze how punctuation choices affect the tone and style of writing.5. Apply punctuation rules independently in various writing tasks, including essays, narratives, and formal letters.6. Collaborate with peers to edit and revise written work for punctuation accuracy.	<ol style="list-style-type: none">1. .WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.L.9-10.22. WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.L.11-12.23. .WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.W.9-10.54. .WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.RL.11-12.45. .WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.W.11-12.46. .WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.SL.9-10.1

Tier 2 Vocabulary

High-frequency words used throughout the unit

Tier 3 Vocabulary

Discipline-specific words used throughout the unit

Punctuation, Comma, Period, Question mark, Exclamation point, Colon, Semicolon, Quotation marks, Parentheses, Hyphen, Dash, Ellipsis, Apostrophe, Brackets, Slash

Style, writing, clarity

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSL

1. Identify and name common punctuation marks in English:

- NJSL.ELA-Literacy.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Understand the rules and conventions for using each punctuation mark correctly:

- NJSL.ELA-Literacy.L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3. Demonstrate the ability to punctuate sentences effectively to enhance clarity and meaning:

- NJSL.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

4. Analyze how punctuation choices affect the tone and style of writing:

- NJSL.ELA-Literacy.RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.

5. Apply punctuation rules independently in various writing tasks:

- NJSL.ELA-Literacy.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6. Collaborate with peers to edit and revise written work for punctuation accuracy:

- NJSL.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Identify and name common punctuation marks in English (e.g., period, comma, semicolon, colon, quotation marks, apostrophe).
Suggested Activities
Colons & Semicolons

Specific Learning Objective: Understand the rules and conventions for using each punctuation mark correctly in sentences and paragraphs.
Suggested Activities
Commas

Specific Learning Objective: Demonstrate the ability to punctuate sentences effectively to enhance clarity and meaning.
Suggested Activities
Comma Review

Specific Learning Objective: Analyze how punctuation choices affect the tone and style of writing.
Suggested Activities
Comma Practice

Specific Learning Objective: Apply punctuation rules independently in various writing tasks, including essays, narratives, and formal letters.
Suggested Activities
Dramatic Punctuation

Specific Learning Objective: Collaborate with peers to edit and revise written work for punctuation accuracy.
Suggested Activities
Punctuation Project

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments		
Summative	Formative	Performance
<p>The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement:</p> <ul style="list-style-type: none">● Pre-Test● Unit Test	<p>The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:</p> <ul style="list-style-type: none">● Teacher observations● Self-Assessments● Student record-keeping● Quizzes● Warm-ups● Exit Tickets● Participation in class discussions● Independent Practice	<p>The following assessments require students to utilize various strands of mathematics.</p> <ul style="list-style-type: none">● Projects● Performance Tasks● Homework● Classwork
<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none">● Special Education● 504 Students● At Risk Students● MLL● Gifted and Talented		

State Mandates and Resources
<ul style="list-style-type: none">● New Jersey Student Learning Standards● WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Intermediate

Course Number: 050200

Unit Title: "I Have a Dream" and the Perfect and Continuous Present Tense

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: "I Have a Dream" and the Perfect and Continuous Present Tense

This unit centers around Martin Luther King Jr.'s iconic speech, "I Have a Dream," exploring how the present perfect and present continuous tenses are used to convey enduring aspirations and ongoing struggles. Through a blend of English Language Arts and Social Studies, students will analyze the grammatical structures employed in the speech to connect historical context with contemporary issues. They will also examine the speech's impact on civil rights movements and its relevance today.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none">How does the present perfect tense connect past actions or experiences to the present moment?When do we use the present perfect tense versus the simple past tense?What are the key components of forming sentences in the present perfect tense?How does the present continuous tense describe actions that are ongoing at the moment of speaking?What are the differences between the present continuous and simple present tenses?In what situations do we use the present continuous tense instead of the simple present tense?How do the present perfect and present continuous tenses impact the meaning and emphasis of a sentence?	<ol style="list-style-type: none">Identify the formation and usage of the present perfect tense to connect past actions or experiences with the present.Formulate sentences using "have" or "has" with appropriate past participles to express actions that began in the past and have relevance to the present.Differentiate between the present perfect and simple past tenses in context.Explain the uses of the present continuous tense to describe actions that are ongoing at the moment of speaking.Construct sentences using "am/is/are" with present participles to describe temporary actions or future arrangements.Compare and contrast the present continuous and simple present tenses, identifying their distinct uses.Analyze texts to identify	<ol style="list-style-type: none">WIDA Standard 2: Language of Language Arts/ NJSLS.ELA-Literacy.L.9-10.1WIDA Standard 2: Language of Language Arts/ NJSLS.ELA-Literacy.L.9-10.1:WIDA Standard 2: Language of Language Arts/NJSLS.ELA-Literacy.L.9-10.1WIDA Standard 2: Language of Language Arts/ NJSLS.ELA-Literacy.L.9-10.1WIDA Standard 2: Language of Language Arts/ NJSLS.ELA-Literacy.L.9-10.1:WIDA Standard 2: Language of Language Arts/NJSLS.ELA-Literacy.L.9-10.1:

<p>8. How can we identify and interpret the present perfect and present continuous tenses in written and spoken texts?</p> <p>9. What strategies can we use to effectively use the present perfect and present continuous tenses in everyday communication?</p> <p>10. How do the present perfect and present continuous tenses contribute to expressing ideas about personal experiences, plans, and ongoing events?</p> <p>11. "How does Martin Luther King Jr.'s use of the present perfect and present continuous tenses in 'I Have a Dream' connect past struggles for civil rights with ongoing movements for social justice today?"</p>	<p>instances of the present perfect and present continuous tenses, and explain their significance in context.</p> <p>8. Apply the present perfect and present continuous tenses in spoken and written communication, such as describing personal experiences, making plans, or discussing current events.</p> <p>9. Create original sentences and paragraphs using both present perfect and present continuous tenses effectively and accurately.</p> <p>10. Identify instances of the present perfect tense in "I Have a Dream" to connect past aspirations with present realities.</p> <p>11. Analyze the use of the present continuous tense to describe ongoing social injustices and movements in the speech.</p> <p>12. Differentiate between the present perfect and simple past tenses used by Martin Luther King Jr. to emphasize historical events.</p>	<p>7. WIDA Standard 2: Language of Language Arts/NJSLS.ELA-Literacy.L.9-10.2</p> <p>8. WIDA Standard 2: Language of Language Arts/ NJSLS.ELA-Literacy.L.9-10.6.</p> <p>9. WIDA Standard 2: Language of Language Arts/NJSLS.ELA-Literacy.W.9-10.4</p> <p>10. WIDA Standard 5: The Language of Social Studies/NJSLS.ELA-Literacy.L.9-10.1</p> <p>11. WIDA Standard 5: The Language of Social /NJSLS.ELA-Literacy.RI.9-10.1</p> <p>12. WIDA Standard 5: The Language of Social/NJSLS.ELA-Literacy.L.9-10.1</p>
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<p>Tier 2 Vocabulary High-frequency words used throughout the unit</p>	<p>Tier 3 Vocabulary Discipline-specific words used throughout the unit</p>
<p>Formation, Usage, Past actions, Experiences, Relevance, Past participles, Simple past tense, Present continuous tense, Temporary actions, Future arrangements, Distinct uses, Significance, Personal experiences, Current events, Aspirations, Social injustices, Movements, Emphasize, Historical events, Context</p>	<p>Segregation, Discrimination, Desolate, Exile, Nullification, Redeem, Interposition, Inalienable, Oppression, Hallowed, Quicksands, Degenerate</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

<p>Interdisciplinary Connections</p>
<p>Interdisciplinary Connections & NJSLS</p>

1. Identify the formation and usage of the present perfect tense to connect past actions or experiences with the present.

- NJSLS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Formulate sentences using "have" or "has" with appropriate past participles to express actions that began in the past and have relevance to the present.

- NJSLS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Differentiate between the present perfect and simple past tenses in context.

- NJSLS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4. Explain the uses of the present continuous tense to describe actions that are ongoing at the moment of speaking.

- NJSLS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5. Construct sentences using "am/is/are" with present participles to describe temporary actions or future arrangements.

- NJSLS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6. Compare and contrast the present continuous and simple present tenses, identifying their distinct uses.

- NJSLS.ELA-Literacy.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

7. Analyze texts to identify instances of the present perfect and present continuous tenses, and explain their significance in context.

- NJSLS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

8. Apply the present perfect and present continuous tenses in spoken and written communication, such as describing personal experiences, making plans, or discussing current events.

- NJSLS.ELA-Literacy.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

9. Create original sentences and paragraphs using both present perfect and present continuous tenses effectively and accurately.

- NJSLS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

10. Identify instances of the present perfect tense in "I Have a Dream" to connect past aspirations with present realities.

- NJSLS.Social Studies.9-12.6.5.D.4: Analyze historical, literary, and primary source texts to determine the intended and actual effects of public speeches, including the use of rhetorical devices.

11. Objective 11: Analyze the use of the present continuous tense to describe ongoing social injustices and movements in the speech.

- NJSLS.Social Studies.9-12.6.5.D.5: Analyze the causes, effects, and persistence of social injustice and human rights violations in the United States and globally, including the strategies used to respond to these challenges.

12. Differentiate between the present perfect and simple past tenses used by Martin Luther King Jr. to emphasize historical events.

- NJSLS.Social Studies.9-12.6.2.D.7: Analyze the connections among historical events, the actions of individuals, and the social, cultural, and economic influences and conditions of the time periods in the United States and world history.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency

level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Identify the formation and usage of the present perfect tense to connect past actions or experiences with the present.

Suggested Activities

Present Perfect Tense

Specific Learning Objective: Formulate sentences using "have" or "has" with appropriate past participles to express actions that began in the past and have relevance to the present.

Suggested Activities

Past Perfect

Specific Learning Objective: Differentiate between the present perfect and simple past tenses in context.

Suggested Activities

Present Perfect Tense Review

Specific Learning Objective: Explain the uses of the present continuous tense to describe actions that are ongoing at the moment of speaking.

Suggested Activities

Present Perfect Continuous

Specific Learning Objective: Construct sentences using "am/is/are" with present participles to describe temporary actions or future arrangements.

Suggested Activities

[Uses of Present Continuous](#)

Specific Learning Objective: Compare and contrast the present continuous and simple present tenses, identifying their distinct uses.

Suggested Activities

Present Perfect Continuous

Specific Learning Objective: Analyze texts to identify instances of the present perfect and present continuous tenses, and explain their significance in context.

Suggested Activities

Worksheet

Specific Learning Objective: Apply the present perfect and present continuous tenses in spoken and written communication, such as describing personal experiences, making plans, or discussing current events.

Suggested Activities

I have been doing...

Specific Learning Objective: Create original sentences and paragraphs using both present perfect and present continuous tenses effectively and accurately.

Suggested Activities

Google Form

Specific Learning Objective: Identify instances of the present perfect tense in "I Have a Dream" to connect past aspirations with present realities.

Suggested Activities

I Have a Dream Listening Activity

Specific Learning Objective: Analyze the use of the present continuous tense to describe ongoing social injustices and movements in the speech.

Suggested Activities

I Have a Dream Cloze Reading

Specific Learning Objective: Differentiate between the present perfect and simple past tenses used by Martin Luther King Jr. to emphasize historical events.

Suggested Activities

The Struggle for Civil Rights

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments

Summative	Formative	Performance
<p>The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement:</p> <ul style="list-style-type: none"> ● Pre- Test ● Unit Test 	<p>The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:</p> <ul style="list-style-type: none"> ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice 	<p>The following assessments require students to utilize various strands of mathematics.</p> <ul style="list-style-type: none"> ● Projects ● Performance Tasks ● Homework ● Classwork

List of Accommodations and Modifications

- Special Education
- 504 Students
- At Risk Students
- MLL
- Gifted and Talented

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Intermediate

Course Number: 050200

Unit Title: All Aboard *The Titanic*

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: All Aboard *The Titanic*

In this unit, students will explore the historical event of the sinking of the Titanic while mastering key grammatical concepts. Students will learn and practice the simple past tense to recount events leading up to and during the disaster, and the past continuous tense to describe ongoing actions at specific moments. The unit will also cover the superlative form to compare elements related to the Titanic, such as the ship's size and the severity of the event. Through reading, writing, and speaking activities, students will enhance their language skills while gaining historical knowledge. Interactive tasks, such as role-plays and presentations, will help solidify their understanding and application of these grammatical structures.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none">1. How can the simple past tense be used to recount historical events accurately?2. In what ways does the past continuous tense help describe ongoing actions during a specific moment in history?3. How does the use of superlatives enhance our understanding and comparison of historical events and their significance?4. What were the key events and factors that led to the sinking of the Titanic?5. How can we use different grammatical structures to tell the story of the Titanic in a compelling and accurate manner?6. What can we learn from the stories of the people who experienced the Titanic disaster?	<ol style="list-style-type: none">1. Identify and use the simple past tense to recount the events leading up to and during the sinking of the Titanic.2. Apply the past continuous tense to describe ongoing actions and situations at specific moments during the Titanic's voyage and sinking.3. Form and use superlatives to compare and describe various aspects of the Titanic and the events surrounding its sinking.4. Summarize the sequence of events related to the Titanic disaster, highlighting key moments and decisions.5. Analyze primary and secondary sources about the Titanic to understand different perspectives on the event.6. Discuss the causes and effects of the Titanic sinking, identifying key factors that contributed to the disaster.7. Describe the experiences of	<ol style="list-style-type: none">1. WIDA: ELD Standard 2 - Language of Language Arts/NJSLSA.W42. WIDA: ELD Standard 2 - Language of Language Arts/NJSLSA.L13. WIDA: ELD Standard 1 - Social and Instructional Language/NJSLSA.L14. WIDA: ELD Standard 5 - Language of Social Studies/NJSLSA.W45. WIDA: ELD Standard 5 - Language of Social Studies/NJSLSA.R16. WIDA: ELD Standard 5 - Language of Social Studies/NJSLSA.SL17. WIDA: ELD Standard 2 - Language of Language Arts/NJSLSA.W38. WIDA: ELD Standard 2 - Language of Language Arts/NJSLSA.W39. WIDA: ELD Standard 5 - Language of Social Studies/NJSLSA.R910. WIDA: ELD Standard 1 - Social and Instructional Language/NJSLSA.SL1

	<p>passengers and crew using appropriate grammatical structures.</p> <p>8. Compose written narratives and oral presentations using the simple past tense, past continuous tense, and superlatives to convey historical information effectively.</p> <p>9. Compare and contrast the Titanic's features and the disaster's impact using superlative forms.</p> <p>10. Engage in collaborative activities such as role-plays and group discussions to practice language skills and deepen understanding of the Titanic's history.</p>	
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<p style="text-align: center;">Tier 2 Vocabulary</p> <p style="text-align: center;">High-frequency words used throughout the unit</p>	<p style="text-align: center;">Tier 3 Vocabulary</p> <p style="text-align: center;">Discipline-specific words used throughout the unit</p>
<p>Titanic, voyage, iceberg, disaster, sinking, passenger, crew, lifeboat, survivor, captain, collision, deck, rescue, distress signal, Carpathia (rescue ship), maritime, unsinkable, shipwreck, watertight compartments, liner, luxury, primary source, secondary source, impact, historical context, role-play, discussion, collaboration, presentation, oral, written, interactive, task, activity, practice, feedback, largest, most luxurious, fastest, heaviest, safest, coldest, deepest, most tragic, furthest, highest, hull, engine room, funnel, propeller, cabin, first class, second class, third class, boiler room, bridge, ballroom, dining room, gymnasium, swimming pool, promenade deck</p>	<p>simple past tense, past continuous tense, superlative, comparative, verb tense, regular verb, irregular verb, past participle, ongoing action, event sequence, narrative, conjugation, grammar structures, adjective, adverb, summarize, recount, describe, compare, contrast, analyze, perspective, cause and effect, key moment, decision, sequence of events</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

<p style="text-align: center;">Interdisciplinary Connections</p>
<p style="text-align: center;">Interdisciplinary Connections & NJSL</p>
<p>1. Identify and use the simple past tense to recount the events leading up to and during the sinking of the Titanic.</p> <ul style="list-style-type: none"> NJSLS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 6.1.12.A.9.a: Analyze the factors that led to World War I and evaluate the impact of the war on the United States economy and society.

2. Apply the past continuous tense to describe ongoing actions and situations at specific moments during the Titanic's voyage and sinking.

- 6.1.12.B.6.b: Analyze the impact of technological advancements on leisure time, the spread of information, and the creation of the modern culture.

3. Form and use superlatives to compare and describe various aspects of the Titanic and the events surrounding its sinking.

- 6.1.12.C.6.a: Evaluate the economic, political, and social impact of new technologies on the development of modern America.

4. Summarize the sequence of events related to the Titanic disaster, highlighting key moments and decisions.

- 6.1.12.A.7.a: Analyze the ways in which technological and scientific advances have impacted economic development, quality of life, and standard of living in the United States.

5. Analyze primary and secondary sources about the Titanic to understand different perspectives on the event.

- 6.1.12.D.12.a: Analyze how different historical perspectives and interpretations have impacted our understanding of the world today.

6. Discuss the causes and effects of the Titanic sinking, identifying key factors that contributed to the disaster.

- 6.1.12.B.8.a: Determine the impact of the expansion of industrialization on individuals, the environment, and the economy.

7. Describe the experiences of passengers and crew using appropriate grammatical structures.

- 6.1.12.C.5.b: Analyze the reasons for the development of unions and the impact of their actions on industry and workers.

8. Compose written narratives and oral presentations using the simple past tense, past continuous tense, and superlatives to convey historical information effectively.

- 6.1.12.D.13.a: Assess the impact of various artists, writers, and musicians on the national culture in different eras and regions of the United States.

9. Compare and contrast the Titanic's features and the disaster's impact using superlative forms.

- 6.1.12.C.6.a: Evaluate the economic, political, and social impact of new technologies on the development of modern America.

10. Engage in collaborative activities such as role-plays and group discussions to practice language skills and deepen understanding of the Titanic's history.

- NJSLS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics,

texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest;

Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Identify and use the simple past tense to recount the events leading up to and during the sinking of the Titanic.

Suggested Activities

Buying a Ticket

Specific Learning Objective: Apply the past continuous tense to describe ongoing actions and situations at specific moments during the Titanic's voyage and sinking.

Suggested Activities

Eva's Testimony

Specific Learning Objective: Form and use superlatives to compare and describe various aspects of the Titanic and the events surrounding its sinking.

Suggested Activities

The Superlative

Specific Learning Objective: Summarize the sequence of events related to the Titanic disaster, highlighting key moments and decisions.

Suggested Activities

What Were They Doing?

Specific Learning Objective: Analyze primary and secondary sources about the Titanic to understand different perspectives on the event.

Suggested Activities

The Tickets

Specific Learning Objective: Discuss the causes and effects of the Titanic sinking, identifying key factors that contributed to the disaster.

Suggested Activities

The Titanic

Specific Learning Objective: Describe the experiences of passengers and crew using appropriate grammatical structures.

Suggested Activities

Past Continuous Tense

Specific Learning Objective: Compose written narratives and oral presentations using the simple past tense, past continuous tense, and superlatives to convey historical information effectively.

Suggested Activities

In charge of the Titanic

Specific Learning Objective: Compare and contrast the Titanic's features and the disaster's impact using superlative forms.

Suggested Activities

Let's Go

Specific Learning Objective: Engage in collaborative activities such as role-plays and group discussions to practice language skills and deepen understanding of the Titanic's history.

Suggested Activities

In small groups, discuss how the events unfolded and their impact, using new vocabulary and expressions you've learned.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments		
Summative	Formative	Performance
<p>The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement:</p> <ul style="list-style-type: none"> ● Pre- Test ● Unit Test 	<p>The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:</p> <ul style="list-style-type: none"> ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice 	<p>The following assessments require students to utilize various strands of mathematics.</p> <ul style="list-style-type: none"> ● Projects ● Performance Tasks ● Homework ● Classwork
<p>List of Accommodations and Modifications</p> <ul style="list-style-type: none"> ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented 		

State Mandates and Resources
<ul style="list-style-type: none"> ● New Jersey Student Learning Standards ● WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Intermediate

Course Number: 050200

Unit Title: Health and Wellness

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Health and Wellness

The Health and Wellness unit for ELL high school intermediate students integrates English grammar lessons with discussions on personal health habits and future planning. Students explore descriptive adjectives and adverbs to articulate their current health routines and goals. They learn to use modal verbs and conditional sentences to give advice on nutrition and exercise. Discussions on mental health incorporate reported speech and expressions of emotions, while comparisons of healthy choices utilize comparative and superlative adjectives. Throughout the unit, students practice using the future tense to discuss future health goals, predictions, and plans, culminating in presentations that reflect on their personal health journeys and linguistic development.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none">1. How can descriptive language help us communicate about our personal health habits and wellness routines?2. What role do modal verbs and conditional sentences play in giving and receiving health advice?3. How does understanding grammar help us discuss future health goals and plans effectively?4. How do we use comparative and superlative adjectives when comparing healthy and unhealthy lifestyle choices?5. How can different verb tenses, such as the future tense, help us articulate our long-term health aspirations and predictions?	<ol style="list-style-type: none">1. Develop proficiency in using descriptive adjectives and adverbs to articulate personal health habits and routines.2. Practice forming comparative and superlative adjectives to compare healthy and unhealthy choices.3. Master the use of modal verbs (should, must) and conditional sentences to give advice on nutrition, exercise, and mental health.4. Understand and apply future tense (will, going to) to discuss future health goals, predictions, and plans.5. Enhance speaking and listening skills through role-play activities, discussions, and presentations on health and wellness topics.6. Practice reporting statements and discussing emotions related to mental health using reported speech.7. Analyze the impact of lifestyle	<ol style="list-style-type: none">1. WIDA Standard 2: Language of Language Arts/NJSLS:RL.9-10.42. WIDA Standard 2: Language of Language Arts/NJSLS:L.9-10.13. WIDA Standard 1: Social and Instructional Language/NJSLS:L.9-10.14. WIDA Standard 1: Social and Instructional Language/NJSLS:L.9-10.15. WIDA Standard 4: Language of Science/NJSLS: SL.9-10.16. WIDA Standard 1: Social and Instructional Language/NJSLS:SL.9-10.47. WIDA Standard 4: Language of Science/NJSLS:RH.9-10.98. WIDA Standard 1: Social and Instructional Language/NJSLS:W.9-10.49. WIDA Standard 2: Language of Language Arts/SL.9-10.510. WIDA Standards 5: Language of Social Studies/NJSLS: RH.9-10.2

	<p>choices on personal health and well-being.</p> <p>8. Reflect on personal health goals and create actionable plans using various grammar structures learned.</p> <p>9. Integrate health-related vocabulary and grammar structures into written compositions, presentations, and interactive activities.</p> <p>10. Connect language learning with real-life scenarios and future health predictions.</p>	
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Tier 2 Vocabulary High-frequency words used throughout the unit	Tier 3 Vocabulary Discipline-specific words used throughout the unit
<p>healthy, unhealthy, balanced, nutritious, active, sedentary, stressful, relaxing, moderate, excessive, regularly, occasionally, daily, weekly, carefully, actively, mindfully, healthier, less healthy, more nutritious, less stressful, better, worse, healthiest, least healthy, most nutritious, least stressful, best, worst, should, must, can, could, might, tomorrow, next week, in the future, by the end of the year, discuss, explain, present, express, share, understand, listen, respond, ask questions, clarify, say, tell, explain, describe, mention, stressed, relaxed, anxious, calm, happy, sad, affect, influence, benefit, harm, improve, worsen, reflect, consider, evaluate, assess, plan, set goals, achieve, change</p>	<p>write, compose, create, draft, edit, present, demonstrate, illustrate, share, explain, daily routines, health check-ups, doctor visits, exercise plans, predict, foresee, anticipate, expect, speculate</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections
Interdisciplinary Connections & NJSLS
<p>1. Develop proficiency in using descriptive adjectives and adverbs to articulate personal health habits and routines.</p> <ul style="list-style-type: none"> • NJSLS:RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. • NJSLS: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-S: Strand 9-12: Practices Used to Study the Natural World
- NJSLS-PE: Physical Education, Health and Physical Education Standard 2.5: Wellness, health and healthy behavior

2. Practice forming comparative and superlative adjectives to compare healthy and unhealthy choices.

- NJSLS:L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Master the use of modal verbs (should, must) and conditional sentences to give advice on nutrition, exercise, and mental health.

- NJSLS:L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4. Understand and apply future tense (will, going to) to discuss future health goals, predictions, and plans.

- NJSLS:L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5. Enhance speaking and listening skills through role-play activities, discussions, and presentations on health and wellness topics.

- NJSLS:SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

6. Practice reporting statements and discussing emotions related to mental health using reported speech.

- NJSLS:SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

7. Analyze the impact of lifestyle choices on personal health and well-being.

- NJSLS-S: Strand 9-12: Practices Used to Study the Natural World

8. Reflect on personal health goals and create actionable plans using various grammar structures learned.

- NJSLS:W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9. Integrate health-related vocabulary and grammar structures into written compositions, presentations, and interactive activities.

- NJSLS: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.

10. Connect language learning with real-life scenarios and future health predictions.

- NJSLS-S: Strand 9-12: Practices Used to Study the Natural World

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest;

Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Develop proficiency in using descriptive adjectives and adverbs to articulate personal health habits and routines.

Suggested Activities

Adverbs

Specific Learning Objective: Practice forming comparative and superlative adjectives to compare healthy and unhealthy choices.

Suggested Activities

Comparative/Superlative

Specific Learning Objective: Master the use of modal verbs (should, must) and conditional sentences to give advice on nutrition, exercise, and mental health.

Suggested Activities

Modal verbs

Specific Learning Objective: Understand and apply future tense (will, going to) to discuss future health goals, predictions, and plans.

Suggested Activities

Specific Learning Objective: Enhance speaking and listening skills through role-play activities, discussions, and presentations on health and wellness topics.

Suggested Activities

Future Tense

Specific Learning Objective: Practice reporting statements and discussing emotions related to mental health using reported speech.

Suggested Activities

Emotion Regulation

Specific Learning Objective: Analyze the impact of lifestyle choices on personal health and well-being.

Suggested Activities

Lifestyle Quiz

Specific Learning Objective: Reflect on personal health goals and create actionable plans using various grammar structures learned.

Suggested Activities

Lifestyle Plan Template

Specific Learning Objective: Integrate health-related vocabulary and grammar structures into written compositions, presentations, and interactive activities.

Suggested Activities

Create a presentation on a health topic of your choice using at least 10 health-related vocabulary words and incorporating present perfect and present continuous tenses in your explanations. Include interactive elements such as quizzes or polls to engage the audience. Submit a written reflection on how effectively you integrated the vocabulary and grammar structures into your presentation.

Specific Learning Objective: Connect language learning with real-life scenarios and future health predictions.

Suggested Activities

Rethinking Anxiety

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments

Summative	Formative	Performance
<p>The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement:</p> <ul style="list-style-type: none">● Pre-Test● Unit Test	<p>The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:</p> <ul style="list-style-type: none">● Teacher observations● Self-Assessments● Student record-keeping● Quizzes● Warm-ups● Exit Tickets● Participation in class discussions● Independent Practice	<p>The following assessments require students to utilize various strands of mathematics.</p> <ul style="list-style-type: none">● Projects● Performance Tasks● Homework● Classwork

List of Accommodations and Modifications

- Special Education
- 504 Students
- At Risk Students
- MLL
- Gifted and Talented

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards