

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: English as a Second Language 3

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)

Created By: Jessica Kalisa

Recommended Pacing Guide

UNIT 1: Marketing - How Things Become Popular	45 days
UNIT 2: Psychology - How Colors Affect Behavior	45 days
UNIT 3: Social Psychology - Politeness	45 days
UNIT 4: Technology - How Technology Improves Performance and Affects Relationships	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: Marketing -How Things Become Popular

Duration: 45 days

Introduction

Unit 1 describes the various ways in which things become popular. Students will read informational texts, listen to a podcast and a conversation and watch videos on the popularity of Starbucks and the efforts of some to “buck trends” and stay traditional, in order to come to their own conclusions about why certain trends become popular. Students will make use of present continuous tense and use descriptive language to explain

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why a trend that interests them has become popular. Students will follow a model to create a paragraph that includes a topic sentence, supporting details and a concluding sentence to describe this trend. Additionally, students will conduct a survey about a trend of their choice and record, compile, summarize and present their findings to the class.

Suggested Accommodations

Multilingual Learners:

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

Special Education/Students with Disabilities:

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

504 Plans:

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

Gifted and Talented:

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

Students at Risk of Failure:

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

Economically Disadvantaged:

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

Culturally Diverse:

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

[New Jersey Student Learning Standards](#)

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

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

NJ Student Learning Standards for English Language Arts

Reading Informational Texts

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

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

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

Writing

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),

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distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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 (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. 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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. 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 and its significance, 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 and build toward a particular tone and outcome (e.g., a sense

of mystery, suspense, growth, or resolution).

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.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or 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.11–12.5. 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.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manual)

W.RW.11–12.7. 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.

Speaking and Listening

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 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.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- 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 syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable).

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C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

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, its etymology, or its standard usage.

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.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

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

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

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

Standard 5 – Language for Social Studies

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

World Languages

7.1.IH.IPRES.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames

7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

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7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature

Social Studies

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy.

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:

- Trends become popular for many reasons—such as advertising, convenience, culture, or personal taste—and learning about them helps us understand the world around us.
- Good writing includes a clear topic sentence, strong details, and a concluding sentence so readers can easily follow our ideas.
- Collecting, summarizing, and presenting survey data helps us learn how to use English to communicate information and understand what people in our community think about popular trends.

Essential Questions:

- In what ways do companies use social proof to encourage you to buy new products?
- How do trends begin and why do they become popular?
- What are some of the latest trends in your community?
- How do trends affect the way people live, use technology or shop?
- Why do some fads die out?

Content

Students will...

Content Objectives

- Students will build background about the unit topic by discussing the unit question.
- Students will answer questions while listening to a model conversation.
- Students will preview the vocabulary from a reading by using context and definitions.
- Students will gather information and ideas to explain the ways in which companies try to make their products popular.
- Students will identify the main idea of a paragraph.
- Students will identify signal words used for putting ideas in a text in order.
- Students will differentiate between word families and arrange words in a table according to its part of speech.
- Students will describe a trend and explain why it is popular by writing a descriptive

Skills

Students will be able to ...

Language Objectives

- Students will listen for new vocabulary and the context to which they are being used.
- Students will respond to how certain products become popular and share their opinion with the class.
- Students will take notes of their key words from a video about Starbucks.
- Students will identify the word families of words from the text.
- Students will discuss the elements of a descriptive paragraph and explain what makes it “descriptive”
- Students will use the present continuous tense when describing activities that are in progress (*I am studying, we are reusing, etc*).
- Students will use collocations that combine a verb and a noun (*take a risk, involves some risk, etc*) in their writing and speaking.

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paragraph with a topic sentence, supporting sentences and a concluding sentence

- Students will listen to a podcast taking notes of only key words
- Students will take notes of repeated words and ideas during a listening exercise to identify the main ideas.
- Students will analyze details that help support the main idea.
- Students will analyze a bar chart and gather information from it.
- Students will gather information and give a short presentation.

- Students will use interjections (*Wow!, Oh!, Hmm, etc*) while having a conversation
- Students will use phrases to draw attention to the main idea, including phrases such as: *the point is; to sum up; in other words, etc.*

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Unit Assignment (Writing): Students will describe a trend that interests them and explain why the trend is popular. Using the descriptive language from the reading, students will describe the trend, its popularity and how it has in some way been influenced by or influences society.
- Unit Assignment (Speaking): Students will use their classmates as subjects to conduct a survey about trends regarding a certain topic (clothing, food, technology, eco-friendly products, etc). Students will prepare questions, take notes of their classmates' responses and summarize these responses into a chart which they will then present and explain to their classmates.

Build background: Students will discuss the unit questions and listen to “Q Classroom” discussions about the topic. Students will respond to the questions and discuss their own opinions to the discussion with classmates.

Vocabulary Preview: Students will read sentences containing vocabulary words and identify the definition of each word based upon context.

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 2 (3ed)*. Oxford University Press.
 - McClure, K. & Vargo, M. (2020). *Q skills for success: Listening & Speaking, Level 2 (3ed)*. Oxford University Press.
 - Teacher Created Materials
- Q Skills Critical Thinking Video: Putting Ideas in Order
- Q Skills Critical Thinking Video: Analyzing Supporting Details
- British Council Malaysia- Collocations
<https://www.youtube.com/watch?v=TezCiNJVEbl&t=2s>
- BBC Learning English: Present Simple and Present Continuous
<https://www.youtube.com/watch?v=OsW5sV3GMDM>
- BBC Learning English: How to use Interjections
<https://www.youtube.com/watch?v=0o7y8h6dfAQ>
- Teacher Created Materials

Write What You Think: Students will identify key ideas from the reading and describe what type of advertising from the reading they believe to be most successful. Students will also describe an advertisement they remember and share with the class why they think it is so memorable.

Main Ideas: In groups students will find the main idea of select paragraphs and describe to the class why they have selected it.

Note-Taking: Students will take notes on a video and organize these notes into a table.

Teach writing process: When completing the final writing assignment for this unit of writing a descriptive paragraph about a trend and why it is popular, students will review the writing process, show evidence of planning, drafting, revising, and editing, including peer reviewing of and reflection on their classmates' writings. Students will examine model paragraphs for structure and content (topic sentence, supporting details, concluding sentences and descriptive language).

Presentation: For the unit project students will choose a subject and survey classmates on latest trends. They will then summarize their findings, drawing attention to the main ideas using signal expressions and share their findings with 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.

- 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/UCCikXl56Z9qg9QJdbpgeHw>

WIDA TEACHER REFERENCE RESOURCES

WIDA - Can Do Descriptors - Grades 9-12

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

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

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

WIDA Performance Definitions - Listening and Reading Grades K-12

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

WIDA Performance Definitions - Speaking and Writing Grades K-12

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

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UNIT 2: Psychology - How Colors Affect Behavior

Duration: 45 days

Introduction

Unit 2 makes use of the field of psychology to describe the effects certain colors can have on human behavior, how companies use colors in their advertising and how animals use color in their environment. Students will read informational texts, watch videos and listen to talks on color. While focusing on developing the critical thinking skills of how to best evaluate the validity of cause and effect statements and the art of restating or paraphrasing, students will gather information, brainstorm and develop a business proposal as well as a design plan for a new house or apartment, which will then be presented. In both unit end assignments, students will show the significance for color and its capacity to affect humans everyday.

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

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- 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.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

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

C. Analyze how the meaning of a key term or terms develops or is refined over the course

of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Writing

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

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 (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. 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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. 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 and its significance, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or 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.11–12.5. 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.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

Speaking and Listening

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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;

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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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 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.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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 syntax for effect, apply an understanding of syntax to the study of complex texts.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- 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, its etymology, or its standard usage.
- 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.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

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

Standard 5 – Language for Social Studies

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

New Jersey Student Learning Standards: World Languages

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7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures

Social Studies

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy.

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

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- 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 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	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

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sense of problems and persevere in solving them.	when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Self-Awareness</p> <ul style="list-style-type: none"> ● 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 |
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- 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
- Skill lessons
- Think questions
- Academic, content, and story vocabulary with definitions and sentence construction
- Quizzes
- Homework
- Do Nows

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

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<ul style="list-style-type: none"> ● 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"> ● 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"> ● Colors can affect human behavior, emotions, and decisions, so understanding color psychology helps us recognize how we react to the world around us. ● Companies use color in advertising—such as using green to signal eco-friendliness—to influence customers’ choices and shape a brand’s message. ● Animals use color for important reasons like protection, communication, and survival. ● Evaluating cause-and-effect statements and paraphrasing ideas in our own words helps us think critically about information and communicate it clearly. ● Designing a business proposal or a home layout using purposeful color choices helps us understand how color can change moods, create meaning, and influence everyday life. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is your favorite color and why? ● How do certain colors make you feel? ● What do the colors you like say about you? ● What colors do various products and companies use and why? ● Why can wearing dark colors at night be dangerous and why do police officers sometimes wear bright colors? ● What color would you paint your house and why? ● Why do certain animals have different colors? ● What is color branding?
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Content	Skills
<p><i>Students will...</i></p> <p style="text-align: center;">Content Objectives</p> <ul style="list-style-type: none"> ● Students will build background about the unit topic by discussing the unit questions. 	<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 form opinions and respond to a short model conversation.

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- Students will listen to a model conversation, respond to questions and share with the class.
- Students will use context to determine the meaning of new vocabulary.
- Students will read and analyze an informational text for information about colors and arrange that information in a table.
- Students will identify the meaning of words through context.
- Students will restate the information from a text through paraphrasing.
- Students will take notes of key words from a video and expand on the topic by identifying color trends in their everyday life.
- Students will synthesize the information from the two readings to guess why certain companies use certain colors.
- Students will classify the various forms of suffixes found in words throughout the text.
- Students will use a variety of brainstorming techniques (listing, idea maps, freewriting) to think up ideas connected to a topic for writing
- Students will use the future tense and *will* to make predictions about the future and create a proposal for a business.
- Students will use visuals and illustrations to describe complicated aspects of real objects.
- Students will exhibit their understanding of cause and effect by using *so* and *because* in their writing and speaking and by evaluating cause-and-effect statements for their validity.
- Students will listen to a presentation and categorize information in a chart.
- Students will create a short presentation on a house or apartment that they would like to design.

- Students will discuss a text in a small group.
- Students will describe the meaning of a word by noting its context and how it is used.
- Students will restate an original statement in their own words.
- Students will listen to a video and record key words.
- Students will use common suffixes for changing nouns into adjectives.
- Students will use the future *will* to discuss a plan they have for a business in the future.
- Students will complete a chart based on a short model conversation presented to them in class.
- Students will use visual elements to aid them in describing things to the class.
- Students will use the phrases *so* and *because* to create sentences of cause and effect.
- Students will evaluate both verbally and in writing cause-and-effect statements for their validity.
- Students will discuss their preferences of colors and objects in a home.
- Students will distinguish nouns from verbs and take note of certain words that can be both nouns and verbs.
- Students will use *there's (there is)* to describe something for the first time and the pronoun *it* and the expression *it's (it is)* to refer to something we already know.
- Students will ask for and give examples in their presentations using *for example, for instance, here's an example, etc.*

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Unit Assignment (Writing): Students will write a proposal for a new business including information about what colors will be used and reasons why these colors are being used.

Varied Levels of Text:

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

Using information from the two readings and the unit video students will think carefully how colors affect behavior and use evidence to support and strengthen their business proposal. Classmates will read each other's proposals and give reviews.

- Unit Assignment (Speaking): Students will present a design of a house or an apartment using Google Slides using descriptive language to describe the building type, location, materials, colors, etc, and by expressing the reasoning for certain design choices (focusing on cause and effect, that is using *so* or *because*).

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.

Using Visual Elements: Students will make a short description of something with the aid of an illustration (ex: explaining the insides of a computer, parts of a car, how a particular exercise is done, etc).

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 review the ideas about the psychology of color from the article and discuss what they feel the colors around their own life say about them (furniture, bedroom walls, clothing, etc).

Paraphrasing: Students, in groups, will be given original statements, which they then have to rewrite, following a model, by using their own words.

Teach writing process: When completing the final writing assignment for this unit students will show evidence of a brainstorming activity including, listing, idea maps or freewriting, and showing how

Level 2 (3ed). Oxford University Press.

- McClure, K. & Vargo, M. (2020). *Q skills for success: Listening & Speaking, Level 2 (3ed)*. Oxford University Press.
- Teacher Created Materials
- Q Skills Critical Thinking Video: Restating
- Q Skills Critical Thinking Video: Evaluating Cause-and-Effect Statements
- Khan Academy- Using Context Clues to Figure Out New Words
<https://www.youtube.com/watch?v=CiNggzdWkIo>
- Educraft- Future Simple Tense, will
<https://www.youtube.com/watch?v=vjoZvhzWfxI>
- Simple English Videos- How to use “There is” and “It is”
<https://www.youtube.com/watch?v=hrXZ6nVcfWo>
- 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>

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<p>they incorporated these ideas into their finished business proposal.</p> <p><u>Say What You Think:</u> Students will break into groups and theorize why and how certain animals use specific colors or patterns in their environment. Groups will share their thoughts to the class.</p> <p><u>Presentation:</u> For their final speaking activity, students will plan out and create a presentation using visuals of their design for a house or apartment, giving reasons why they made particular decisions in their plan.</p> <p><u>Expressive Language Tasks:</u> 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.</p>	<ul style="list-style-type: none"> ● Extra English Practice: https://www.youtube.com/channel/UCCIkhXI56Z9qg9QJdbpgeHw <p>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</p> <p>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</p> <p>WIDA Performance Definitions - Listening and Reading Grades K-12 https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Receptive-Domains.pdf</p> <p>WIDA Performance Definitions - Speaking and Writing Grades K-12 https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf</p>
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UNIT 3: Social Psychology - Politeness	Duration: 45 days
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Introduction

Unit 3 looks at the **sociology of politeness across different societies**. Students will read two informational texts, listen to a radio program and news report and watch videos on this topic. Students will develop their critical skill of identifying the main idea and supporting details of a paragraph. They will be asked to give advice about an issue related to etiquette, both in writing and speaking form, and they will use examples to back up their reasoning for this advice. Students will use a variety of planning techniques to prepare for their writing and speaking assignments and will focus on the proper use of the modal verbs *should* and *shouldn't* to do so politely.

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”

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- 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.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

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

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Writing

W.IW.11–12.2. 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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. 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 and its significance, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or 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.11–12.5. 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.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

Speaking and Listening

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 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.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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 syntax for effect, apply an understanding of syntax to the study of complex texts.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- 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, its etymology, or its standard usage.
- 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.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

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

Standard 5 – The Language of Social Studies

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

Social Studies

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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.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures

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.

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- 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., 1.1.12.prof.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.12.profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

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

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and persevere in solving them.	consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● 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

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Self-Management

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

Social Awareness

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

Responsible Decision-Making

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

Relationship Skills

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

Evidence of Student Learning

Formative Tasks:

- Short constructed responses
- Skill lessons
- Think questions
- Academic, content, and story vocabulary with definitions and sentence construction
- Quizzes
- Homework
- Do Nows
- DOLs

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

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<ul style="list-style-type: none"> ● 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"> ● 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"> ● Politeness looks different across cultures, and learning these differences helps us communicate respectfully with people from many backgrounds. ● Understanding the main idea and supporting details in a text helps us better explain what we read about, such as social rules, customs, and expectations about polite behavior. ● Using should and shouldn't allows us to give polite advice. ● Planning our ideas before speaking or writing helps us share thoughtful, respectful advice about etiquette in real-life situations. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How would you describe your culture's use of personal space? ● How do children learn to be polite? ● Do you think that people today are less polite than in the past? ● Do you think that people are naturally polite? ● What are social skills? ● Are you ever unsure about what to do in social situations? ● How did you learn about etiquette and social skills?
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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 use context to determine the meaning of new vocabulary. ● Students will identify a main idea and locate supporting details. 	<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 form opinions and respond to a short model conversation. ● Students will discuss a text in a small group. ● Students will describe the meaning of a word by noting its context and how it is used. ● Students will listen to a video and record key words.
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- Students will watch a video and discuss questions with a group.
- Students will organize ideas for a topic using a rough outline.
- Students will select a topic, create an outline with a main idea and three supporting details and create a paragraph.
- Students will classify information from an informational text using a chart.
- Students will listen to a radio program and take notes focusing on key words and phrases.
- Students will predict what they are going to hear by finding out the topic and posing questions
- Students will create a conversation from a prompt practicing “being civil.”
- Students will practice taking notes and organizing those notes according to topics.
- Students will identify synonyms and practice restating sentences using synonyms.
- Students will give a presentation as a group about the use of manners in a particular situation.

- Students will use common prefixes and appropriately add them to words.
- Students will state a main idea and verbally support their main idea.
- Students will use subjects and verbs properly in their spoken and written sentences (subject-verb agreement).
- Students will give advice about politeness.
- Students will listen and take notes while watching a video.
- Students will identify synonyms and practice restating sentences using synonyms.
- Students will use the modal verbs *should* and *shouldn't* to give advice.
- Students will use common expressions while giving advice for their speaking assignment including using such expressions as: *I think you should/I don't think you should, Maybe you should, etc.*

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Unit Assignment (Writing): Choosing from one of two topics on politeness found on an online discussion board, students will brainstorm ideas, outline their main idea and at least 3 supporting details and then write up a paragraph using a self-assessment checklist to guide their writing.
- Unit Assignment (Speaking): Using *should* and *should not* students will choose a situation (children at home, driving a car, eating with family, etc) and present on bad manners in these situations and what people could do to make the situation better. Students will outline their presentations highlighting at least two bad manners and give two reasons why people do them and two reasons why people should not do them. Students will

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 2 (3ed)*. Oxford University Press.
 - McClure, K. & Vargo, M. (2020). *Q skills for success: Listening & Speaking, Level 2 (3ed)*. Oxford University Press.
 - Teacher Created Materials
- Q Skills Critical Thinking Video: Organizing Ideas with a Rough Outline
- Q Skills Critical Thinking Video: Applying What You Learn
- Educational Jar: Main Idea and Supporting Details

grade/critique each group's presentation based on a rubric.

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 polite behavior in different settings.

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 reflect on the reading and describe personal space in their own culture and family.

Identifying Supporting Details: In groups students will identify the main idea of paragraphs and explain the type of supporting details that are being used.

Teach Writing Process: Using models, students will plan, outline and then write a paragraph in response to an online discussion board.

Say What You Think: Students will plan, outline and share a time someone was rude to them or they were rude to someone else. Students will include ideas from the first listening exercise (radio program).

Presentation: For their final speaking activity, students will plan out and create a presentation about using manners in a particular situation by explicitly giving advice and using *should* and *shouldn't*.

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.

<https://www.youtube.com/watch?v=LWFnpeimPfE>

- Khan Academy: Subject-verb Agreement
<https://www.youtube.com/watch?v=4fMipjAnIRk>
- 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/UCzuOCMm4bYELiv-DZAgfm4g>
- 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/Can-Do-KeyUses-Gr-9-12.pdf>

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

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

WIDA Performance Definitions - Listening and Reading Grades K-12

<https://wida.wisc.edu/sites/default/files/resource/Perf>

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[ormance-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: Technology - How Technology Improves Performance and Affects Relationships

Duration: 45 days

Introduction

Unit 4 is from the academic field of Technology and focuses on how technology has improved performance in medicine, sports, and other fields, as well as its challenges and drawbacks. Students will also explore the impact of social media on friendships and how people interact with AI bots like the GPS voice giving directions. 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 positive and negative comparatives to discuss their opinions. Students will plan and write an opinion paragraph about the use of technology 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](#)

Primary Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

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

Standard 5 – Language for Social Studies

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

NJ Student Learning Standards for English Language Arts

Reading Informational Texts

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to

provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

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

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

Writing

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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 (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. 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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or 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.11–12.5. 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.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

Speaking and Listening

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 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.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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 syntax for effect, apply an understanding of syntax to the study of complex texts.

C. Demonstrate independence in gathering vocabulary knowledge when considering a

word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- 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, its etymology, or its standard usage.
- 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.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 1 – Social and Instructional Language

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

Standard 5 – The Language of Social Studies

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

Social Studies

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

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6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

World Languages

7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures

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

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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., 1.1.12.prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12.acc.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.12.prof.CR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Career Readiness, Life Literacies, and Key Skills Practices

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

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

<p>Self-Awareness</p> <ul style="list-style-type: none"> ● 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

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- 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
- Skill lessons
- Think questions
- Academic, content, and story vocabulary with definitions and sentence construction
- Quizzes
- Homework
- Do Nows

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

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<ul style="list-style-type: none"> ● 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"> ● 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"> ● Technology can improve our lives—especially in medicine, sports, and communication—but it can also create new problems we need to think about carefully. ● Social media and AI tools, like GPS voices, change how we make friends, communicate, and make decisions, so it’s important to understand both their benefits and drawbacks. ● Using positive and negative comparatives (for example, better, worse, more helpful, less safe) helps us explain our opinions clearly when comparing different technologies. ● Writing an opinion paragraph based on research and evidence helps us share informed ideas about how technology should—and shouldn’t—be used. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What technology do you use everyday and does it help you improve your school performance? ● How could virtual reality help you in your learning? ● What kind of electronic devices do you use everyday? ● How do you think that social media might affect relationships? ● What are some problems you or your friends experience with social media sites? ● Are there any electronic devices that have changed your life or relationships?
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Content	Skills
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<p><i>Students will...</i></p> <p style="text-align: center;"><i>Content Objectives</i></p> <ul style="list-style-type: none"> ● Students will build background about the unit topic by discussing the unit question and responding to questions about a model conversation. 	<p><i>Students will be able to ...</i></p> <p style="text-align: center;"><i>Language Objectives</i></p> <ul style="list-style-type: none"> ● Students will form opinions and respond to a short model conversation. ● Students will discuss a text in a small group.
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- Students will use context to determine the meaning of new vocabulary.
- Students will identify a main idea and locate supporting details.
- Students will read an article and take notes recording; main ideas, supporting details, important names, dates and numbers.
- Students will watch a video and discuss questions with a group.
- Students will use a dictionary to acquire additional information of a word and use it correctly.
- Students will organize ideas for a topic using a graphic organizer.
- Students will write an opinion paragraph about using technology to improve performance in sports or education following a model.
- Students will use symbols and abbreviations to take notes on a lecture about social media.
- Students will use a Venn diagram to sort out the positive and negative aspects of different electronic devices.
- Students will use comparatives to describe the effects of social media on society to their classmates in a presentation.

- Students will describe the meaning of a word by noting its context and how it is used.
- Students will listen to a video and record key words.
- Students will use modals (*should, shouldn't, ought to*) to give an opinion about a topic.
- Students will state a main idea and verbally support their main idea by explaining their reasoning in a presentation.
- Students will use symbols and abbreviations used in texting one another on their cell phones.
- Students will use comparatives to talk about the differences between two things (*-er, more, less, etc.*).
- Students will ask for and give clarifications by repeating something a speaker says in question form.
- Students will discuss in small groups their thoughts on topics related to electronic device usage.
- Students will present their ideas about whether or not social media sites are good or bad to the class as a whole.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Unit Assignment (Writing): Students will write an opinion paragraph about how technology helps improve performance in education or sports. They will use information from Reading 1, Reading 2, and the unit video to brainstorm their ideas and then plan out their ideas in a graphic organizer. Students will think of two reasons in which technology improves performance and give supporting details.
- Unit Assignment (Speaking): Using comparatives (*-er, more, less, etc*) students will explain the effects social media has on an aspect of society (school, business, stores,

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 2 (3ed)*. Oxford University Press.
 - McClure, K. & Vargo, M. (2020). *Q skills for success: Listening & Speaking, Level 2, Level 2 (3ed)*. Oxford University Press.
 - Teacher Created Materials
- Q Skills Critical Thinking Video: Organizing Ideas with a Graphic Organizer
- Q Skills Critical Thinking Video: Curiosity

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crime, etc) including both the pros and cons of social media use. Classmates will listen to these presentations and will ask questions to one another for clarification.

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 how technology can improve performance.

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 reflect on the reading and describe ways in which virtual reality can help in their learning

Note-taking: Students will practice taking notes in shorthand from both an article and a lecture. Students will explain why they chose certain information or specific words from the article or lecture.

Dictionary Use: In groups students will use online dictionaries to acquire additional information of words in order to use the words correctly in writing or speaking. Students will explain how the use of the dictionary helped them in their use of the word.

Teach Writing Process: Using models, students will plan, outline and then write an opinion paragraph about using technology to improve performance

Say What You Think: Students will plan, outline and do a short presentation to the class about their own habits with electronic devices and how they are helpful or harmful to them.

Presentation: For their final speaking activity, students will plan out and create a presentation about how social media is good or bad for society. Listeners

- Memovoc English: Giving Advice in English with Should and Shouldn't
<https://www.youtube.com/watch?v=OxO7YB-INS0>

- Ellii (formerly ESL Library): Comparative Adjectives

<https://www.youtube.com/watch?v=wXiD0FdON7k>

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/UCCIkHxI 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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will ask for clarification following steps learned in class and presenters will give it.

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 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>