

Black Horse Pike Regional School District

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

Course Name: MLL Advanced

Course Number: 050300

Course Overview/Description:

This is an advanced level course for English Language Learners who possess “expanding” or “bridging” proficiency levels as defined in the WIDA Consortium CAN DO Descriptors. Students in Advanced ESL will work to expand their linguistic complexity, vocabulary usage, and language control. The quality and quantity of their oral and written discourse and reading comprehension will increase in fluency. Engagement in fictional and nonfictional texts will compel students to exercise their abilities in the areas of pronunciation, listening, vocabulary knowledge, reading comprehension, speech, presentation, and writing. 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:

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- 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):

[College and Career](#)
[Animal Farm](#)

[Holes](#)
[Short Stories](#)

[Informational Texts](#)
[The Brain](#)
[Urban Legends](#)

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.

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Course Name: MLL Advanced

Course Number: 050300

Unit Title: College and Career

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: College and Career

In this unit, students will begin to actively plan for their futures by investigating the steps that will be necessary to achieve professional or lifestyle goals. Students will learn how to build a resume, develop an industry specific cover letter, and write a professional thank you card. This unit is valuable because it allows students the opportunity to become familiar with the language and processes associated with obtaining a postsecondary education, thereby, connecting personal interests and values to college majors and future careers. Moreover, it encourages students to develop a values-driven decision-making process.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none">1. How do you envision your future?2. What are the current trends in today's job market?3. What career or job would you like to pursue after high school?4. What post-secondary option is right for you?5. What is the job description of your desired career?6. What are the credentials required to work in your desired career?7. What are the components and language of a professional resume?8. What is the purpose of a professional cover letter?9. How should a candidate	<ol style="list-style-type: none">1. Identify a career or job that you are interested in and write 10 keywords that are related to this career or job.2. Practice proofreading a resume following a resume checklist.3. Create a career and school vision board to visually show where you see yourself in your career or school in five years and compose a three paragraph companion essay describing the vision board.4. Review labor market trends to identify growing or shrinking occupations.5. Research occupation of choice to determine: main duties and responsibilities, necessary education and training	<ol style="list-style-type: none">1. WIDA Standard 4: The Language of Science2. WIDA Standard 1: Social and Instructional Language/NJSLS ELA-Literacy.W.9-10.53. WIDA Standard 1: Social and Instructional Language/NJSLS ELA-Literacy.W.9-10.24. WIDA Standard 5: The Language of Social Studies/NJSLS SS-History.CCRA.R.75. WIDA Standard 4: The Language of Science/NJSLS SS-History.CCRA.W.76. WIDA Standard 1: Social and Instructional Language/ NJSLS ELA-Speaking and Listening.CCRA.SL.1

<p>prepare for an interview? What is the professional etiquette for an interview? 10. What tenses are used to express future plans?</p>	<p>requirements, additional qualifications such as licensing, average salary, employment outlook, and school work necessary to prepare for this occupation. 6. Prepare responses to common interview questions and engage in a mock interview for chosen profession. 7. Develop skills to locate, evaluate, and interpret career information. 8. Students will develop a personal statement that can be used in the college admissions process or as the basis for application to other programs that require a personal statement. 9. Write effective business letters including cover letters and thank you letters. 10. Create a visual storyboard to demonstrate knowledge of business etiquette, i.e. attire, body language, formal speech, and expectations. 11. Create an Action Plan mapping future plans after high school.</p>	<p>7. WIDA Standard 5: The Language of Social Studies/NJSLS SS-History.CCRA.R.1 8. WIDA Standard 1: Social and Instructional Language/NJSLS ELA-Literacy.W.9-10.1 9. WIDA Standard 3: The Language of Mathematics/NJSLS ELA-Writing.CCRA.W.4 10. WIDA Standard 2: The Language of Language Arts/NJSLS ELA-Speaking and Listening.CCRA.SL.5 11. WIDA Standard 1: Social and Instructional Language/NJSLS CCRA.R.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>Objective Statement, Skills Summary, Work Experience, Education History, Certifications, Achievements, References, Contact Information, Salutation, Introduction Paragraph, Body Paragraphs, Closing Paragraph, Signature, Enclosure, Professionalism, Etiquette, Formality, Gratitude, Appreciation, Networking, Follow-up, Postsecondary Education, College Major, Career Pathway, Professional Development, Skills Development, Values-driven Decision-making, Industry-specific Terms, Interests, Values, Goals, Aspirations, Decision-making Process, Personal Growth, Self-assessment, Application, Interview, Job Search, Job Posting, Qualifications, Hiring Process, Onboarding, Future Plans, Goals, Aspirations, Career Path, Education Pathway, Professional Development, Employment Outlook, Industry Trends, Long-term Goals, Short-term Goals, Vision, Strategic Planning,</p>	<p>will, going to, plan to, expect to, aspire to, Intend to, aim to, hope to, seek to, desire to, wish to, look forward to</p>

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

Interdisciplinary Connections

Interdisciplinary Connections & NJSL

1. Identify a career or job and write 10 keywords:

- NJSL: Not specifically aligned with a standard, but supports career readiness skills development

2. Practice proofreading a resume:

- 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.

3. Create a career and school vision board with a companion essay:

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

4. Review labor market trends:

- NJSL SS-History.CCRA.R.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

5. Research occupation of choice:

- NJSL SS-History.CCRA.W.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.

6. Prepare responses to common interview questions:

- NJSL ELA-Speaking and Listening.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

7. Develop skills to locate, evaluate, and interpret career information:

- NJSL SS-History.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

8. Develop a personal statement:

- NJSLS ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9. Write effective business letters:

- NJSLS ELA-Writing.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

10. Create a visual storyboard demonstrating business etiquette:

- NJSLS ELA-Speaking and Listening.CCRA.SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11. Create an Action Plan mapping future plans after high school:

- NJSLS CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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 a career or job that you are interested in and write 10 keywords that are related to this career or job.

Suggested Activities

[First steps to my future](#)

Specific Learning Objective: Practice proofreading a resume following a resume checklist.

Suggested Activities

[Student Resume Checklist](#)

Specific Learning Objective: Create a career and school vision board to visually show where you see yourself in your career or school in five years and compose a three paragraph companion essay describing the vision board.

Suggested Activities

[Career Vision Board](#)

Specific Learning Objective: Review labor market trends to identify growing or shrinking occupations.

Suggested Activities

[U.S. BUREAU OF LABOR STATISTICS](#)

Specific Learning Objective: Research occupation of choice to determine: main duties and responsibilities, necessary education and training requirements, additional qualifications such as licensing, average salary, employment outlook, and school work necessary to prepare for this occupation.

Suggested Activities

[Career Research](#)

Specific Learning Objective: Prepare responses to common interview questions and engage in a mock interview for chosen profession.

Suggested Activities

[Mock Interview](#)

Specific Learning Objective: Develop skills to locate, evaluate, and interpret career information.

Suggested Activities

[Finding a job](#)

Specific Learning Objective: Students will develop a personal statement that can be used in the college admissions process or as the basis for application to other programs that require a personal statement.

Suggested Activities

[College Admissions Secrets](#)

Specific Learning Objective: Write effective business letters including cover letters and

thank you letters.

Suggested Activities

[Intro to Cover Letters](#)

Specific Learning Objective:. Create a visual storyboard to demonstrate knowledge of business etiquette, i.e. attire, body language, formal speech, and expectations.

Suggested Activities

[Storyboard](#)

Specific Learning Objective:. Create an Action Plan mapping future plans after high school.

Suggested Activities

[Pursuit of Happiness movie connection](#)

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 Advanced

Course Number: 050300

Unit Title: *Animal Farm*

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: *Animal Farm*

Through Animal Farm, students will study the way language can control the masses. The symbolism and imagery will require students to think critically to interpret them. Students will draw parallels between the characters in Orwell's book to notorious and ruthless leaders from the 20th century. Analyzing the pigs' cunning use of peer pressure to manipulate and exploit the other animals will direct students to examine the peer pressures they face, as well as, the opposite examples of the political maneuvering and propaganda prevalent today. Students will differentiate between ethical leadership and non-ethical leadership by comparing and contrasting the modern types of government. Students will explore moral dilemmas, social injustices, and the devices of satire.

Essential Questions

Learning Targets/Objectives

NJSLS/WIDA Standard

1. How can an author's use of allegory promote social change?
2. What is allegory and why is it a powerful way to express an idea?
3. What do the characters and events in Animal Farm symbolize?
4. How does George Orwell convey his ideas about government abuses in Animal Farm?
5. How can an author's personal experiences influence his/her work?

1. Define, recognize and provide examples for the literary devices: allegory, fable and satire.
2. Relate the historical context, namely the Russian Revolution, to better understand the novel and its intended purpose.
3. Utilize prior knowledge and context clues to understand new words.
4. Identify the universal themes allegorized in Animal Farm, such as: complacency, ignorance and greed for power.
5. Illustrate what a utopian world is by describing a perfect high school.
6. Listen and respond to The Beatles' "Revolution" and question if revolution without violence is possible.
7. Examine the Seven Commandments to determine if they reflect Old Major's dream for the animals.
8. Identify examples of propaganda present in Animal Farm.
9. Research the Russian Revolution and point out similarities between real people and events and those in the novel.
10. Explain how Animal Farm can be seen as a fable even though it does not conclude with a stated moral, then suggest a moral of your own and explain it in terms of the novel.
11. Give examples of peer pressure as used in the novel, paying close attention to Boxer and the sheep.
12. Speculate why Orwell made the reader sympathize with all the animals, except the pigs; the most intelligent beasts and the closest to humans of any of the animals.
13. Discuss the importance of education as it evolves during the course of the novel.
14. Write a continuation of the novel starting at the point the novel ends to consider if a new revolutionary leader appears, or when and how might the society

1. WIDA Standard 2: The Language of Language Arts/NJSLSA.RL.9-10.4
2. WIDA Standard 5: The Language of Social Studies/NJSLSA.RL.9-10.9
3. WIDA Standard 1: Social and Instructional Language/NJSLSA.L.9-10.4
4. WIDA Standard 2: The Language of Language Arts/NJSLSA.RL.9-10.2
5. WIDA Standard 1: Social and Instructional Language/NJSLSA.W.9-10.2
6. WIDA Standard 1: Social and Instructional Language/NJSLSA.SL.9-10.1
7. WIDA Standard 2: The Language of Language Arts/NJSLSA.RL.9-10.5
8. WIDA Standard 5: The Language of Social Studies/NJSLSA.RI.9-10.8
9. WIDA Standard 5: The Language of Social Studies/NJSLSA.W.9-10.7
10. WIDA Standard 2: The Language of Language Arts/NJSLSA.RL.9-10.1
11. WIDA Standard 2: The Language of Language Arts/NJSLSA.RL.9-10.3
12. WIDA Standard 2: The Language of Language Arts/NJSLSA.RL.9-10.6
13. WIDA Standard 2: The Language of Language Arts/NJSLSA.RL.9-10.2
14. WIDA Standard 2: The Language of Language Arts/NJSLSA.W.9-10.3
15. WIDA Standard 5: The Language of Social Studies/NJSLSA.SL.9-10.4
16. WIDA Standard 2: The Language of Language Arts/NJSLSA.W.9-10.3

	<p>fail.</p> <p>15. Select major events from the book and present each as part of a series of televised news reports.</p> <p>16. Write a dialogue between Snowball and Napoleon as it might have happened over the need for a windmill.</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>propaganda, utopia, dystopia, revolution, totalitarianism, comrades, regime, tyranny, rebellion, coup, dictator, oppression, exploitation, proletariat, bourgeoisie, class struggle, scapegoat, idealism, corruption, symbolism, irony, foreshadowing, moral, ignorance, greed, complacency, manipulation, deception, betrayal, Machiavellian, cult of personality, totalitarian, repression, regime change, autocracy, socialism, communism, capitalism, bureaucracy, Orwellian</p>	<p>allegory, fable, satire</p>

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

<p>Interdisciplinary Connections</p>
<p>Interdisciplinary Connections & NJSL</p>
<p>1. Define, recognize and provide examples for the literary devices: allegory, fable, and satire.</p> <ul style="list-style-type: none"> ● NJSLSA.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>2. Relate the historical context, namely the Russian Revolution, to better understand the novel and its intended purpose.</p> <ul style="list-style-type: none"> ● NJSLSA.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work. ● 6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I. ● 6.2.12.HistoryUP.4.b: Analyze the impact of the Russian Revolution and other significant events of the early 20th century on the world.

3. Utilize prior knowledge and context clues to understand new words.

- **NJSLSA.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.
- **6.2.12.CivicsPR.4.a:** Analyze the impact of various ideologies on different nations and groups of people.
- **6.2.12.EconEM.4.a:** Assess the impact of government policies on economic growth and development during this time period.

4. Identify the universal themes allegorized in *Animal Farm*, such as: complacency, ignorance and greed for power.

- **NJSLSA.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; provide an objective summary of the text.
- **6.2.12.CivicsDP.4.a:** Compare and contrast various forms of government around the world, including the ideologies that influenced them.
- **6.2.12.CivicsPR.4.b:** Assess the effectiveness of different forms of propaganda in influencing public opinion and government policies.

5. Illustrate what a utopian world is by describing a perfect high school.

- **NJSLSA.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.
- **6.2.12.HistoryCC.4.a:** Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
- **6.2.12.HistoryUP.4.b:** Analyze the impact of the Russian Revolution and other significant events of the early 20th century on the world.

6. Listen and respond to The Beatles' "Revolution" and question if revolution without violence is possible.

- **NJSLSA.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.

7. Examine the Seven Commandments to determine if they reflect Old Major's dream for the animals.

- **NJSLSA.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.

8. Identify examples of propaganda present in *Animal Farm*.

- **NJSLSA.RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

9. Research the Russian Revolution and point out similarities between real people and events and those in the novel.

- **NJSLSA.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.

10. Explain how *Animal Farm* can be seen as a fable even though it does not conclude with a stated moral, then suggest a moral of your own and explain it in terms of the novel.

- **NJSLSA.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.
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11. Give examples of peer pressure as used in the novel, paying close attention to Boxer and the sheep.

- **NJSLSA.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.

12. Speculate why Orwell made the reader sympathize with all the animals, except the pigs; the most intelligent beasts and the closest to humans of any of the animals.

- **NJSLSA.RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

13. Discuss the importance of education as it evolves during the course of the novel.

- **NJSLSA.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; provide an objective summary of the text.

14. Write a continuation of the novel starting at the point the novel ends to consider if a new revolutionary leader appears, or when and how might the society fail.

- **NJSLSA.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.

15. Select major events from the book and present each as part of a series of televised news reports.

- **NJSLSA.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.

16. Write a dialogue between Snowball and Napoleon as it might have happened over the need for a windmill.

- **NJSLS A.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: Define, recognize and provide examples for the literary devices: allegory, fable and satire.

Suggested Activities

[Irony practice](#)

Specific Learning Objective: Relate the historical context, namely the Russian Revolution, to better understand the novel and its intended purpose.

Suggested Activities

[Russian Revolution](#)

Specific Learning Objective: Utilize prior knowledge and context clues to understand new words.

Suggested Activities

[Supplementals for Animal Farm](#)

Specific Learning Objective: Identify the universal themes allegorized in Animal Farm, such as: complacency, ignorance and greed for power.

Suggested Activities

[Allegories](#)

Specific Learning Objective: Illustrate what a utopian world is by describing a perfect high school.

Suggested Activities

[Project Choices](#)

Specific Learning Objective: Listen and respond to The Beatles' "Revolution" and question if revolution without violence is possible.

Suggested Activities

[Song](#)

Specific Learning Objective: Examine the Seven Commandments to determine if they reflect Old Major's dream for the animals.

Suggested Activities

[Commandments](#)

Specific Learning Objective: Identify examples of propaganda present in Animal Farm.

Suggested Activities

[Propaganda Practice](#)

Specific Learning Objective: Research the Russian Revolution and point out similarities between real people and events and those in the novel.

Suggested Activities

[Russian Revolution](#)

Specific Learning Objective: Explain how Animal Farm can be seen as a fable even though it does not conclude with a stated moral, then suggest a moral of your own and explain it in terms of the novel.

Suggested Activities

[Developing a Fable](#)

Specific Learning Objective: Give examples of peer pressure as used in the novel, paying close attention to Boxer and the sheep.

Suggested Activities

In a one paragraph response, provide examples of peer pressure as used in the novel "Animal Farm," focusing specifically on the characters Boxer and the sheep. Describe how peer pressure influences their actions and decisions within the context of the story. Use specific quotes and instances from the text to support your analysis.

Specific Learning Objective: Speculate why Orwell made the reader sympathize with all the animals, except the pigs; the most intelligent beasts and the closest to humans of any of the animals.

Suggested Activities

[George Orwell](#)

Specific Learning Objective: Discuss the importance of education as it evolves during the course of the novel.

Suggested Activities

In a one-paragraph response, discuss the importance of education as it evolves during the course of the novel "Animal Farm." Analyze how the changes in education affect the power dynamics and the characters' understanding of their situation. Use specific examples from the text to illustrate how education influences the animals' lives and the farm's governance.

Specific Learning Objective: Write a continuation of the novel starting at the point the novel ends to consider if a new revolutionary leader appears, or when and how might the society fail.

Suggested Activities

In a three-paragraph continuation of "Animal Farm," begin from the novel's ending and explore the emergence of a new revolutionary leader or the eventual collapse of the society. Consider the potential causes and consequences of either scenario, drawing on themes and events from the original story. Use detailed descriptions and character actions to illustrate your vision of the farm's future.

Specific Learning Objective: Select major events from the book and present each as part of a series of televised news reports.

Suggested Activities

[Animal Farm Newspaper](#)

Specific Learning Objective: Write a dialogue between Snowball and Napoleon as it might have happened over the need for a windmill.

Suggested Activities

In a one-page assignment, write a dialogue between Snowball and Napoleon debating the need for a windmill in "Animal Farm."
Introduction: Briefly set the scene where this conversation might take place on the farm.

Dialogue: Ensure the dialogue captures the distinct personalities and motivations of both characters, highlighting their conflicting viewpoints.
 Conclusion: End with a resolution or a dramatic turning point in their debate, reflecting the tension and stakes involved. Use specific references to their arguments and tactics as depicted in the novel.

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 Advanced

Course Number: 050300

Unit Title: *Holes*

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: *Holes*

By reading Louis Sachar's Holes, students will discuss the construct of fairness and examine how circumstances shape how it is defined. Also, students will discover how friendship can be found even in the most adverse situation. The students will explore these themes through the novel's three parallel stories connected to a family curse. These narrations will be followed and interpreted, as each one is developed in a separate setting diverged by time. One story unfolds in the present, one during a recent past (circa hundred years ago), and another in the distant past (three generations ago). These subplots will compel ELLs to evaluate the forms and functions of the tenses applied to narrate the story. Additionally, specific and meaningful details are mirrored in the subplots, thus requiring students to connect them to their role in the plot. Lastly, students will reflect on the challenges of

American history, slavery, racism, and juveniles of different ethnicities all of which are relevant threads in this timeless story.

Essential Questions	Learning Targets/Objectives	NJSLs/WIDA Standard
<p>1. In what ways can your actions shape your own destiny (future)?</p> <p>2. How would you define true friendship?</p> <p>3. How do your current circumstances affect the types of friendships you develop?</p> <p>4. How does the author's use of parallel stories help develop the theme of fairness?</p> <p>5. Why do people react differently to comparable challenges?</p>	<p>1. Predict the premise of the novel using the covers of the book and the following vocabulary words: desolate, excavated, callused, defiance, sparingly, cautious, coincidence, strenuous and justification.</p> <p>2. Define and explain the literary device of irony. Extract the uses of irony found in <i>Holes</i>.</p> <p>3. Identify the characters, setting, and conflict in the parallel stories in <i>Holes</i>.</p> <p>4. Match key story symbols to events. Analyze how they are repeated through multiple story strands.</p> <p>5. Reconstruct <i>Holes</i>' plot by creating a timeline of story events.</p> <p>6. Research the author, his writing process and how he comes up with story ideas.</p> <p>7. Complete chapter recaps cloze exercises.</p> <p>8. Compose well organized and concise chapter summaries incorporating plot elements and developments learned in the chapter.</p> <p>9. Develop a short story that alters the plot of <i>Holes</i>, e.g., a new ending, the story of another camper relaying how he ended up at Camp Green Lake, or what might have happened if Sam had not died, etc.</p> <p>10. Design an informational poster for Camp Green Lake.</p> <p>11. Select two characters from the novel: one from the past and one from the present. Create a plausible dialog between the two characters.</p> <p>12. Complete a book report in a bag compiling a minimum of 10 items. Write an explanation for how each object relates to the novel.</p> <p>13. Produce the diary of a camper at Camp Green Lake. Using the first person, write five entries that</p>	<p>1. WIDA Standard 1: Social and Instructional Language/NJSLs Standard RL.9-10.1</p> <p>2. WIDA Standard 2: The Language of Language Arts/NJSLs Standard RL.9-10.3</p> <p>3. WIDA Standard 2: The Language of Language Arts/NJSLs Standard RL.9-10.3</p> <p>4. WIDA Standard 2: The Language of Language Arts/NJSLs Standard RL.9-10.2</p> <p>5. WIDA Standard 2: The Language of Language Arts/NJSLs Standard RL.9-10.3</p> <p>6. WIDA Standard 1: Social and Instructional Language/NJSLs Standard RI.9-10.9</p> <p>7. WIDA Standard 2: The Language of Language Arts/NJSLs Standard RL.9-10.10</p> <p>8. WIDA Standard 2: The Language of Language Arts/NJSLs Standard W.9-10.4</p> <p>9. WIDA Standard 2: The Language of Language Arts/NJSLs Standard W.9-10.3</p> <p>10. WIDA Standard 1: Social and Instructional Language/NJSLs Standard W.9-10.6</p> <p>11. WIDA Standard 1: Social and Instructional Language/NJSLs Standard SL.9-10.1</p> <p>12. WIDA Standard 2: The Language of Language Arts/NJSLs Standard SL.9-10.4</p> <p>13. WIDA Standard 2: The Language of Language Arts/NJSLs Standard W.9-10.3</p>

	accurately recount characters, events, and details from the story.	
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Tier 2 Vocabulary High-frequency words used throughout the unit	Tier 3 Vocabulary Discipline-specific words used throughout the unit
Arid, Desolate, Juvenile, Concoct, Warden, Barren, Drought, Excavate, Destiny, Perseverance, Mysterious, Uneath, Condemned, Deprivation, Menace, Mirage, Redemption, Cursed, Punishment, Fugitive, Allegations, Integrity, Precipice, Scorching, Venomous	Reconstruct, compose, produce, complete, design, predict

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

Interdisciplinary Connections
Interdisciplinary Connections & NJSL
<p>1. Predict the premise of the novel using vocabulary words:</p> <ul style="list-style-type: none"> ● NJSL Standard 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. ● NJSL Standard 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). <p>2. Define and explain the literary device irony in Holes:</p> <ul style="list-style-type: none"> ● NJSL Standard 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. ● NJSL Standard 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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. <p>3. Identify characters, setting, and conflict in Holes:</p> <ul style="list-style-type: none"> ● NJSL Standard 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.

- NJSLS Standard 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. Match key story symbols to events and analyze repetition:

- NJSLS Standard 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; provide an objective summary of the text.
- NJSLS Standard RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

5. Reconstruct Holes' plot through a timeline of events:

- NJSLS Standard 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.
- NJSLS Standard RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

6. Research the author and his writing process:

- NJSLS Standard RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

7. Complete chapter recaps and cloze exercises:

- NJSLS Standard RL.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.

8. Compose well-organized chapter summaries:

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

9. Develop a short story altering Holes' plot:

- NJSLS Standard 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.

10. Design an informational poster for Camp Green Lake:

- NJSLS Standard W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

11. Create a dialog between two characters from Holes:

- NJSLS Standard 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.

12. Complete a book report in a bag with explanations:

- NJSLS Standard 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.

13. Produce diary entries from a camper's perspective:

- NJSLS Standard 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: Predict the premise of the novel using the covers of the book and the following vocabulary words: desolate, excavated, callused, defiance, sparingly, cautious, coincidence, strenuous and justification.

Suggested Activities

[Holes Intro](#)

Specific Learning Objective: Define and explain the literary device irony. Extract the uses of irony found in *Holes*.

Suggested Activities

[Holes Educator Guide](#)

Specific Learning Objective: Identify the characters, setting, and conflict in the parallel stories in *Holes*.

Suggested Activities

[Holes Study Guide](#)

Specific Learning Objective: Match key story symbols to events. Analyze how they are repeated through

multiple story strands.

Suggested Activities

[Holes Presentation](#)

Specific Learning Objective: Reconstruct *Holes*' plot by creating a timeline of story events.

Suggested Activities

[Holes organization](#)

Specific Learning Objective: Research the author, his writing process and how he comes up with story ideas.

Suggested Activities

[Louis Sachar](#)

Specific Learning Objective: Complete chapter recaps cloze exercises.

Suggested Activities

[Holes Questions](#)

Specific Learning Objective: Compose well organized and concise chapter summaries incorporating plot elements and developments learned in the chapter.

Suggested Activities

Compose concise chapter summaries that effectively integrate key plot elements and developments from the assigned reading. Ensure each summary provides a clear overview of the chapter's events, highlighting significant plot points, character interactions, and thematic developments. Use organizational strategies such as chronological order or thematic grouping to structure your summaries logically. Aim for clarity and coherence in presenting the narrative flow and key insights gained from each chapter

Specific Learning Objective: Develop a short story that alters the plot of *Holes*, e.g., a new ending, the story of another camper relaying how he ended up at Camp Green Lake, or what might have happened if Sam had not died, etc.

Suggested Activities

[Holes Project](#)

Specific Learning Objective: Design an informational poster for Camp Green Lake.

Suggested Activities

Design an engaging informational poster for Camp Green Lake, showcasing its history, activities, and facilities. Include key details such as the camp's location, founder, and purpose. Use visuals, such as maps or illustrations, to enhance understanding and appeal. Ensure the poster is informative yet visually appealing to attract potential campers and provide a comprehensive overview of what Camp Green Lake offers

Specific Learning Objective: Select two characters from the novel: one from the past and one from the present. Create a plausible dialog between the two characters.

Suggested Activities

Select one character from the past and one from the present in the novel. Imagine a plausible dialog between these two characters, considering their backgrounds, experiences, and motivations. Write a dialog that explores how their perspectives on key themes or events in the novel differ due to their different time periods. Ensure the dialog reflects each character's unique voice and contributes to a deeper understanding of the novel's narrative and themes.

Specific Learning Objective: Complete a book report in a bag compiling a minimum of 10 items. Write an explanation for how each object relates to the novel.

Suggested Activities

Complete a book report in a bag by compiling a minimum of 10 items that represent key elements, themes, or events from the novel. Include a written explanation for each object detailing its significance and how it relates to the story's plot, characters, or themes. Ensure each item is creatively chosen to provide insights into the novel's context and enrich the understanding of its narrative. Present your book report in a visually appealing and organized manner, demonstrating a thoughtful analysis of the novel through your selected items

Specific Learning Objective: Produce the diary of a camper at Camp Green Lake. Using the first person, write five entries that accurately recount characters, events, and details from the story.

Suggested Activities

Imagine you are a camper at Camp Green Lake. Write five diary entries in the first person, detailing your experiences, interactions with characters, and observations of events from the story. Each entry should reflect your character's perspective, emotions, and reactions to significant moments in the narrative. Ensure your entries are detailed and chronological, providing insights into the plot development and character dynamics within the novel.

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 Advanced

Course Number: 050300

Unit Title: *Short Stories*

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: *Short Stories*

It is important that students are exposed to many different aspects of writing. Exploring short stories offers students opportunities to internalize and apply the knowledge they gain about reading and interpreting literature to the next story they read. They are more frequently exposed to the craft of using language, the literary devices that authors use, and how these can make a story work (or not work) for a reader. Short stories themselves contain underlying themes or motifs that challenge the students to draw broader conclusions from the material and encourage ELLs to think on a wider level about interconnected issues and themes that run throughout the materials. A deeper understanding of short stories lead to an increased ability to interpret literature and to convey the essential nature of communication throughout human history. Stories that may be included are: "All Summer in a Day" by Ray Bradbury, "Harrison Bergeron" by Kurt Vonnegut, "We Can Get Them for You Wholesale" by Neil Gaiman, "The Sniper" by Liam O'Flaherty, "Through the Tunnel" by Doris Lessing, "A Sound of Thunder" by

Ray Bradbury, "The Scarlet Ibis" by James Hurst, "The Black Cat" by Edgar Allan Poe, "The Stolen Party" by Lilitiana Heker, "To Build a Fire" by Jack London, "An Occurrence at Owl Creek Bridge" by Ambrose Bierce, "The Open Boat" by Stephen Crane, "Masque of the Red Death" by Edgar Allen Poe, "The Most Dangerous Game" by Richard Connell, "The Last Question" by Isaac Asimov, "Hills Like White Elephants" by Ernest Hemingway

Essential Questions	Learning Targets/Objectives	NJSLs/WIDA Standard
<p>1. How do authors effectively use literary elements to create and develop a meaningful short fiction text?</p> <p>2. How do authors order events of a text?</p> <p>3. How do authors manipulate time in a text?</p> <p>4. How is the plot structured in multiple texts?</p> <p>5. How does the setting influence the characters and their actions?</p> <p>6. How do literary elements convey theme?</p>	<p>1. Analyze how authors create the setting in a short story.</p> <p>2. Identify and explain plot structure in short stories.</p> <p>3. Understand and explain why plots in short stories usually focus on a single event.</p> <p>4. Identify and explain characterization techniques in short stories.</p> <p>5. Apply a plot structure to a short story of choice.</p> <p>6. Engage in annotating by summarizing important ideas in your own words using a post it, highlight words that are new to you, marking passages that you find confusing, drawing pictures of topics and making text to text connections.</p> <p>7. Create a Canva that addresses the theme and main point of the short story.</p> <p>8. Write a paragraph describing the setting of the chosen short story including textual evidence from the story.</p> <p>9. Complete a two column dialectical journal in which you identify and analyze quotes from the story that exhibit foreshadowing.</p> <p>10. Select a paragraph from the story and have students identify all the verbs providing the tense of each.</p> <p>11. Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story.</p> <p>12. Select two paragraphs and identify adjectives in the first paragraph and adverbs in the second paragraph.</p> <p>13. Analyze symbolism in a short story and explain how it contributes to the story's theme.</p> <p>14. Write a coherent essay of literary analysis with a clear thesis</p>	<p>1. WIDA Standard 2: The Language of Language Arts/NJSLS.RL.9-10.1</p> <p>2. WIDA Standard 2: The Language of Language Arts/NJSLS.RL.9-10.3</p> <p>3. WIDA Standard 2: The Language of Language Arts/NJSLS.RL.9-10.3</p> <p>4. WIDA Standard 2: The Language of Language Arts/NJSLS.RL.9-10.3</p> <p>5. WIDA Standard 2: The Language of Language Arts/NJSLS.RL.9-10.3</p> <p>6. WIDA Standard 1: Social and Instructional Language/NJSLS.RL.9-10.1</p> <p>7. WIDA Standard 1: Social and Instructional Language/NJSLS.SL.9-10.4</p> <p>8. WIDA Standard 2: The Language of Language Arts/NJSLS.W.9-10.9</p> <p>9. WIDA Standard 2: The Language of Language Arts/NJSLS.RL.9-10.1</p> <p>10. WIDA Standard 2: The Language of Language Arts/NJSLS.L.9-10.1</p> <p>11. WIDA Standard 2: The Language of Language Arts/NJSLS.RL.9-10.6</p> <p>12. WIDA Standard 2: The Language of Language Arts/NJSLS.L.9-10.1</p> <p>13. WIDA Standard 2: The Language of Language Arts/NJSLS.RL.9-10.2</p> <p>14. WIDA Standard 2: The Language of Language Arts/NJSLS.W.9-10.1</p>

	statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.	
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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>melancholy, desolate, oppressiveness, torrential, incessant, resilient, egalitarian, handicapper, envious, emasculation, vigilance, synchronizing, meticulous, acquisition, sinister, discrepancy, surreal, preposterous, parapet, fanatic, spasmodically, remorse, beleaguered, recoil, bay, promontory, luminous, bulwark, contrition, supplication, paradox, primeval, annihilate, expendable, infinitesimal, repercussions, blighted, sullen, infallibility, imminent, reiterate, exotic, malevolence, apparition, phantasm, atrocity, retribution, fiendish, bourgeois, patronizing, ostentatiously, intrigue, guileless, audacious, peremptorily, apprehension, imperative, intuition, undulations, oscillation, conjecture, diabolical, acclivity, endeavored, conspicuous, gaunt, serene, comradeship, tumult, relentless, indeterminate, pestilence, dauntless, profuse, countenance, disconcert, cessation, palpable, affable, solicitous, quarry, vitality, grotesque, inexorably, tumultuous, reverberation, interstellar, exultation, incalculable, absinthe, barren, imploring, solace, evasive, poise</p>	<p>Analyze, symbolize, coherent, dialectical, theme, plot, setting</p>

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

Interdisciplinary Connections
Interdisciplinary Connections & NJSL
<p>1. Analyze how authors create the setting in a short story.</p> <ul style="list-style-type: none"> NJSLS.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. <p>2. Identify and explain plot structure in short stories.</p> <ul style="list-style-type: none"> NJSLS.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. Understand and explain why plots in short stories usually focus on a single event.

- NJSLS.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.

4. Identify and explain characterization techniques in short stories.

- NJSLS.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. Apply a plot structure to a short story of choice.

- NJSLS.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.

6. Engage in annotating by summarizing important ideas, highlighting new words, marking confusing passages, and making connections.

- NJSLS.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. Create a Canva that addresses the theme and main point of the short story.

- 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.

8. Write a paragraph describing the setting of the chosen short story including textual evidence from the story.

- NJSLS.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Complete a two-column dialectical journal identifying and analyzing quotes from the story that exhibit foreshadowing.

- NJSLS.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.

10. Select a paragraph from the story and have students identify all the verbs providing the tense of each.

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

11. Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story.

- NJSLS.RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

12. Select two paragraphs and identify adjectives in the first paragraph and adverbs in the second paragraph.

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

13. Analyze symbolism in a short story and explain how it contributes to the story's theme.

- NJSLS.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; provide an objective summary of the text.

14. Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.

- NJSLS.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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: Analyze how authors create the setting in a short story.

Suggested Activities

[All Summer in a Day](#)

Specific Learning Objective: Identify and explain plot structure in short stories.

Suggested Activities

[Plot Structure](#)

Specific Learning Objective: Understand and explain why plots in short stories usually focus on a single event.

Suggested Activities

[Short Story Suggestions](#)

Specific Learning Objective: Identify and explain characterization techniques in short stories.

Suggested Activities

[The Stolen Party](#)

Specific Learning Objective:. Apply a plot structure to a short story of choice.

Suggested Activities

[Plot Story](#)

Specific Learning Objective: Engage in annotating by summarizing important ideas in your own words using a post it, highlight words that are new to you, marking passages that you find confusing, drawing pictures of topics and making text to text connections.

Suggested Activities

[Annotating](#)

Specific Learning Objective: Create a Canva that addresses the theme and main point of the short story.

Suggested Activities

[Theme](#)

Specific Learning Objective: Write a paragraph describing the setting of chosen short story including textual evidence from the story.

Suggested Activities

[Textual Evidence](#)

Specific Learning Objective: Complete a two column dialectical journal in which you identify and analyze quotes from the story that exhibit foreshadowing.

Suggested Activities

[Analyzing](#)

Specific Learning Objective: Select a paragraph from the story and have students identify all the verbs providing the tense of each.

Suggested Activities

Select a paragraph from the story of your choice. Identify all the verbs in that paragraph and determine the tense of each verb (e.g., present, past, future).

Specific Learning Objective: Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story.

Suggested Activities

[Masque of the Red Death](#)

Specific Learning Objective: Select two paragraphs and identify adjectives in the first paragraph and adverbs in the second paragraph.

Suggested Activities

[To Build a Fire](#)

Specific Learning Objective: Analyze symbolism in a short story and explain how it contributes to the story's theme.

Suggested Activities

[Symbolism Performance Assessment](#)

Specific Learning Objective: Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.

Suggested Activities

Write a coherent essay of literary analysis focused on a short story of your choice. Your essay should include a clear thesis statement that presents your interpretation of the story's theme or a specific aspect of its narrative style. Support your thesis with at least three pieces of evidence from the text, such as direct quotes or references to specific events or characters.

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 Advanced

Course Number: 050300

Unit Title: Informational Texts

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Informational Texts

Informational passages are among the most encountered bodies of text read by ELL students. The reading comprehension skills needed to glean the author's purpose, central idea or argument, and the supporting details are crucial to their academic success. Informational texts afford students opportunities to expand bodies of knowledge, as their basis is to present facts, processes, data, and evidence. The structures of expository texts construct the framework for an author to present information to a reader for a particular purpose. Informational texts span an array of genres. As students advance through this unit, they will engage in a selection of informational text types to recognize the importance of including relevant evidence to support a claim. Within these models, students will follow the line of the arguments, map them out, and identify the supported claims.

Essential Questions	Learning Targets/Objectives	NJSLs/WIDA Standard
<ol style="list-style-type: none"> 1. What reading skills are honed by reading informational texts? 2. What language is employed in an informational text and why? 3. What do informational texts present to readers? 4. What strategies do effective readers use to understand the elements of an informational text? 5. How is informational text effectively organized? 6. How do vocabulary, key details, and relevant evidence combine to create the central idea of an informational piece? 7. How does discussing or writing about informational text sharpen thinking skills? 	<ol style="list-style-type: none"> 1. Define and identify the following terms: thesis, claims, validity, ethos, pathos, and logos as they relate to informational text. 2. Identify the central idea of an informational text and the evidence supporting that idea. 3. Debate the validity of the evidence supporting the claims made in a piece of informational text. 4. Distinguish supported claims from unsupported claims. 5. Analyze what the text says explicitly. 6. Cite textual evidence to support analysis. 7. Use common grade appropriate Greek/Latin affixes and roots to assist in determining the meaning of words. 8. Students will be able to quote accurately and correctly from the text to explain what the text is about and use details and information from text to support their inference. 9. Utilize the "Gettysburg Address" to determine the persuasive impact of specific words by analyzing the words' connotative meaning. 10. Analyze in detail how the early years of Harriet Tubman, as related by author Ann Petry, contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman's life. 11. Using a multimedia format, trace the line of argument in Winston Churchill's "Blood, Toil, Tears and Sweat" address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not. 12. Write an explanatory essay identifying the central idea of the excerpt from "Letter from a Birmingham Jail." by evaluating Dr. 	<ol style="list-style-type: none"> 1. WIDA Standard 2: The Language of Language Arts/NJSLS Standard RI.9-10.4 2. WIDA Standard 2:: The Language of Language Arts/NJSLS Standard RI.9-10.2 3. WIDA Standard 5: The Language of Social Studies/NJSLS Standard RI.9-10.8 4. WIDA Standard 5: The Language of Social Studies/NJSLS Standard RI.9-10.8 5. WIDA Standard 2:: The Language of Language Arts/NJSLS Standard RI.9-10.1 6. WIDA Standard 2:: The Language of Language Arts/NJSLS Standard RI.9-10.1 7. WIDA Standard 2:: The Language of Language Arts/NJSLS Standard L.9-10.4 8. WIDA Standard 2:: The Language of Language Arts/NJSLS Standard RI.9-10.1 9. WIDA Standard 2:: The Language of Language Arts/NJSLS Standard RI.9-10.6 10. WIDA Standard 5: The Language of Social Studies/NJSLS Standard 6.2.12.B.1 11. WIDA Standard 5: The Language of Social Studies/NJSLS Standard 6.1.12.A.3 12. WIDA Standard 2:: The Language of Language Arts/NJSLS Standard W.9-10.2

	Martin Luther King’s argument and its effectiveness by citing specific examples of purposeful style and craft.	
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Tier 2 Vocabulary High-frequency words used throughout the unit	Tier 3 Vocabulary Discipline-specific words used throughout the unit
Gettysburg Address, Letter from Birmingham Jail, consecrate, hallow, resolve, perish, proposition, injustice, extremist, nonviolent, direct action, just/unjust law	thesis, claims, validity, ethos, pathos, logos, central idea, evidence, explicit, textual evidence, affixes and roots, connotative meaning, elaborate, multimedia format, persuasive impact, connotation, inference

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections
Interdisciplinary Connections & NJSL
<p>1. Define and identify terms.</p> <ul style="list-style-type: none"> NJSLS Standard RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. <p>2. Identify central idea and supporting evidence.</p> <ul style="list-style-type: none"> NJSLS Standard RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <p>3. Debate the validity of evidence.</p> <ul style="list-style-type: none"> NJSLS Standard RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <p>4. Distinguish supported from unsupported claims.</p> <ul style="list-style-type: none"> NJSLS Standard RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <p>5. Analyze what the text says explicitly</p> <ul style="list-style-type: none"> NJSLS Standard 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. Cite textual evidence to support analysis:

- NJSLS Standard 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.

7. Use Greek/Latin affixes and roots.

- NJSLS Standard 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. Quote accurately and explain text content.

- NJSLS Standard 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.

9. Analyze connotative meaning in persuasive text.

- NJSLS Standard RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

10. Analyze Harriet Tubman's early years.

- NJSLS Standard 6.2.12.B.1: Analyze the effects of specific historical events and developments at the local, regional, national, and global levels.

11. Trace and evaluate Winston Churchill's argument.

- NJSLS Standard 6.1.12.A.3: Evaluate the role of individuals, groups, and institutions in the development and implementation of social, political, and economic policies at different levels of government.

12. Write an explanatory essay on MLK's "Letter from Birmingham Jail".

- NJSLS Standard 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: Define and identify the following terms: thesis, claims, validity, ethos, pathos, and logos as they relate to informational text.

Suggested Activities

[Ethos. Pathos. Logos](#)

Specific Learning Objective: Identify the central idea of an informational text and the evidence supporting that idea.

Suggested Activities

[Summarizing NonFiction Texts](#)

Specific Learning Objective: Debate the validity of the evidence supporting the claims made in a piece of informational text.

Suggested Activities

[Main Idea](#)

Specific Learning Objective: Distinguish supported claims from unsupported claims.

Suggested Activities

[Analyzing Author's Claims](#)

Specific Learning Objective: Analyze what the text says explicitly.

Suggested Activities

[Explicit v. Implicit](#)

Specific Learning Objective: Cite textual evidence to support analysis.

Suggested Activities

[Reading Analysis](#)

Specific Learning Objective: Use common grade appropriate Greek/Latin affixes and roots to assist in determining the meaning of words.

Suggested Activities

[You Speak Greek, you just don't know it](#)

Specific Learning Objective: Students will be able to quote accurately and correctly from the text to explain what the text is about and use details and information from text to support their inference.

Suggested Activities

[Quotes Assignment](#)

Specific Learning Objective: Utilize the “Gettysburg Address” to determine the persuasive impact of specific words by analyzing the words’ connotative meaning.

Suggested Activities

[Gettysburg Address](#)

Specific Learning Objective: Analyze in detail how the early years of Harriet Tubman, as related by author Ann Petry, contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman’s life.

Suggested Activities

[Tubman](#)

Specific Learning Objective: Using a multimedia format, trace the line of argument in Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not.

Suggested Activities

[Speech](#)

Specific Learning Objective: Write an explanatory essay identifying the central idea of the excerpt from “Letter from a Birmingham Jail.” by evaluating Dr. Martin Luther King’s argument and its effectiveness by citing specific examples of purposeful style and craft.

Suggested Activities

[Letter from a Birmingham Jail](#)

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
The following assessments will	The effectiveness of the instructional	The following assessments require

be used to evaluate student learning, skill acquisition, and academic achievement:

- Pre- Test
- Unit Test

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

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 Advanced

Course Number: 050300

Unit Title: The Brain

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: The Brain

This unit aims to integrate English language acquisition with content knowledge about the human brain. Students will explore the structure, functions, and importance of the brain while developing their English skills in reading, writing, speaking, and listening. The unit will incorporate activities that foster critical thinking, collaboration, and practical application of knowledge.

Essential Questions

Learning Targets/Objectives

NJSLS/WIDA Standard

<ol style="list-style-type: none"> 1. What are the main parts of the brain, and what functions do they serve? 2. How does the brain impact our daily lives and overall health? 3. What strategies can we use to keep our brain healthy? 4. How can we effectively summarize scientific texts and articles in English? 	<ol style="list-style-type: none"> 1. Identify and label the main parts of the brain: 2. Compose a short description of the function of each brain part. 3. Explain the role of neurons and how they transmit information: 4. Create a model of a neuron and explain its parts and function in a class presentation. 5. Discuss the importance of brain health and ways to maintain it: 6. Participate in a class discussion on brain health, listing at least five factors that affect it. 7. Reflect on their own habits and how they can improve brain health. 8. Use academic vocabulary related to the brain in speaking and writing: 9. Read a scientific article on lifestyle choices and brain health and summarize the main points in a group discussion. 10. Illustrate the impact of at least three lifestyle choices on brain health. 11. Summarize scientific texts related to brain functions and health. 	<ol style="list-style-type: none"> 1. WIDA Standard 4: Language of Science/HS-LS1-2 2. WIDA Standard 4: Language of Science/NJSLSA.W2 3. WIDA Standard 4: Language of Science/NJSLSA.SL4 4. WIDA Standard 5: Language of Social Studies/NJSLSA.SL5 5. WIDA Standard 4: Language of Science/NJSLSA.SL1 6. WIDA Standard 1: Social and Instructional Language/NJSLSA.SL1 7. WIDA Standard 1: Social and Instructional Language/NJSLSA.W9 8. WIDA Standard 4: Language of Science/NJSLSA.L6 9. WIDA Standard 2: Language of Language Arts/NJSLSA.R1 10. WIDA Standard 4: Language of Science/NJSLSA.SL5 11. WIDA Standard 2: Language of Language Arts/NJSLSA.R2
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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>Brain, Neuron, Synapse, Neurotransmitter, Cerebrum, Cerebellum, Brainstem, Cortex, Frontal lobe, Parietal lobe, Temporal lobe, Occipital lobe, Hypothalamus, Thalamus, Hippocampus, Amygdala, Medulla, Pons, Memory, Attention, Perception, Cognition, Intelligence, Learning, Executive functions, Decision-making, Problem-solving, Language, Speech, Neuroplasticity, Brain development, Myelination, Synaptic pruning, Reflex, Motor skills, Sensory processing, Consciousness, Unconsciousness, Sleep, Dreaming, Alzheimer's disease, Parkinson's disease, Epilepsy, Stroke, Traumatic brain injury, Concussion, Dendrite, Axon,</p>	<p>Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Subject, Predicate, Clause, Phrase, Definition, Synonym, Antonym, Sequence, Prefix, Suffix, Root, Diagram, Chart, Table.</p>

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

Interdisciplinary Connections

Interdisciplinary Connections & NJSLs

1. Identify and label the main parts of the brain:

- HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

2. Compose a short description of the function of each brain part:

- HS-LS1-3: Plan and conduct an investigation to provide evidence of the importance of maintaining homeostasis in living organisms.
- NJSLSA.W2: 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.

3. Explain the role of neurons and how they transmit information:

- HS-LS1-3: Plan and conduct an investigation to provide evidence of the importance of maintaining homeostasis in living organisms.
- HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
- NJSLSA.SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4. Create a model of a neuron and explain its parts and function in a class presentation:

- HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- NJSLSA.SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5. Discuss the importance of brain health and ways to maintain it:

- 2.1.12.PGD.1: Analyze how genetics and outside factors can influence the rate and degree of human growth and development during one's life span and describe ways to mitigate these influences.
- NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

6. Participate in a class discussion on brain health, listing at least five factors that affect it:

- 2.1.12.PGD.1: Analyze how genetics and outside factors can influence the rate and degree of human growth and development during one's life span and describe ways to mitigate these influences.
- NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

7. Reflect on their own habits and how they can improve brain health:

- 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.

- NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

8. Use academic vocabulary related to the brain in speaking and writing:

- NJSLSA.L6: Acquire and use accurately a range of 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.

9. Read a scientific article on lifestyle choices and brain health and summarize the main points in a group discussion:

- HS-LS1-3: Plan and conduct an investigation to provide evidence of the importance of maintaining homeostasis in living organisms.
- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

10. Illustrate the impact of at least three lifestyle choices on brain health:

- HS-LS1-3: Plan and conduct an investigation to provide evidence of the importance of maintaining homeostasis in living organisms.
- NJSLSA.SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

11. Summarize scientific texts related to brain functions and health:

- NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.W2: 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 and label the main parts of the brain.

Suggested Activities

[The Brain](#)

Specific Learning Objective: Compose a short description of the function of each brain part.

Suggested Activities

[Brain Coloring](#)

Specific Learning Objective: Explain the role of neurons and how they transmit information.

Suggested Activities

[Neurons](#)

Specific Learning Objective: Create a model of a neuron and explain its parts and function in a class presentation.

Suggested Activities

[Additional Brain Supplemental](#)

Specific Learning Objective: Discuss the importance of brain health and ways to maintain it.

Suggested Activities

[Brain Freeze!](#)

Specific Learning Objective: Participate in a class discussion on brain health, listing at least five factors that affect it.

Suggested Activities

[Brain Health is for Everyone: Invest in the Fundamentals](#)

Specific Learning Objective: Reflect on their own habits and how they can improve brain health.

Suggested Activities

[6 Pillars of Brain Health](#)

Specific Learning Objective: Use academic vocabulary related to the brain in speaking and writing.

Suggested Activities

[Brain Vocabulary Practice](#)

Specific Learning Objective: Read a scientific article on lifestyle choices and brain health and summarize the main points in a group discussion.

Suggested Activities

[Brains are Malleable](#)

Specific Learning Objective: Illustrate the impact of at least three lifestyle choices on brain health.

Suggested Activities

[Healthy Lifestyle Quiz](#)

Specific Learning Objective: Summarize scientific texts related to brain functions and health.

Suggested Activities

[Football and Brain Disease](#)

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 Advanced

Course Number: 050300

Unit Title: Urban Legends

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Urban Legends

In this unit, students will delve into six intriguing urban legends from different cultures, analyzing their themes, origins, and societal impacts. The selected urban legends ideally will be student generated, but if students are not able to generate, the following will be included: La Llorona (Mexico and Latin America), Kuchisake-onna (Japan): The Jersey Devil (United States), The Chupacabra (Latin America and Puerto Rico) The Loch Ness Monster (Scotland)

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
<ol style="list-style-type: none">1. What are urban legends, and how do they differ from myths and folklore?2. How do urban legends reflect the cultures and societies from which they originate?3. What common themes and motifs can be found in urban legends from around the world?4. How do urban legends influence behavior and beliefs in contemporary society?	<ol style="list-style-type: none">1. Listen to stories of urban legends and identify key details.2. Practice speaking by retelling urban legends using appropriate vocabulary and sentence structures.3. Read simplified versions of urban legends and identify the main ideas and key details.4. Use context clues to determine the meaning of unfamiliar words and phrases in urban legends.5. Write summaries of urban legends, focusing on main events and themes.6. Explore the cultural backgrounds of urban legends such as La Llorona, Kuchisake-onna, The Jersey Devil, The Chupacabra, and The Loch Ness Monster.7. Discuss how cultural beliefs and traditions influence the development of these legends.	<ol style="list-style-type: none">1. WIDA Standard 1: Social and Instructional Language/NJSLSA.R12. WIDA Standard 1: Social and Instructional Language/NJSLSA.SL43. WIDA Standard 2: The Language of Language Arts/NJSLSA.R24. WIDA Standard 2: The Language of Language Arts/NJSLSA.L45. WIDA Standard 2: The Language of Language Arts/NJSLSA.W36. WIDA Standard 5: The Language of Social Studies/NJSLSA.R77. WIDA Standard 5: The Language of Social Studies/NJSLSA.SL18. WIDA Standard 2: The Language of Language Arts/NJSLSA.R29. WIDA Standard 5: The Language of Social Studies/NJSLSA.R910. WIDA Standard 1: Social and Instructional Language/NJSLSA.SL5

	<p>8. Analyze the themes and messages conveyed in urban legends, such as fear, morality, and the supernatural.</p> <p>9. Compare and contrast urban legends from different cultures, identifying similarities and differences in their narratives and themes.</p> <p>10. Create visual aids or multimedia presentations to support their oral presentations.</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>

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

<p>Interdisciplinary Connections</p>
<p>Interdisciplinary Connections & NJSL</p>
<p>1. Listen to stories of urban legends and identify key details.</p> <ul style="list-style-type: none"> NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <p>2. Practice speaking by retelling urban legends using appropriate vocabulary and sentence structures.</p> <ul style="list-style-type: none"> NJSLSA.SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <p>3. Read simplified versions of urban legends and identify the main ideas and key details.</p> <ul style="list-style-type: none"> NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

4. Use context clues to determine the meaning of unfamiliar words and phrases in urban legends.

- NJSLSA.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Write summaries of urban legends, focusing on main events and themes.

- NJSLSA.W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

6. Explore the cultural backgrounds of urban legends such as La Llorona, Kuchisake-onna, The Jersey Devil, The Chupacabra, and The Loch Ness Monster.

- NJSLSA.R7: 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.
- NJSLSA.CCR10: Read and comprehend complex literary and informational texts independently and proficiently.

7. Discuss how cultural beliefs and traditions influence the development of these legends.

- NJSLSA.SL1: 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.
- NJSLSA.CCS6: Analyze how people from various cultures interact and influence one another.

8. Analyze the themes and messages conveyed in urban legends, such as fear, morality, and the supernatural.

- NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.CCRL1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.CCRL2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

9. Compare and contrast urban legends from different cultures, identifying similarities and differences in their narratives and themes.

- NJSLSA.R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.CCS10: Read and comprehend history/social studies texts independently and proficiently.

10. Create visual aids or multimedia presentations to support their oral presentations.

- NJSLSA.SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- NJSLSA.CCS7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Listen to stories of urban legends and identify key details.

Suggested Activities

[Urban Legends in Home Country](#)

Specific Learning Objective: Practice speaking by retelling urban legends using appropriate vocabulary and sentence structures.

Suggested Activities

[Urban Legends Vocab](#)

Specific Learning Objective: Read simplified versions of urban legends and identify the main ideas and key details.

Suggested Activities

[Urban Legends Reading](#)

Specific Learning Objective: Use context clues to determine the meaning of unfamiliar words and phrases in urban legends.

Suggested Activities

[Jersey Devil](#)

Specific Learning Objective: Write summaries of urban legends, focusing on main events and themes.

Suggested Activities

[Presentation](#)

Specific Learning Objective: Explore the cultural backgrounds of urban legends such as La Llorona, Kuchisake-onna, The Jersey Devil, The Chupacabra, and The Loch Ness Monster.

Suggested Activities

[Video](#)

Specific Learning Objective: Discuss how cultural beliefs and traditions influence the development of these legends.

Suggested Activities

[Japanese Cultural and Urban Legends](#)

Specific Learning Objective: Analyze the themes and messages conveyed in urban legends, such as fear, morality, and the supernatural.

Suggested Activities

[Urban Legends Presentation](#)

Specific Learning Objective: Compare and contrast urban legends from different cultures, identifying similarities and differences in their narratives and themes.

Suggested Activities

[Urban Legends](#)

Specific Learning Objective: Create visual aids or multimedia presentations using Canva to support their oral presentations.

Suggested Activities

[Canva.com](#)

PART IV: EVIDENCE OF LEARNING

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

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