

Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade 10
MP1 Standards	<p>WIDA English Language Development Standards</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting. ELD-SI.K-3. Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> • Share ideas about one's own and others lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. ELD-LA.K.Narrate.Expressive Multilingual learners will construct language arts narratives (with prompting and support) that</p> <ul style="list-style-type: none"> • Orient audience to story • Describe story events <p>ELD-LA.9-12. Argue.Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central ideas of primary or secondary sources • Analyzing use of rhetoric and details to advance point of view or purpose • Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.9-12. Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events



Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade 10
	<ul style="list-style-type: none"> • Analyzing sources for logical relationships among contributing factors, causes, or related concepts • Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose <p>Language Domains: listening, speaking, reading, and writing.</p> <hr/> <p><u>NJSLS – ELA</u></p> <p><u>Reading</u></p> <p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matter uncertain.</p> <p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p>



Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade 10
	<p><u>Writing</u></p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WR.9–10.5. 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.</p> <p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><u>Speaking and Listening</u></p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>
MP1 Topics	This unit provides many opportunities for MLs to experience texts that are based on the 10th Grade Language Arts theme of New Beginnings. The readings in this marking period primarily focus on new beginnings in thought, science, and starting anew. Through reading and examining various texts, students will make connections to the theme. As an



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	<p>ongoing process, the readings and accompanying activities continue to develop students' academic vocabulary and equip them with reading and writing strategies to assist them throughout the content areas.</p> <p>Theme: New Beginnings</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Students will learn the value of reading and writing strategies and how the strategies can assist them throughout the content areas while also helping them become strong readers and writers. • Students will understand the importance of building academic vocabulary in order to access various levels of text across the content areas. • Students will learn how to take part in whole class discussions and develop an understanding of what it means to be an active listener. • Students will continue to develop an awareness of their ML peers and recognize the importance of peer encouragement and support in the English language learning process. • Students will compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. • Students will demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience <p>Essential Questions</p> <ul style="list-style-type: none"> • Are new beginnings always positive? • What are feelings and emotions people might experience before and after a new beginning? • What are examples of new beginnings? • In what ways can new beginnings be negative? • Are new beginnings always happy events? Explain • What events in your life would you describe as a new beginning and why? • Describe a “New beginning” that is school related. Why is it a new beginning? How do you define a new beginning?



Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade 10
MP1 Skills/Concepts	<ul style="list-style-type: none"> • Writing: narrative, literary critique, and compare and contrast. • Create an expository essay. • Identify and apply notice & note strategies for Fiction and Non-Fiction texts. • Compare and contrast characters within a text. • Identify points of view and explain how it affects the story. • Identify, give examples of, and implement similes and metaphors in their writing. • Analyze and interpret text structure by citing evidence. • Implement subordinating conjunctions appropriately into their writing. • Continue to build pre-reading strategies such as using visuals and prior knowledge. • Implement adjectives, adverbs, adjectives and adverb clauses, and adverb clauses of time orally and in their writing.
MP1 Core Materials	The Scarlet Letter English for Everyone



<u>Marking Period 2 (MP2)</u>	ESL Curriculum Pacing Guide Grade 10
MP2 Standards	<p>WIDA English Language Development Standards</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12. Argue Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.9-12. Inform.Interpretive Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying and/or summarizing central ideas • Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships • Evaluating cumulative impact and refinement of author’s key word choices over the course of text <p>ELD-LA.9-12. Inform.Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish an objective or neutral stance • Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships



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	<ul style="list-style-type: none"> • Develop coherence and cohesion throughout text <p>ELD-LA.9-12. Argue.Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central ideas of primary or secondary sources • Analyzing use of rhetoric and details to advance point of view or purpose • Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.9-12. Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors, causes, or related concepts <p>ELD-SS.9-12. Argue.Interpretive Multilingual learners will interpret social studies arguments by</p> <ul style="list-style-type: none"> • Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective) • Analyzing relevant information to support and/or revise claims with valid and reliable evidence from multiple sources • Evaluating credibility, accuracy, and relevancy of source based on expert perspectives <p>Language Domains: listening, speaking, reading, and writing</p>



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	<p><u>NJSLS – ELA</u></p> <p><u>Reading</u></p> <p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matter uncertain.</p> <p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p><u>Writing</u></p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WR.9–10.5. 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.</p>



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	<p>Speaking and Listening</p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>MP2 Topics</p>	<p>This unit provides many opportunities for MLs to experience texts that are based on a continuation of the 10th Grade Language Arts theme of New Beginnings. The readings in this marking period primarily focus on new beginnings in thought and society with specific emphasis on changes in African American civil rights in the twentieth century. Through reading and examining various texts including novels and poetry, students will make connections to the theme. As an ongoing process, the readings and accompanying activities continue to develop students’ academic vocabulary and equip them with reading and writing strategies to assist them throughout the content areas.</p> <p>Theme: New Beginnings</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Students will learn the value of reading and writing strategies and how the strategies can assist them throughout the content areas while also helping them become strong readers and writers. • Students will understand the importance of building academic vocabulary in order to access various levels of text across the content areas. • Students will learn how to take part in whole class discussions and develop an understanding of what it means to be an active listener. • Students will continue to develop an awareness of their ELL peers and recognize the importance of peer encouragement and support in the English language learning process. • Students will compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.



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	<ul style="list-style-type: none"> • Students will demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner, taking into consideration appropriate use of language for task and audience. <p>Essential Questions</p> <ul style="list-style-type: none"> • How do you define a new beginning? • Are new beginnings always positive? Explain • What are feelings and emotions people might experience before and after a new beginning? • What are examples of a new beginning? • Are new beginnings always happy events? Explain • What events in your life would you describe as a new beginning and why? • Describe a “New beginning” that is school related. Why is it a new beginning? • How can a group of people be responsible for another’s new beginning? • Why do people sometimes try to prevent new beginnings?
MP2 Skills/Concepts	<ul style="list-style-type: none"> • Plan, write and edit a persuasive essay using myaccess.com • Use Padlet to create an online project. • Analyze the historical context of a text and explain how it affects the text and deepens comprehension. • Analyze how characters change and develop throughout the story. • Identify and give examples of implementing repetition, dialogue, extended metaphors, and tone. • Analyze text structure. • Use Cornell notes, identify key aspects of their notes, or text in order to write a summary. • Implement the Present Perfect Tense orally and in writing. • Recognize embedded questions and how to construct them. • Students will be able to explain the difference between identifying and non-identifying adjective clauses and will implement them in their writing with appropriate comma use. • Plan, write, and edit an argument essay. • Analyze and interpret text structure by citing evidence. • Implement subordinating conjunctions appropriately into their writing. • Implement adjectives, adverbs, adjective clauses, and adverb clauses of time orally and in their writing. • Write summaries. • Identify settings, characters, and plots.



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	<ul style="list-style-type: none"> • Take notes, identify key aspects of their notes or a text in order to write a Summary. • Compare and contrast stories. • Identify and research current events through PBL activity. • Make text to text connections. • Use MLA format when citing and writing bibliographies. • As an ongoing process, students will continue to build pre-reading strategies such as the use of visuals and prior knowledge. • As an ongoing process, students will continue to build academic vocabulary and develop strategies to assist them with comprehension of unfamiliar words.
MP2 Core Materials	Lord of the Flies English for Everyone



<u>Marking Period 3 (MP3)</u>	ESL Curriculum Pacing Guide Grade 10
MP3 Standards for ESL	<p><u>WIDA English Language Development Standards</u></p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps <p>ELD-SI.4-12.Argue Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p><u>ELD-LA.9-12.Narrate.Interpretive</u> Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> • Identifying themes or central ideas that develop over the course of a text • Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context) • Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view



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	<p>ELD-LA.9-12.Inform.Interpretive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish an objective or neutral stance • Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships • Develop coherence and cohesion throughout text <p>ELD-LA.9-12.Argue.Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central ideas of primary or secondary sources • Analyzing use of rhetoric and details to advance point of view or purpose • Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.9-12.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors, causes, or related concepts <p>ELD-SS.9-12.Argue.Interpretive Multilingual learners will interpret social studies arguments by</p> <ol style="list-style-type: none"> 1. Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective) 2. Analyzing relevant information to support and/or revise claims with valid and reliable evidence from multiple sources 3. Evaluating credibility, accuracy, and relevancy of source based on expert perspectives



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	<p>Language Domains: listening, speaking, reading, and writing</p> <hr/> <p><u>NJSLS – ELA</u></p> <p><u>Reading</u></p> <p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p><u>Writing</u></p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>



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	<p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WR.9–10.5. 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.</p> <p><u>Speaking and Listening</u></p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>MP3 Topics</p>	<p>This unit provides many opportunities for MLs to experience texts that are based on the 10th Grade Language Arts theme <i>Brother Against Brother</i>. The readings in this marking period focus on conflicts in both American and world history, literature, and current events. Through reading and examining various texts including novels and plays, students will make connections to the theme. As an ongoing process, the readings and accompanying activities continue to develop students’ academic vocabulary and equip them with reading and writing strategies to assist them throughout the content areas.</p> <p>Theme: Brother against Brother</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Students will learn the value of reading and writing strategies and how the strategies can assist them throughout



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	<p>the content areas while also helping them become strong readers and writers.</p> <ul style="list-style-type: none"> • Students will understand the importance of building academic vocabulary in order to access various levels of text across the content areas. • Students will learn how to take part in whole class discussions and develop an understanding of what it means to be an active listener. • Students will continue to develop an awareness of their ML peers and recognize the importance of peer encouragement and support in the English language learning process. • Students will compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. • Students will demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for tasks and audience. • <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some lessons people have learned from conflicts? • How does conflict influence an individual's decisions and actions? • Why do people have conflicts with each other? • What are common issues that create conflicts between people? • What are the different ways people can react to conflict and what are their consequences? • What skills are necessary for conflict resolution? • What do you know about conflict and how can that assist you as you read about conflict? • Are conflicts always necessary or is there an alternative? Explain.
<p>MP3</p> <p>Skills/Concepts</p>	<ul style="list-style-type: none"> • Write a narrative paragraph. • Identify all the elements of Narrative writing using Cornell Notes. • Read critically and identify problems and solutions. • Identify the differences between Tragedy and Comedy in a play using key content vocabulary words. • Infer and draw conclusions from various texts, audio, and audio-visual and communicate it in writing. • Make connections with the characters in a text. • Explain and identify conflict in text and create conflict in writing.



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	<ul style="list-style-type: none"> • Explain and identify mood in a text. • Identify characters, setting, plot and theme in a play. • Read and critically explain the moral of a story. • Implement the Past Perfect Tense orally and in writing. • Recognize and implement adjective clauses in writing. • Identify the importance of literary elements of a novel, play, short story and poem. • Write a characterization essay. • Recognize and implement noun clauses with that. • Identify cause and effect relationships. • Read critically and identify problems and solutions. • Infer and draw conclusions from various texts, audio, and audio-visual and communicate it in writing. • Make connections with the characters in a text. • Explain and identify conflict in text and create conflict in writing. • Explain and identify mood in a text. • Identify setting, plot and theme in a text. • Explain morals and read critically to identify the morals of a story. • Recognize, and implement adjective clauses in writing. • Identify the importance of literary elements of a novel, play, short story and poem. • Recognize and implement noun clauses with that. • Identify cause and effect relationships. • Identify mood, tone, and imagery through poetry. • Use a plot diagram graphic organizer to present their analysis of plot structure. <p>As an ongoing process, students will continue to build academic vocabulary and develop strategies to assist them with comprehension of unfamiliar words.</p> <ul style="list-style-type: none"> • Explain the difference between identifying and non-identifying adjective clauses and will implement them in their writing with appropriate comma use. <p>As an ongoing process, students will continue to build pre-reading strategies such as use visuals and prior knowledge.</p> <p>As an ongoing process, students will continue to build academic vocabulary and develop strategies to assist them with comprehension of unfamiliar words</p>
MP3	King Lear
Core Materials	English for Everyone



