

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 2

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)

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Recommended Pacing Guide

UNIT 1: Business - Finding the Right Job	45 days
UNIT 2: Cognitive Science - Learning and the Brain	45 days
UNIT 3: Sociology - Vacation and Relaxation	45 days
UNIT 4: Physiology - Body Language and Laughter	45 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- **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).

Unit 1: Business - Finding the Right Job

Duration: 45 days

Introduction

Unit 1 is from the academic field of Business and focuses on identifying desirable jobs and the education and skills needed to obtain these jobs. Students will read informational texts and listen to a conversation and presentation. Students will gather information from reading and listening texts and unit videos and discuss the information with classmates and in writing. They will use the simple present and simple past to discuss their ideas and experiences. Students will plan and write a paragraph about their dream job and corresponding

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requirements and role-play a job interview based upon information gathered from unit texts and their own research.

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).

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., 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.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

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).

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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 3 – The Language of Mathematics

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

Mathematics

S.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

S.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Social Studies

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

World Languages

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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.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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.
- 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

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- 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 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’

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	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

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

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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
- 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,

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Summative Assessments:

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

Benchmark Assessments:

- Midterm Exam
- Student Portfolio

Knowledge & Skills

Enduring Understandings:

- Understanding our own interests, strengths, and past experiences helps us choose jobs that fit who we are and what we enjoy.
- Employers look for workers who can communicate clearly, work well with others, and show responsibility.
- Practicing interview questions helps us get ready for real job opportunities in the future.
- Learning about sustainable, eco-friendly companies helps us see how careers can support both people and the planet.

Essential Questions:

- What is a good job?
- What job matches my interests and skills?
- What are employers looking for?
- How can I prepare to get my dream job?
- What jobs exist in sustainable, eco-friendly companies?

Content

Students will...

Content Objectives

- Students will build background about the unit topic by discussing the unit question and responding to questions about a model conversation.
- Students will use context to determine the meaning of new vocabulary.
- Students will distinguish between words with similar meanings.
- Students will differentiate between the noun and verb forms of words.
- Students will gather information and ideas to describe an ideal job and explain why it's ideal.
- Students will preview an informational text by reading the title, headings, and captions.
- Students will classify information from an informational text using a chart.
- Students will write an explanatory text with a main idea and supporting details.

Skills

Students will be able to ...

Language Objectives

- Students will listen to identify missing words from a model conversation.
- Students will discuss a text in a small group.
- Students will listen for key words and phrases.
- Students will take notes on key words and main ideas from a listening text.
- Students will prepare and present a response to a speaking prompt.
- Students will use *want to*, *like to*, and *need to* to discuss job skills and responsibilities.
- Students will use the simple present of regular verbs and common irregular verbs (*be*, *have*, *etc.*) to discuss job qualifications.
- Students will use the simple past to discuss past job experience.
- Students will use common expressions (*I'm sorry*, *I didn't catch that*, *Could you repeat*

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- Students will compare and contrast information using a Venn Diagram.
- Students will gather information and give a short presentation.

that? Do you mean...?) to ask for repetition and clarification.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Build background: Students will discuss the unit questions and listen to “Q Classroom” discussions about the topic. Students will respond to discussion questions and explain why they agree or disagree with the speakers.

Vocabulary Preview: 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.

Write What You Think: Students will complete a job interest and skills survey and discuss their results in a group. Students will write short responses to questions about their results. In the second prompt, students will synthesize information from both reading texts and the unit video to respond to a question about a job they would or would not want to have.

Teach writing process: When completing the final writing assignment for this unit, review the writing process, including planning, drafting, revising, editing, as peer review of and reflection on writing. Use outlines and/or graphic organizers to plan.

Say What You Think: Students will break into groups and discuss the similarities and differences between jobs advertised by two bookstores discussed in Listening One. Students will determine which job would best suit each person in the group. For the second SWYT activity, students will work in groups to synthesize information from both listening texts and the unit video. Students will describe their ideal

Varied Levels of Text:

- Various texts and excerpts from the core curriculum program:
 - Bixby, J. & McVeigh, J. (2020). *Q skills for success: Reading & writing, Level 1 (3ed)*. Oxford University Press.
 - McClure, K. & Vargo, M. (2020). *Q skills for success: Listening & Speaking, Level 1 (3ed)*. Oxford University Press.
 - Teacher Created Materials
- Q Skills Critical Thinking Video: Classifying
- Q Skills Critical Thinking Video: Compare and Contrast
- British Council Grammar Snacks: The Present Simple.
<https://www.youtube.com/watch?v=FWJRwasIWnM>
- British Council Grammar Snacks: The Past Simple - Regular Verbs.
<https://www.youtube.com/watch?v=r2cf1qcltzy>
- British Council Grammar Snacks: The Past Simple - Irregular Verbs.
https://www.youtube.com/watch?v=aPgtdZ_u rZk
- Khan Academy: The Present Tense.
<https://www.youtube.com/watch?v=gRlrZrDL5QI>
- Khan Academy: The Past Tense.
<https://www.youtube.com/watch?v=zS6N5EqXpCY>
- Teacher Created Materials
- Selected Readworks and CommonLit supplemental texts
- Standards-aligned sentence frames (TE

jobs and explain what future steps (education and experience) they will need to take to achieve their goals.

Role-Play: The unit project will build upon the information gathered in the Say What You Think activities. In pairs, students will research a job and its requirements. Students will plan and role-play an interview for that job that discusses the necessary skills and other requirements.

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 ssblwr-OJauC5Cw>
- British Council LearnEnglish Teens:
<https://www.youtube.com/channel/UCzuOCM m4bYELiv-DZAgfm4g>
- Extra English Practice:
<https://www.youtube.com/channel/UCCIkhXI 56Z9qg9QJdbpgeHw>

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>

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Unit 2: Cognitive Science - Learning and the Brain

Duration: 45 days

Introduction

Unit 2 has a Cognitive Science theme and focuses on brain health and study habits. Students will read informational texts and listen to an interview and presentation. Students will gather information from reading and listening texts and unit videos and discuss the information with classmates and in writing. They will use regular and irregular simple past verbs to discuss their study habits and gerunds to construct suggestions about how to improve brain health. Students will give reasons to support their suggestions. Students will plan and write a paragraph about past study habits and plans to change or improve these habits. They will also give a presentation on strategies to improve one area of brain health (memory, energy, or mood) based upon information gathered from unit texts and their own research.

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

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- 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**.

Standard 4 – The Language of Science

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

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).

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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

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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

Mathematics

S.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

S.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Science

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS4-1), (HS-LS4-2), (HS-LS4-3), (HS-LS4-4)

RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-LS4-5)

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments

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.

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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 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

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	<p>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.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>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.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>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.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>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.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>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.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>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.</p>

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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

Evidence of Student Learning

Formative Tasks:

- Short constructed responses

Alternative Assessments:

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<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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,
<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"> ● Healthy study habits, like sleeping well, practicing often, and staying organized, can improve how our brain learns and remembers information. ● Learning about the brain helps us understand why certain habits—such as eating well, moving our bodies, and managing stress—support better memory, energy, and mood. ● Explaining our ideas with reasons helps us communicate clearly about how to study better and what habits we want to change. ● Writing about our past study habits helps us think about what we learn and make real plans to improve how we learn in the future. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the best way to study? ● What happens inside the brain when you learn something new? ● Can we change our brains? ● How is technology changing people’s brains?
Content	Skills

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Students will...

Content Objectives

- Students will build background about the unit topic by discussing the unit question and matching information from a model conversation.
- Students will use context to determine the meaning of new vocabulary.
- Students will restate important information from an informational text.
- Students will analyze words and guess their meanings based upon word roots.
- Students will gather information and ideas to write about how they study.
- Students will preview an informational text by skimming.
- Students will classify information from an informational text using a chart.
- Students will write a comparative paragraph about past study habits and future study plans.
- Students will complete sentences in a table with details from a video.
- Students will compare and contrast information using a Venn Diagram.
- Students will gather information and give a short presentation.

Students will be able to ...

Language Objectives

- Students will listen to identify key details in a model conversation.
- Students will discuss a text in a small group.
- Students will read a graph.
- Students will listen for main ideas and details.
- Students will take notes on main ideas and details using a T-chart.
- Students will prepare and present a response to a speaking prompt.
- Students will use *but* and *so* to write sentences about past and future study habits and plans.
- Students will use the simple past of regular and common irregular verbs to write about study habits.
- Students will give reasons to support a suggestion.
- Students will use *should* and *shouldn't* to give suggestions about improving brain health.
- Students will make statements with *it's* + (*not*) *adjective* + *infinitive* to talk about health habits and recommendations. (e.g. *It's important to eat healthy foods. It's not healthy to work too much*).
- Students will present information using notes.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Unit Assignment (Writing): Write a paragraph about comparing how you studied before this unit and how you will study in the future. Use supporting sentences to give additional information about the main idea. Use sentences with *but* and *so* and the simple past to write your paragraph.
- Unit Assignment (Speaking): Gather information about a brain-related topic, like memory, energy, or mood. Plan and give a presentation on one way to improve your chosen area using information from unit listening texts and your own research

Varied Levels of Text:

- Various texts and excerpts from the core curriculum program:
 - Bixby, J. & McVeigh, J. (2020). *Q skills for success: Reading & writing, Level 1 (3ed)*. Oxford University Press.
 - McClure, K. & Vargo, M. (2020). *Q skills for success: Listening & Speaking, Level 1 (3ed)*. Oxford University Press.
 - Teacher Created Materials
- Q Skills Critical Thinking Video: Restating
- Q Skills Critical Thinking Video: Providing

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Build background: Students will discuss the unit questions and listen to “Q Classroom” discussions about the topic. Students will respond to discussion questions and explain why they agree or disagree with the speakers.

Vocabulary Preview: 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.

Write What You Think: Students will choose a study tip discussed in the reading. Students will explain why it is a good way to study and how they will use the tip in their own learning. In the second prompt, students will read main ideas from the unit and categorize the statements by which text or video the information can be found. Students will choose on WWYT question about a study habit and write a one-paragraph response citing information from unit texts and video.

Teach writing process: When completing the final writing assignment for this unit, review the writing process, including planning, drafting, revising, editing, as peer review of and reflection on writing. Use a T-chart to brainstorm ideas and organize information. Students will use a checklist to proofread their work.

Say What You Think: Students will break into groups and discuss the similarities and differences between jobs advertised by two bookstores discussed in Listening One. Students will determine which job would best suit each person in the group. For the second SWYT activity, students will work in groups to synthesize information from both listening texts and the unit video. Students will describe their ideal jobs and explain what future steps (education and experience) they will need to take to achieve their goals.

Role-Play: The unit project will build upon the information gathered in the Say What You Think

Support for a Suggestion

- British Council Grammar Snacks: The Past Simple - Regular Verbs.
<https://www.youtube.com/watch?v=r2cf1qcltzY>
- British Council Grammar Snacks: The Past Simple - Irregular Verbs.
https://www.youtube.com/watch?v=aPgdZ_u rZk
- Khan Academy: The Past Tense.
<https://www.youtube.com/watch?v=zS6N5Eq XpCY>
- 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 ssblwr-OJauC5Cw>
- British Council LearnEnglish Teens:
<https://www.youtube.com/channel/UCzuOCM m4bYELiv-DZAgfm4g>
- Extra English Practice:
<https://www.youtube.com/channel/UCCIkhXl 56Z9qg9QJdbpgeHw>

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>

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activities. In pairs, students will research a job and its requirements. Students will plan and role-play an interview for that job that discusses the necessary skills and other requirements.

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.

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: Sociology - Vacation and Relaxation

Duration: 45 days

Introduction

Unit 3 is a Sociology unit focused on vacation, relaxation, and tourism. Students will read informational texts, charts, and graphs and listen to a report and presentation. Students will gather information from reading and listening texts and unit videos and discuss the information with classmates and in writing. They will examine the pros and cons of different types of vacations and discuss the impact of rest and vacationing on stress.

They will also explore positive and negative ways that tourism impacts local communities and ways that some organizations focus on volunteering overseas as one solution. They will use sentences with *because* to give and support their opinions and *be going to* to discuss ideas and present a travel itinerary. Students will plan and write an opinion paragraph about the best way to relax and plan and present an all-inclusive travel itinerary to an unfamiliar destination.

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

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Content Area: English as a Second Language 2

- 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.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.

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).

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).

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

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.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.

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- 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 3 – The Language of Mathematics

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

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**.

Mathematics

NQ.12.A.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

NQ.12.A.2. Define appropriate quantities for the purpose of descriptive modeling.

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.

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

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7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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.
- 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.).

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Career Readiness, Life Literacies, and Key Skills Practices

<p>Act as a responsible and contributing community member and employee.</p>	<p>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.</p>
<p>Attend to financial well-being.</p>	<p>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.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>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.</p>
<p>Demonstrate creativity and innovation.</p>	<p>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.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>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.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>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.</p>

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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
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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

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- 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
- 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

Benchmark Assessments:

- Midterm Exam
- Student Portfolio

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<ul style="list-style-type: none"> ● Final Exam 	
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Different types of vacations have pros and cons, and learning to read charts, graphs, and informational texts helps us compare them clearly. ● Tourism can help local communities but can also cause problems, and understanding both sides helps us make responsible choices as travelers. ● Eco-friendly and volunteer tourism can protect the environment and support local people, showing us how travel can make a positive difference. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Is vacation the best way to relax? ● What are some strategies for reducing stress? ● What is the best kind of vacation? ● How is tourism changing places around the world? ● What can people do to stop the negative effects of tourism? ● What types of volunteer opportunities are there for travelers?
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Content	Skills
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<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 a model conversation. ● Students will express agreement/disagreement with the opinions of students in a model conversation. ● Students will use context to determine the meaning of new vocabulary. ● Students will distinguish between charts, graphs, and tables. ● Students will read and analyze information on charts, graphs, and tables. ● Students will differentiate between the noun and verb forms of words. ● Students will gather information and ideas to describe an ideal job and explain why it's ideal. ● Students will preview an informational text by reading the title, headings, and captions. ● Students will identify the pros and cons of ideas presented in an informational text. ● Students will write an opinion paragraph 	<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 complete a chart based on a short model conversation. ● Students will discuss a text in a small group. ● Students will listen for numbers and dates. ● Students will annotate important information in notes. ● Students will prepare and present a response to a speaking prompt. ● Students will draw a chart, graph, or table. ● Students will read charts, graphs, and tables. ● Students will use <i>be going to</i> to discuss a travel itinerary. ● Students will use sentences with <i>because</i> to give reasons for an opinion. ● Students will use adjectives with the suffixes <i>-ful</i> and <i>-ing</i> to add details to descriptions. ● Students will use modifying nouns (<i>tour guide, vacation spot, etc.</i>) correctly to describe a vacation idea. ● Students will use signal words and phrases (<i>first, first of all, second, next, then, also, for these reasons, etc.</i>) to organize an opinion paragraph.
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- using correct paragraph structure.
- Students will compare and contrast information using a Venn Diagram.
- Students will gather information and give a short presentation.

- Students will use common phrases (*Let's start with, The first thing I'm going to talk about, Now let's move on to, etc.*) to introduce ideas in a presentation.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Unit Assignment (Writing): Write an opinion paragraph about the best way to relax. Give at least three reasons for your opinion. This assignment will focus on using correct paragraph structure and using signal phrases (*first of all, also, finally, for these reasons, etc.*) and *because* to give reasons for an opinion.
- Unit Assignment (Speaking): Students will plan and present a travel tour to an unfamiliar destination. Presentations should include information on schedule, lodging, food, activities, and travel costs. Students will create a brochure and a Google Slides presentation that includes at least one chart or graph. They will use information from unit listening texts and their own research.

Build background: Students will discuss the unit questions and listen to “Q Classroom” discussions about the topic. Students will fill out a chart and explain why they agree or disagree with the speakers.

Vocabulary Preview: 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.

Write What You Think: Students will identify key ideas from the reading that they agree or disagree with. Students will write a response to the WWYT prompt about a dream vacation. In the second prompt, students will synthesize information from

Varied Levels of Text:

- Various texts and excerpts from the core curriculum program:
 - Bixby, J. & McVeigh, J. (2020). *Q skills for success: Reading & writing, Level 1 (3ed)*. Oxford University Press.
 - McClure, K. & Vargo, M. (2020). *Q skills for success: Listening & Speaking, Level 1 (3ed)*. Oxford University Press.
 - Teacher Created Materials
- Q Skills Critical Thinking Video: Deciding What is Important
- Q Skills Critical Thinking Video: Compare and Contrast
- Peace Corps. Who We Are. <https://www.youtube.com/watch?v=7bXXgQBB9Z4>
- Peace Corps. Volunteer's First Arrival at Site. <https://www.youtube.com/watch?v=uT91P4ix5W0>
- Mojo Travel. Top 10 Ways to Volunteer and Travel the World. <https://www.youtube.com/watch?v=uDSQ7z4GbEc>
- mmmEnglish. Common Mistakes with English Adjectives: -ed and -ing endings. <https://www.youtube.com/watch?v=ZtbGhH64mJs>
- Espresso English. Learn English Vocabulary Words Ending in -FUL. <https://www.youtube.com/watch?v=LRceb9JOnzo>
- All Things Grammar. FUTURE SIMPLE (Going To) - English Grammar Lesson +

both reading texts and the unit video to respond to a question about relaxation or stress reduction.

Teach writing process: When completing the final writing assignment for this unit, review the writing process, including planning, drafting, revising, editing, as peer review of and reflection on writing. Students will examine model paragraphs for structure and reorder paragraphs related to the unit assignment.

Say What You Think: Students will break into groups and discuss the problems with tourism in the destinations discussed in Listening One. Students will brainstorm possible solutions. Students will select a famous place in their own country and discuss problems caused by tourism in that location. For the second SWYT activity, students will work in groups to synthesize information from both listening texts and the unit video. Students discuss the positive and negative impacts of tourism and explain which solution presented in the texts they think is the best.

Presentation: For the unit project, students will select a vacation destination and plan an all-inclusive trip focused on tourism and/or volunteering. Students will plan the itinerary, determine costs, and create a presentation marketing the trip to their class. They will create a brochure (paper or digital) and Google Slide presentation that includes a chart or graph. Students will present their projects to 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.

MINI QUIZ.

https://www.youtube.com/watch?v=OeVMUDc_xc0

- All Things Grammar. WILL vs Going To - English Grammar Lesson + MINI QUIZ. <https://www.youtube.com/watch?v=pvq2WaGpnIE&list=PLaLZTMz9Nm0HLDZ7rOmAhJJRjtYfbz--A&index=93>
- 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 ssblwr-OJauC5Cw>
- British Council LearnEnglish Teens: <https://www.youtube.com/channel/UCzuOCM m4bYELiv-DZAgfm4g>
- Extra English Practice: <https://www.youtube.com/channel/UCCIkhXl 56Z9qg9QJdbpgeHw>

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>

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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 4: Physiology - Body Language and Laughter

Duration: 45 days

Introduction

Unit 4 is from the academic field of Physiology and focuses on the way people express emotion and communicate information, especially through smiling, laughter, facial expressions, and body language. Students will read informational texts and listen to a conversation and a discussion. Students will gather information from reading and listening texts and unit videos and discuss the information with classmates and in writing. They will use the simple present tense to tell a personal story. Students will plan and write a paragraph about a positive impact of laughter based upon information gathered from unit texts and their own research.

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

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- 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.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.

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).

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).

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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.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 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.

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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: 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.

Computer Science & Design Thinking

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- 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.
- 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

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	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 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.

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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
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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

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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
- 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:

- People communicate feelings through more than words—facial expressions, body

Essential Questions:

- Does body language tell the truth?
- In what ways does body language help us communicate?

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language, smiling, and laughter all help us understand one another.

- Learning how emotions are expressed in different cultures helps us avoid confusion and communicate more respectfully with others.
- We can use the simple present tense to tell personal stories and explain how positive emotions—like laughter—affect our bodies and relationships.
- Writing about the benefits of laughter helps us use information from texts and videos to support our ideas and share them clearly.

- How can body language and gestures communicate differently in different cultures?
- What makes you laugh?
- How is laughter good for us?

Content

Skills

Students will...

Content Objectives

- Students will build background about the unit topic by discussing the unit question.
- Students will complete a checklist while listening to a model conversation.
- Students will use context to determine the meaning of new vocabulary.
- Students will distinguish between words with similar meanings.
- Students will differentiate between the noun and verb forms of words.
- Students will gather information and ideas to describe the benefits of laughter.
- Students will identify the topic sentence in a paragraph.
- Students will identify supporting information for a claim in an article.
- Students will classify information from an informational text using a chart.
- Students will write a paragraph with a topic sentence and supporting details.
- Students will gather information and give a short presentation telling a story using appropriate facial expressions, gestures, and eye contact.

Students will be able to ...

Language Objectives

- Students will listen for specific information.
- Students will discuss a text in a small group.
- Students will select the synonym for a word based upon the context.
- Students will take notes using a word web.
- Students will prepare and present a response to a speaking prompt.
- Students will use the simple present tense for an informal narrative.
- Students will write sentences using *when* to explain emotional responses to specific situations. (*It makes me laugh when....*)
- Students will write effective topic sentences.
- Students will interpret and use facial expressions and body language appropriately.
- Students will complete sentences with information from a video.
- Students will identify the part of speech to determine meaning from the context.

Suggested Activities/Resources:

- Unit Assignment (Writing): Write a paragraph about one reason that laughter is good for you. Write a strong topic sentence and use supporting sentences to give additional information about the main idea.
- Unit Assignment (Speaking): Students will plan a presentation telling a story. They will choose a personal story or retell a story from a book, movie, or TV show. Students will practice using eye contact, facial expressions, and body language to express emotions to emphasize important parts of the story.

Build background: Students will discuss the unit questions and listen to “Q Classroom” discussions about the topic. Students will respond to discussion questions and fill out a checklist related to the unit topic.

Vocabulary Preview: 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.

Write What You Think: Students will read an article about why people laugh. They will make a list of statements about when people laugh and select one statement they relate to. They will write a brief explanation of why they chose this statement and give a personal example related to the statement. In the second prompt, students will synthesize information from both reading texts and the unit video to respond to a question about how laughter can improve people’s lives.

Teach writing process: When completing the final writing assignment for this unit, review the writing process, including planning, drafting, revising, editing, as peer review of and reflection on writing. Students will practice writing topic sentences for model paragraphs before writing their own paragraphs.

Varied Levels of Text:

- Various texts and excerpts from the core curriculum program:
 - Bixby, J. & McVeigh, J. (2020). *Q skills for success: Reading & writing, Level 1 (3ed)*. Oxford University Press.
 - McClure, K. & Vargo, M. (2020). *Q skills for success: Listening & Speaking, Level 1, Level 1 (3ed)*. Oxford University Press.
 - Teacher Created Materials
 - Q Skills Critical Thinking Video: Identifying Supporting Information
 - Q Skills Critical Thinking Video: Interpreting
 - Khan Academy: Parts of Speech Playlist. https://www.youtube.com/playlist?list=PLSQI0a2vh4HCBK6dHaH_IDcD7pqketGEg
 - PaperTrue Proofreading and Editing services. How to Write a Present Tense Narrative. <https://www.youtube.com/watch?v=wqDSF4uEeJo>
- 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 ssblwr-OJauC5Cw>
- British Council LearnEnglish Teens: <https://www.youtube.com/channel/UCzuOCM>

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Say What You Think: Students will break into groups and discuss the ways high school students are encouraged to express their emotions as discussed in Listening One. Students will think about how often they smile and what helps them stay calm and communicate confidently. For the second SWYT activity, students will work in groups to synthesize information from both listening texts and the unit video. Students will discuss body language and its impact upon communication, especially across cultures.

Informal Narrative: The unit project is to tell a personal story using the simple present tense. Students will identify the story, create an outline with key elements, and practice using appropriate facial expressions, eye contact, and body language.

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/UCCIkXl56Z9qg9QJdbpgeHw)

- Extra English Practice:
<https://www.youtube.com/channel/UCCIkXl56Z9qg9QJdbpgeHw>

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>