

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: English as a Second Language 1
--------------------	---

<p>Original Adoption: 2023 NJSL English Language Arts and English as a Second Language (8-21-24); Math NJSL Mathematics (8-21-24); 2020 NJSL Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)</p>
<p>Created By: Jessica Kalisa</p>

Recommended Pacing Guide	
Introductory Unit: English Foundations (Side by Side)	45 days
UNIT 1: Social Psychology - Personality and Interests	45 days
UNIT 2: Education - Types of Schools and Learning Styles	45 days
UNIT 3: Cultural Study - Food and Celebrations	45 days

Alignment with State Mandates
<p>The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:</p> <ul style="list-style-type: none"> ● Holocaust and genocides (N.J.S.A. 18A:35-28) ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35) ● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).

Introductory Unit: English Foundations	Duration: 45 days
<p>Introduction</p> <p>The Introductory Unit is designed to review foundational English vocabulary and skills in preparation for learning beginner academic language and vocabulary. Students will review introductions, common commands and school vocabulary, and basic verb tenses (simple present, present continuous, simple past, and the future with <i>going to</i>). Students will talk about preferences, plans, and make comparisons. Students will read short informational and narrative texts and respond orally and in writing. This unit will use <i>Side by Side</i>.</p>	

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

Suggested Accommodations

Multilingual Learners:

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Phonics/Word Study PDF

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Phonics/Word Study PDF
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Students design questions

- Choice board to extend learning
- Expose to sophisticated vocabulary
- Wonders Level Reader Library Online
- Wonders Center Activity Cards

Students at Risk of Failure:

- Provide peer tutoring
- Phonics/Word Study PDF
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create pictures, posters, art, books, maps, flags, etc to hang in the classroom.
- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

NJ Student Learning Standards for English Language Arts

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

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.

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.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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.

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.

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 5 – The Language of Social Studies

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Social Studies

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

World Languages

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Computer Science & Design Thinking

- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
- 8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.
- 8.1.12.NI.4: Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.
- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

- modification to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings,

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: English as a Second Language 1
--------------------	---

economic impacts of decisions.	procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

Evidence of Student Learning

Formative Tasks:

- Short constructed responses
- Skill lessons
- Think questions
- Academic, content, and story vocabulary with definitions and sentence construction
- Quizzes
- Homework
- Do Nows
- DOLs
- Group/Pair Activities
- Free Writes
- Journaling/Reading Response
- Peer Review
- Open-ended Questions
- Student Conferences
- Think-Pair-Share
- Culminating Activities/ End of Unit Projects

Alternative Assessments:

- Teacher Created/Modified Vocabulary Assessments
- Teacher Created/Modified quizzes and tests
- Response to Literature writing prompts
- Choice Boards
- Presentations to small groups
- WIDA-style writing tasks
- WIDA-style speaking tasks
- Assessments and reports generated by Kahoot, Quizlet, Readworks, Google Classroom,

Summative Assessments:

- Unit Tests
- Writing Assessments and Papers
- Projects
- Oral Presentations
- Final Exam

Benchmark Assessments:

- Midterm Exam
- Student Portfolio

Knowledge & Skills

Enduring Understandings:

- Basic English words and phrases help us communicate our ideas, needs, and daily activities.
- Understanding simple verb tenses helps us talk about what happens now, what happened before, and what will happen in the future.
- Identifying details in a text helps us understand the main idea and become stronger readers.

Essential Questions:

- What do you like to do on the weekend?
- What are you going to do tomorrow?
- What is your favorite season?
- What details support the main idea?

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: English as a Second Language 1
--------------------	---

<ul style="list-style-type: none"> ● Reading short texts and responding in speaking and writing helps us build confidence and prepare for more advanced English. 	
Content	Skills
<p><i>Students will...</i></p> <p style="text-align: center;">Content Objectives</p> <ul style="list-style-type: none"> ● Students will describe present, past, and future actions. ● Students will use context to determine the meaning of new vocabulary. ● Students will use descriptive adjectives to talk about themselves and people they know. ● Students will ask and answer questions about personal information. ● Students will create a questionnaire and interview a classmate. ● Students will plan and present a short introduction based upon their questionnaire responses. ● Students will write simple sentences about their and others' appearances, personalities, and interests. ● Students will identify topics and main ideas in a short text. ● Students will write an explanatory text with a main idea and supporting details. ● Students will describe future plans. ● Students will make comparisons of people and places. 	<p><i>Students will be able to ...</i></p> <p style="text-align: center;">Language Objectives</p> <ul style="list-style-type: none"> ● Students will use the present tense to describe routine activities. ● Students will use <i>like</i> and <i>like to</i> to describe favorite activities, foods, and people. ● Students will add <i>-er</i> or <i>more</i> to adjectives to make comparisons. ● Students will use the present continuous to describe present actions. ● Students will use imperatives to give instructions. ● Students will use <i>might</i> and <i>will</i> to describe future plans.

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <p>Each Side by Side topic includes:</p> <ul style="list-style-type: none"> ● vocabulary introduction and practice ● role plays ● conversation practice ● short writing and speaking tasks ● reading comprehension activities ● life skills reading and writing activities 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Various texts and excerpts from the core curriculum program: Molinsky, S. and Bliss, B. (2016). <i>Side by Side Plus 1</i>. Pearson. <ul style="list-style-type: none"> ○ Student Edition ○ Workbook ● Teacher Created Materials ● Side by Side Funzone activities. ● ESL Google Drive - Google Slides.
--	--

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

Expressive Language Tasks: Students will have weekly writing and speaking prompts based upon the ACCESS tests for Writing and Speaking. Writing prompts will be posted as DO NOW questions in the Google Classroom as Docs assignments. Speaking prompts will be recorded in Screencastify and assigned through the Google Classroom.

- GrammarSongs by Melissa. Main Idea. <https://www.youtube.com/watch?v=mkZo2zVKJR4>
- GrammarSongs by Melissa. Nouns and Verbs. <https://www.youtube.com/watch?v=GA1qRD47RvU&list=PLQYW7tmICdoorK3Eej76awK5L6hYammQ5&index=2>
- GrammarSongs by Melissa. Adjectives. <https://www.youtube.com/watch?v=3GNQKah1ESY>
- ICU English. Present Simple Tense. <https://www.youtube.com/watch?v=lyH9OwcoSNM>
- Ebook and activities
- Standards-aligned sentence frames (TE appendices)

ESL Specific Resources

- <https://www.colorincolorado.org/>
- <http://iteslj.org/>
- <https://www.tesol.org/>
- <http://esl-bits.net/>
- <http://a4esl.org/>
- <http://eslcafe.com>
- <https://www.brainpop.com/>
- www.readworks.org
- All Things Grammar: <https://youtube.com/playlist?list=PLaLZTMz9Nm0HLDZ7rOmAhJJRjtYfbz--A>
- Oxford English: <https://www.youtube.com/channel/UC-g4gQIissblwr-OJauC5Cw>
- British Council LearnEnglish Teens: <https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g>
- Extra English Practice: <https://www.youtube.com/channel/UCCIkhXl56Z9qg9QJdbpgeHw>

WIDA TEACHER REFERENCE RESOURCES

WIDA - Can Do Descriptors - Grades 9-12

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>

WIDA Can Do Descriptors Student Name Charts

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

Grades Pre-K-12

<https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Student-Name-Charts.pdf>

WIDA Performance Definitions - Listening and Reading Grades K–12

<https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Receptive-Domains.pdf>

WIDA Performance Definitions - Speaking and Writing Grades K–12

<https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf>

Unit 1: Social Psychology - Personality and Interests

Duration: 45 days

Introduction

Unit 1 is a Social Psychology unit focused on learning to describe and discuss others' and one's own appearance, personality, interests, and hobbies. Students will read a magazine article and listen to a radio conversation. Students will connect their own experiences with those discussed in the article and radio conversation, paying attention to similarities and differences. They will use the simple present to discuss their ideas and experiences and learn strategies to keep a conversation going. Students will write simple sentences about themselves. They will create a questionnaire with simple questions to interview a partner and introduce their partner to the class.

Suggested Accommodations

Multilingual Learners:

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase

- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Phonics/Word Study PDF

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Phonics/Word Study PDF
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Wonders Level Reader Library Online
- Wonders Center Activity Cards

Students at Risk of Failure:

- Provide peer tutoring
- Phonics/Word Study PDF
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create pictures, posters, art, books, maps, flags, etc to hang in the classroom.
- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

[New Jersey Student Learning Standards](#)

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

NJ Student Learning Standards for English Language Arts

Reading Informational Texts

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.

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.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. 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; how the language of a court opinion differs from that of a newspaper).

Writing

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

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.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

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.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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.

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.

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.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating

Language

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. 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; how the language of a court opinion differs from that of a newspaper).

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

New Jersey Student Learning Standards: Health and Physical Education

- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

New Jersey Student Learning Standards: World Languages

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Computer Science & Design Thinking

- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
- 8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.
- 8.1.12.NI.4: Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.
- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

- modification to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings,

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: English as a Second Language 1
--------------------	---

economic impacts of decisions.	procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

--

Evidence of Student Learning

Formative Tasks:

- Short constructed responses
- Skill lessons
- Think questions
- Academic, content, and story vocabulary with definitions and sentence construction
- Quizzes
- Homework
- Do Nows
- DOLs
- Group/Pair Activities
- Free Writes
- Journaling/Reading Response
- Peer Review
- Open-ended Questions
- Student Conferences
- Think-Pair-Share
- Culminating Activities/ End of Unit Projects

Alternative Assessments:

- Teacher Created/Modified Vocabulary Assessments
- Teacher Created/Modified quizzes and tests
- Response to Literature writing prompts
- Choice Boards
- Presentations to small groups
- WIDA-style writing tasks
- WIDA-style speaking tasks
- Assessments and reports generated by Kahoot, Quizlet, Readworks, Google Classroom,

Summative Assessments:

- Unit Tests
- Writing Assessments and Papers
- Projects
- Oral Presentations
- Final Exam

Benchmark Assessments:

- Midterm Exam
- Student Portfolio

Knowledge & Skills

Enduring Understandings:

- We can describe ourselves and others by talking about appearance, personality, interests, and hobbies.
- Connecting what we read and hear to our own lives helps us understand information and notice similarities and differences.
- Asking and answering simple questions helps us keep conversations going and talk confidently about ourselves and others.

Essential Questions:

- What kind of person are you?
- What do you look like?
- What are you interested in?
- What are you good at?

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: English as a Second Language 1
--------------------	---

<ul style="list-style-type: none"> ● Interviewing a classmate helps us practice real communication skills and learn to introduce someone using clear, organized information. 	
Content	Skills
<p><i>Students will...</i></p> <p style="text-align: center;"><i>Content Objectives</i></p> <ul style="list-style-type: none"> ● Students will build background about the unit topic by discussing the unit question and responding to questions about the personalities and interests of students in model conversations. ● Students will use context to determine the meaning of new vocabulary. ● Students will use descriptive adjectives to talk about themselves and people they know. ● Students will use common collocations to describe hobbies and interests (<i>be good at, be interested in, play sports, go swimming, etc.</i>) ● Students will create a questionnaire and interview a classmate. ● Students will gather and analyze information from a radio discussion using a table. ● Students will plan and present a short introduction based upon their questionnaire responses. ● Students will write simple sentences about their and others' appearances, personalities, and interests. ● Students will identify topics and main ideas in a short text. ● Students will write an explanatory text with a main idea and supporting details. ● Students will compare and contrast information from a video using a Venn Diagram. ● Students will gather information and give a short presentation. 	<p><i>Students will be able to ...</i></p> <p style="text-align: center;"><i>Language Objectives</i></p> <ul style="list-style-type: none"> ● Students will listen for details in a model conversation. ● Students will make a list of hobbies and interests. ● Students will discuss a magazine article in a small group. ● Students will listen for similarities discussed by a speaker. ● Students will take notes by writing important words when asking questions of classmates. ● Students will use a list to generate ideas. ● Students will give a short presentation introducing a classmate. ● Students will use the simple present of <i>be</i> and other common verbs to describe themselves and others. ● Students will use the simple present of <i>be</i> and other common verbs to ask questions. ● Students will complete sentences with information from an article. ● Students will determine if statements are true or false. ● Students will use common expressions to take time to think (<i>Let's see., Hmm., Let me think.</i>) ● Students will keep a conversation going by adding information to their responses to classmates.

Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Unit Assignment (Writing): Write simple 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Various texts and excerpts from the core

sentences about yourself. Include information about your personality, appearance, and interests.

- Unit Assignment (Speaking): Interview a classmate and introduce him or her to the class. Create a questionnaire and gather information from your partner. Then, plan a short introduction for the class.

Build background: Students will discuss the unit questions and listen to “Q Classroom” discussions about the topic. Students will reflect on their own personalities and interests and make connections between themselves and the students in the Q Classroom. During the text preview, they will mark statements about themselves as True or False in preparation for the reading.

Vocabulary: Students will read sentences containing vocabulary words and identify the definition of each word based upon context, or students will select the appropriate vocabulary word to complete each sentence. This level also includes a separate Vocabulary Building skills-focused section. Students will build vocabulary by using descriptive adjectives and learning collocations (verb phrases) for hobbies and interests.

Write What You Think: Students will write sentences about a friend’s personality and interests using the listening strategy learned in the Critical Thinking segment. Students will use ideas from the reading and video to write their sentences.

Writing Skills: By the end of this course, students will be introduced to a simple Writing Process. During each Unit Assignment, they will be introduced to a writing skill focused on sentence structure and editing their work. Mastering the simple present tense for different purposes will be featured in each unit.

Say What You Think: Students will use a chart with a list of questions to gather information about their classmates. Once students have interviewed enough

curriculum program:

- Bixby, J. & McVeigh, J. (2020). *Q skills for success: Reading & writing, Intro (3ed)*. Oxford University Press.
- McClure, K. & Vargo, M. (2020). *Q skills for success: Reading & writing, Intro (3ed)*. Oxford University Press.
- Teacher Created Materials
- Q Skills Critical Thinking Video: Noticing Similarities
- Q Skills Critical Thinking Video: Generating Ideas with Listening
- GrammarSongs by Melissa. Main Idea. <https://www.youtube.com/watch?v=mkZo2zVKJR4>
- GrammarSongs by Melissa. Nouns and Verbs. <https://www.youtube.com/watch?v=GAlqRDa7RvU&list=PLQYW7tmICdoorK3Eej76awK5L6hYammQ5&index=2>
- GrammarSongs by Melissa. Adjectives. <https://www.youtube.com/watch?v=3GNOKah1ESY>
- ICU English. Present Simple Tense. <https://www.youtube.com/watch?v=lyH9Owc0SNM>
- Teacher Created Materials
- Selected Readworks and CommonLit supplemental texts
- Standards-aligned sentence frames (TE appendices)

ESL Specific Resources

- <https://www.colorincolorado.org/>
- <http://iteslj.org/>
- <https://www.tesol.org/>
- <http://esl-bits.net/>
- <http://a4esl.org/>
- <http://eslcafe.com>
- <https://www.brainpop.com/>
- www.readworks.org
- All Things Grammar: <https://youtube.com/playlist?list=PLaLZTMz9Nm0HLDZ7rOmAhJJRjtYfbz--A>
- Oxford English: <https://www.youtube.com/channel/UC-g4gQIi>

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

classmates to complete the chart, they will report their findings in small groups.

Interview Activity: The unit project will build upon the information gathered in the Say What You Think activity. Students will prepare their own questionnaires and interview a classmate, taking notes on the key words and ideas. Students will prepare a summary and introduce their partner to the class.

Expressive Language Tasks: Students will have weekly writing and speaking prompts based upon the ACCESS tests for Writing and Speaking. Writing prompts will be posted as DO NOW questions in the Google Classroom as Docs assignments. Speaking prompts will be recorded in Screencastify and assigned through the Google Classroom.

[ssblwr-OJauC5Cw](https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g)

- British Council LearnEnglish Teens:
<https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g>
- Extra English Practice:
<https://www.youtube.com/channel/UCCikhXl56Z9qg9QJdbpgeHw>

WIDA TEACHER REFERENCE RESOURCES

WIDA - Can Do Descriptors - Grades 9-12

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>

WIDA Can Do Descriptors Student Name Charts Grades Pre-K-12

<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>

WIDA Performance Definitions - Listening and Reading Grades K–12

<https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Receptive-Domains.pdf>

WIDA Performance Definitions - Speaking and Writing Grades K–12

<https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf>

Unit 2: Education - Types of Schools and Learning Styles

Duration: 45 days

Introduction

Unit 2 is an Education unit focused on learning to describe and discuss others’ and one’s own school experiences. Students will read an article and listen to a conversation. Students will connect their own experiences with those discussed in the article and conversation and express their agreement and/or disagreement with the ideas described. They will use the simple present and adjectives to discuss their school experiences and learn strategies to support their opinions with reasons. Students will write a descriptive paragraph about a school and learn to edit their writing for capitalization and punctuation. In groups, they will design the “perfect school” and create a presentation to share their design with their class.

Suggested Accommodations

Multilingual Learners:

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Phonics/Word Study PDF

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Phonics/Word Study PDF
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Wonders Level Reader Library Online
- Wonders Center Activity Cards

Students at Risk of Failure:

- Provide peer tutoring
- Phonics/Word Study PDF
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create pictures, posters, art, books, maps, flags, etc to hang in the classroom.
- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

[New Jersey Student Learning Standards](#)

Primary Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

NJ Student Learning Standards for English Language Arts

Reading Informational Texts

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.

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.

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.

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Writing

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

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.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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.

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.

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.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. 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; how the language of a court opinion differs from that of a newspaper).

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 5 – The Language of Social Studies

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Social Studies

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

World Languages

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Computer Science & Design Thinking

- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

- use to identify and fix errors.
- 8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.
- 8.1.12.NI.4: Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.
- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental,	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: English as a Second Language 1
--------------------	---

social and economic impacts of decisions.	the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

--

Evidence of Student Learning

Formative Tasks:

- Short constructed responses
- Skill lessons
- Think questions
- Academic, content, and story vocabulary with definitions and sentence construction
- Quizzes
- Homework
- Do Nows
- DOLs
- Group/Pair Activities
- Free Writes
- Journaling/Reading Response
- Peer Review
- Open-ended Questions
- Student Conferences
- Think-Pair-Share
- Culminating Activities/ End of Unit Projects

Alternative Assessments:

- Teacher Created/Modified Vocabulary Assessments
- Teacher Created/Modified quizzes and tests
- Response to Literature writing prompts
- Choice Boards
- Presentations to small groups
- WIDA-style writing tasks
- WIDA-style speaking tasks
- Assessments and reports generated by Kahoot, Quizlet, Readworks, Google Classroom,

Summative Assessments:

- Unit Tests
- Writing Assessments and Papers
- Projects
- Oral Presentations
- Final Exam

Benchmark Assessments:

- Midterm Exam
- Student Portfolio

Knowledge & Skills

Enduring Understandings:

- Connecting our own school experiences with what we read and hear helps us understand different ideas and decide when we agree or disagree.
- Explaining our opinions with reasons helps us communicate clearly about what makes a good school and how students learn best.
- Writing and editing a descriptive paragraph helps us share information effectively and clearly.

Essential Questions:

- What makes a good school?
- How important is it to meet with other students and teachers in person?
- Can students learn in different ways?
- How are American schools similar to and different from schools in other countries?

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

- Working together to design and present a “perfect school” helps us build real world collaboration skills.
- Schools around the world can be different but still support learning in many ways.

Content

Skills

Students will...

Students will be able to ...

Content Objectives

Language Objectives

- Students will build background about the unit topic by discussing the unit question and responding to questions about the personalities and interests of students in model conversations.
- Students will use context to determine the meaning of new vocabulary.
- Students will differentiate between the noun, verb, and adjective forms of a word.
- Students will identify antonyms of words using an online dictionary.
- Students will gather information from a video and express their opinions on the views expressed.
- Students will support their opinions with reasons.
- Students will preview a text by scanning for names, dates, and times.
- Students will write a descriptive paragraph about a school.
- Students will compare and contrast information from a text.
- Students will design an ideal school and give a presentation about their ideas.

- Students will listen for details in a model conversation and fill in a chart.
- Students will discuss an article in a small group.
- Students will listen for specific details while watching an informational video.
- Students will listen for examples with signal words and phrases (*like, for example*).
- Students will take notes in a chart by writing down examples.
- Students will edit their writing for capitalization and punctuation.
- Students will give a short presentation introducing a classmate.
- Students will use the simple present of *be* and other common verbs to describe their routines and study habits.
- Students will use *do/don't* to create negative statements and ask questions in the present tense.
- Students will use adjectives and adverbs + adjectives to discuss schools they have attended.
- Students will use signal phrases (*I think that..., In my opinion..., I agree/I disagree*) to express their opinions.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Varied Levels of Text:

- Unit Assignment (Writing): Write a simple paragraph about a school you have attended. Describe the type of school, the school year and schedule, and what you liked or disliked

- Various texts and excerpts from the core curriculum program:
 - Bixby, J. & McVeigh, J. (2020). *Q skills for success: Reading & writing*,

about it.

- Unit Assignment (Speaking): In groups, you are going to brainstorm ideas and plan the perfect school. Gather ideas and create a short presentation describing your school.

Build background: Students will discuss the unit questions and listen to “Q Classroom” discussions about the topic. Students will reflect on their own school experiences and make connections between themselves and the students in the Q Classroom. During the text preview, they will complete a chart identifying what they believe to be important or not important in a school. In groups, they will discuss Q Classroom students’ opinions about different ways students learn and express their agreement or disagreement with the different students.

Vocabulary: Students will read sentences containing vocabulary words and identify the definition of each word based upon context, or students will select the appropriate vocabulary word to complete each sentence. This level also includes a separate Vocabulary Building skills-focused section. Students will build vocabulary by learning about word families and antonyms, using the different word forms in sentences and conversation.

Write What You Think: In groups, students will discuss the unusual characteristics of the schools discussed in the article and video. Students will discuss what they liked/didn’t like about each type of school and what unusual type of school they might be interested in attending. Students will choose one question from the activity and write a response.

Writing Skills: By the end of this course, students will be introduced to a simple Writing Process. During each Unit Assignment, they will be introduced to a writing skill focused on sentence structure and editing their work. Mastering the simple present tense for different purposes will be featured in each unit. In this unit, they will edit their writing for capitalization and punctuation.

Intro (3ed). Oxford University Press.

- McClure, K. & Vargo, M. (2020). *Q skills for success: Reading & writing, Intro (3ed)*. Oxford University Press.

- Teacher Created Materials
- Q Skills Critical Thinking Video: Giving Reasons for Opinions
- Q Skills Critical Thinking Video: Compare and Contrast
- GrammarSongs by Melissa. Antonyms. <https://www.youtube.com/watch?v=nGzL9CTXVH4>
- Khan Academy. Three Ways to End a Sentence. <https://www.youtube.com/watch?v=B9bJaoIH4Rp4>
- English Language Learning. Capitalization Rules. https://www.youtube.com/watch?v=9gZSM0NBO_w
- Grammar Songs by Melissa. Compare and Contrast. <https://www.youtube.com/watch?v=3MARIXkg4Zg>
- Teacher Created Materials
- Selected Readworks and CommonLit supplemental texts
- Standards-aligned sentence frames (TE appendices)

ESL Specific Resources

- <https://www.colorincolorado.org/>
- <http://iteslj.org/>
- <https://www.tesol.org/>
- <http://esl-bits.net/>
- <http://a4esl.org/>
- <http://eslcafe.com>
- <https://www.brainpop.com/>
- www.readworks.org
- All Things Grammar: <https://youtube.com/playlist?list=PLaLZTMz9Nm0HLDZ7rOmAhJJRjtYfbz--A>
- Oxford English: <https://www.youtube.com/channel/UC-g4gQliSsblwr-OJauC5Cw>

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

Say What You Think: Students will synthesize information about the types of school discussed in the listening and unit video. Students will decide what kind of school they like better and support their answers with reasons.

Perfect School Project: The unit project will build upon the information gathered in the Say What You Think activity. Students will work in groups to design the perfect school. Students will determine the schedule, subjects, and any special features of the school. Students will create Slides presentations and give presentations for their class.

Expressive Language Tasks: Students will have weekly writing and speaking prompts based upon the ACCESS tests for Writing and Speaking. Writing prompts will be posted as DO NOW questions in the Google Classroom as Docs assignments. Speaking prompts will be recorded in Screencastify and assigned through the Google Classroom.

- British Council LearnEnglish Teens:
<https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g>
- Extra English Practice:
<https://www.youtube.com/channel/UCCIkhXI56Z9qg9QJdbpgeHw>

WIDA TEACHER REFERENCE RESOURCES

WIDA - Can Do Descriptors - Grades 9-12

<https://wida.wisc.edu/sites/default/files/resource/Can-Do-KeyUses-Gr-9-12.pdf>

WIDA Can Do Descriptors Student Name Charts Grades Pre-K-12

<https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Student-Name-Charts.pdf>

WIDA Performance Definitions - Listening and Reading Grades K-12

<https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Receptive-Domains.pdf>

WIDA Performance Definitions - Speaking and Writing Grades K-12

<https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf>

Unit 3: Cultural Study - Food and Celebrations

Duration: 45 days

Introduction

Unit 3 is a Cultural Studies unit focused on food choices and celebrations. Students will read a textbook article and listen to a conversation. Students will connect their own experiences with those discussed in the article and conversation, paying attention to the reasons given to support ideas and opinions. They will focus on signal words used to express reasons and to explain choices. They will discuss their ideas and experiences and learn strategies to write complete sentences and add additional information. Students will learn the writing process and begin to construct simple paragraphs. They will create a questionnaire to gather information about classmates' food preferences, and they will present the information to the class using visuals, such as a chart generated in Forms or Sheets.

Suggested Accommodations

Multilingual Learners:

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Phonics/Word Study PDF

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Phonics/Word Study PDF
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Wonders Level Reader Library Online
- Wonders Center Activity Cards

Students at Risk of Failure:

- Provide peer tutoring
- Phonics/Word Study PDF
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create pictures, posters, art, books, maps, flags, etc to hang in the classroom.
- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

[New Jersey Student Learning Standards](#)

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

NJ Student Learning Standards for English Language Arts**Reading Informational Texts**

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.

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.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Writing

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

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g.,

formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

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.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

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.

A. Come to discussions prepared, having read and researched material under study;

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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.

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.

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.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Language

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. 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; how the language of a court opinion differs from that of a newspaper).

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 4 – The Language of Science

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

New Jersey Student Learning Standards: World Languages

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

New Jersey Student Learning Standards: Comprehensive Health and Physical Education

2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.

2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.

Computer Science & Design Thinking

- 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
- 8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.
- 8.1.12.NI.4: Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.
- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: English as a Second Language 1
--------------------	---

	through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Short constructed responses
- Skill lessons
- Think questions
- Academic, content, and story vocabulary with definitions and sentence construction
- Quizzes
- Homework
- Do Nows
- DOLs
- Group/Pair Activities
- Free Writes

Alternative Assessments:

- Teacher Created/Modified Vocabulary Assessments
- Teacher Created/Modified quizzes and tests
- Response to Literature writing prompts
- Choice Boards
- Presentations to small groups
- WIDA-style writing tasks
- WIDA-style speaking tasks
- Assessments and reports generated by Kahoot, Quizlet, Readworks, Google Classroom,

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: English as a Second Language 1
--------------------	---

<ul style="list-style-type: none"> ● Journaling/Reading Response ● Peer Review ● Open-ended Questions ● Student Conferences ● Think-Pair-Share ● Culminating Activities/ End of Unit Projects 	
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Tests ● Writing Assessments and Papers ● Projects ● Oral Presentations ● Final Exam 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Midterm Exam ● Student Portfolio

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● People choose their food for many reasons, such as health, culture, traditions, and personal preferences. ● Healthy eating depends on understanding food choices, and we can use English to talk about what makes a meal healthy or unhealthy. ● Special foods are often connected to holidays, family traditions, and cultural celebrations, and learning about them helps us understand each other’s cultures. ● The climate and geography of a region has an impact on the types of foods eaten in different cultures. ● Gathering and presenting information—such as classmates’ food preferences in a chart—helps us practice English, learn about others, and see how food connects people across cultures. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do you choose your food? ● How can we make healthy choices? ● When do we eat special foods? ● How do you celebrate events and holidays in your family and culture?
--	--

Content	Skills
----------------	---------------

<p><i>Students will...</i></p> <p style="text-align: center;">Content Objectives</p> <ul style="list-style-type: none"> ● Students will build background about the unit topic by discussing the unit question and responding to questions about the food choices and preferences of students in a 	<p><i>Students will be able to ...</i></p> <p style="text-align: center;">Language Objectives</p> <ul style="list-style-type: none"> ● Students will listen for details in a model conversation and fill in a chart with the information.
---	---

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

model conversation.

- Students will use context to determine the meaning of new vocabulary.
- Students will determine the meaning of words with prefixes and suffixes (*non-*, *un-*, *-free*).
- Students will create a questionnaire and interview a classmate.
- Students will gather and analyze information from a textbook article and categorize it in a chart.
- Students will plan and present a short introduction based upon their questionnaire responses.
- Students will write complete sentences with subject-verb agreement.
- Students will use an idea map to choose a writing topic.
- Students will write a descriptive paragraph about the people, food, and activities at a celebration.
- Students will gather information about a classmate's food choices and preferences and give a short presentation.

- Students will make a list of adjectives describing food.
- Students will discuss a textbook article in a small group.
- Students will read statements and categorize them as True or False.
- Students will scan a text for specific information.
- Students will listen for reasons given by a speaker in a conversation, paying attention to signal words (*Why...? Because...*).
- Students will recognize cause-effect relationships described using signals such as *because*, *because of*, and *so*.
- Students will take notes during an interview.
- Students will ask follow-up questions when interviewing a classmate.
- Students will take and annotate notes while watching a video.
- Students will write questions for a questionnaire.
- Students will use verbs + gerunds or infinitives to describe activities. (*We enjoy cooking. He likes to cook dinner.*)
- Students will use adjectives and adverbs to add information to their writing.
- Students will use Forms and Sheets to collect and display information.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Unit Assignment (Writing): Write a paragraph about the people, food, and activities at a celebration.
- Unit Assignment (Speaking): Design a survey and interview a classmate about their food choices. Present your findings to the class.

Build background: Students will discuss the unit questions and listen to “Q Classroom” discussions about the topic. Students will reflect on their own food preferences and celebrations and make connections between themselves and the students in

Varied Levels of Text:

- Various texts and excerpts from the core curriculum program:
 - Bixby, J. & McVeigh, J. (2020). *Q skills for success: Reading & writing, Intro (3ed)*. Oxford University Press.
 - McClure, K. & Vargo, M. (2020). *Q skills for success: Reading & writing, Intro (3ed)*. Oxford University Press.
 - Teacher Created Materials
- Q Skills Critical Thinking Video: Recognizing Cause and Effect
- Q Skills Critical Thinking Video: Choosing a

the Q Classroom. During the text preview, they will complete a checklist, fill in a chart, and identify adjectives describing food.

Vocabulary: Students will read sentences containing vocabulary words and identify the definition of each word based upon context, or students will select the appropriate vocabulary word to complete each sentence. This level also includes a separate Vocabulary Building skills-focused section. Students will learn about prefixes and suffixes to determine the meaning of different forms of familiar words.

Write What You Think: Students will discuss their family and cultural traditions in groups. Students will write a response to one question about food and celebrations using examples from the unit reading and video and their personal experience.

Writing Skills: By the end of this course, students will be introduced to a simple Writing Process. During each Unit Assignment, they will be introduced to a writing skill focused on sentence structure and editing their work. Mastering the simple present tense for different purposes will be featured in each unit. In this unit, they will gather information using a map to think about the *Who? What? When? Where? Why?* and *How?* of the celebration. Students will use adjectives and adverbs to add more information and check their writing for capitalization, punctuation, and subject-verb agreement.

Say What You Think: Students will fill out a Food Survey, supporting their responses with reasons. They will use the listening and video for ideas. After completing their surveys, they will work with a partner to ask and answer questions about their responses.

Interview Activity: The unit project will build upon the information gathered in the Say What You Think activity. Students will design a survey and interview their classmates about food preferences and choices. Students will present their findings to their class and may use Forms to input and display information, or create a chart using Sheets.

Writing Topic

- GrammarSongs by Melissa. Identifying Adjectives.
<https://www.youtube.com/watch?v=BuzG-HIIbXI&list=PLQYW7tmICdoorK3Eej76awK5L6hYammQ5&index=7>
- GrammarSongs by Melissa. Adverbs.
<https://www.youtube.com/watch?v=pRTCOTHZsVc&list=PLQYW7tmICdoorK3Eej76awK5L6hYammQ5&index=8>
- GrammarSongs by Melissa. Cause and Effect.
<https://www.youtube.com/watch?v=mKBthdR8sYU>
- Khan Academy. What is a Sentence?
<https://www.youtube.com/watch?v=TeiuG81mbII>
- Khan Academy. Recognizing Fragments.
<https://www.youtube.com/watch?v=xpoZBnXHg3E>
- Khan Academy. Introduction to Agreement.
<https://www.youtube.com/watch?v=KEdI0-xIUfc>
- Teacher Created Materials
- Selected Readworks and CommonLit supplemental texts
- Standards-aligned sentence frames (TE appendices)

ESL Specific Resources

- <https://www.colorincolorado.org/>
- <http://iteslj.org/>
- <https://www.tesol.org/>
- <http://esl-bits.net/>
- <http://a4esl.org/>
- <http://eslcafe.com>
- <https://www.brainpop.com/>
- www.readworks.org
- All Things Grammar:
<https://youtube.com/playlist?list=PLaLZTMz9Nm0HLDZ7rOmAhJJRjtYfbz--A>
- Oxford English:
<https://www.youtube.com/channel/UC-g4gQIissblwr-OJauC5Cw>
- British Council LearnEnglish Teens:
<https://www.youtube.com/channel/UCzuOCM>

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 1

Expressive Language Tasks: Students will have weekly writing and speaking prompts based upon the ACCESS tests for Writing and Speaking. Writing prompts will be posted as DO NOW questions in the Google Classroom as Docs assignments. Speaking prompts will be recorded in Screencastify and assigned through the Google Classroom.

[m4bYELiv-DZAgfm4g](https://www.youtube.com/channel/UCCKhXl56Z9qg9QJdbpgeHw)

- Extra English Practice:
<https://www.youtube.com/channel/UCCKhXl56Z9qg9QJdbpgeHw>

WIDA TEACHER REFERENCE RESOURCES

WIDA - Can Do Descriptors - Grades 9-12

<https://wida.wisc.edu/sites/default/files/resource/Can-Do-KeyUses-Gr-9-12.pdf>

**WIDA Can Do Descriptors Student Name Charts
Grades Pre-K-12**

<https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Student-Name-Charts.pdf>

**WIDA Performance Definitions - Listening and
Reading Grades K-12**

<https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Receptive-Domains.pdf>

**WIDA Performance Definitions - Speaking and
Writing Grades K-12**

<https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf>