

Lakewood Public School District Curriculum Guide

Grade: 9-12	Content Area: English as a Second Language 4
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<p>Original Adoption: 2023 NJSL English Language Arts and English as a Second Language (8-21-24); Math NJSL Mathematics (8-21-24); 2020 NJSL Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)</p>
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Recommended Pacing Guide	
UNIT 1: Sociology- First Impressions	45 days
UNIT 2: Nutritional Science- Habits of Eating	45 days
UNIT 3: Information Technology/Psychology- How Technology Affects our Lives/ Is Change Good or Bad	45 days
UNIT 4: Marketing- How Advertising Affects Behavior	45 days

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

Unit 1: Sociology- First Impressions	Duration: 45 days
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<p>Introduction</p> <p>Unit 1 is from the academic field of Sociology and focuses on meeting people for the first time in a variety of settings and the impressions that are formed. Students will read informational texts and listen to a conversation and lecture. Students will gather information from reading and listening texts and unit videos in order to discuss the topics with their classmates and in writing. They will use a variety of tenses to make</p>

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references from the readings, discuss their ideas and share their experiences through narratives. Students will plan and write a paragraph about how someone can make a good first impression on a general category of person of their choosing (classmate, new neighbor, etc.). Students will also give a short talk on whether they believe first impressions to be accurate using evidence from the text, lectures and videos to back up their opinions.

Suggested Accommodations

Multilingual Learners:

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

Special Education/Students with Disabilities:

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

504 Plans:

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

Gifted and Talented:

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

Students at Risk of Failure:

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

Economically Disadvantaged:

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

Culturally Diverse:

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

[New Jersey Student Learning Standards](#)

Primary Interdisciplinary Connections

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

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

NJ Student Learning Standards for English Language Arts

Reading Informational Texts

RI.CR.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.

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.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.

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.

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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,

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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

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World Languages

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.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.

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

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

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

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

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

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

Career Readiness, Life Literacies, and Key Skills Practices

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

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

Social Emotional Learning Standards

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Self-Awareness

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

Self-Management

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

Social Awareness

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

Responsible Decision-Making

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

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

Alternative Assessments:

- Teacher Created/Modified Vocabulary Assessments
- Teacher Created/Modified quizzes and tests

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<ul style="list-style-type: none"> ● Academic, content, and story vocabulary with definitions and sentence construction ● Quizzes ● Homework ● Do Nows ● DOLs ● Group/Pair Activities ● Free Writes ● Journaling/Reading Response ● Peer Review ● Open-ended Questions ● Student Conferences ● Think-Pair-Share ● Culminating Activities/ End of Unit Projects 	<ul style="list-style-type: none"> ● Response to Literature writing prompts ● Choice Boards ● Presentations to small groups ● WIDA-style writing tasks ● WIDA-style speaking tasks ● Assessments and reports generated by Kahoot, Quizlet, Readworks, Google Classroom,
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Unit Tests ● Writing Assessments and Papers ● Projects ● Oral Presentations ● Final Exam 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Midterm Exam ● Student Portfolio

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● People form first impressions quickly, and these impressions are influenced by culture, personal experiences, and the social setting. ● Effective communication—through words, actions, and body language—helps us make a positive first impression and build strong relationships. ● Using multiple verb tenses and narrative skills allows us to describe experiences, explain ideas, and connect our own stories to what we learn in texts, lectures, and videos. ● Strong opinions about first impressions should be supported with reasons and evidence, both in speaking and writing, so we can clearly explain whether we believe first impressions are accurate. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What qualities do you look for in a friend? ● What is the best way to make a good first impression on a classmate? ● How important are first impressions? ● Have you ever formed a first impression of someone that was wrong? ● What are the best ways to make a good impression on others? ● Are first impressions usually accurate? ● In what ways are job interviews similar to other types of first impressions people make?
Content	Skills
<i>Students will...</i>	<i>Students will be able to ...</i>

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Content Objectives

- Students will build background about the unit topic by discussing the unit question and responding to questions about a model conversation.
- Students will use context to determine the meaning of new vocabulary.
- Students will preview an informational text by reading the title, headings, and captions.
- Students will determine the main idea and supporting details of a text, and analyze their development and how they interact to provide a complex analysis.
- Students will analyze a complex series of causes and effects in a causal chain from an informational text and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Students will classify information from an informational text using a chart.
- Students will write narratives about a mistaken first impression and develop effective technique, well-chosen details, and well-structured event sequences
- Students will write a “how to” text about making a first impression using the readings from the text.
- Students will gather information and give a short presentation.
- Students will take and use notes in order to make a summary of a lecture.
- Students will make inferences from a lecture.

Language Objectives

- Students will share ideas about one’s own and others’ lived experiences and previous learning
- Students will discuss a text in a small group.
- Students will listen for key words and phrases.
- Students will take notes on key words and main ideas from a listening text.
- Students will prepare and present a response to a speaking prompt.
- Students will discuss general truths, habits and things that have happened over and over using present and future conditionals.
- Students will use attitudinal word choices to express their feelings, appreciation, or judgment/evaluation at a time in the past that their first impression of someone was wrong.
- Students will use reporting devices to acknowledge the use of information from the text and integrate that information into their own text using verbs and direct quotes (said, reported, claimed, predicted; expressions according to, as mentioned by)
- Students will use common expressions (*I’m sorry. I didn’t catch that. Could you repeat that? Do you mean...?*) to ask for repetition and clarification.
- Students will recognize the variety of suffixes used in English in different parts of speech.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Unit Assignment (Writing): Organize, develop and write a “how to” paragraph on “How do you make a good first impression?”, using information from and citing Reading 1, Reading 2 and the unit video.
- Unit Assignment (Speaking): Think of a time when your first impression was incorrect. Plan out a presentation describing: who was

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

the person; where, when and why did you meet the person; what changed your mind, and; what you think about the person now. Self-assess your own presentation.

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

Vocabulary Preview: Students will read sentences containing vocabulary words and identify the definition of each word based upon context, or students will select the appropriate vocabulary word to complete each sentence.

Real-Usage Vocabulary Practice: In groups, students will respond to and share questions using the new vocabulary words that brings the words into their own life. *Ex: Who do you appreciate the most in your circle of friends and why?*

Write What You Think: Students will discuss, plan and then describe the last time they used “small talk”. Students will show by using examples from their own life, how it can be a “big deal”

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

Say What You Think: Students will use evidence from Listening 1 and their own experience to describe how someone might be behaving poorly the first time they meet them even though that is not their normal personality.

Role-Play: In preparation for the unit assignment (“how to” paragraph), students will role-play a job interview using the pointers suggested in Reading 2 on how to succeed in 21st century job interviewing.

Speaking, Level 3 (3ed). Oxford University Press.

- Teacher Created Materials
- Q Skills Critical Thinking Video: Identifying a Causal Chain
- Q Skills Critical Thinking Video: Comparing and Contrasting
- British Council Grammar Snacks: Conditionals
<https://www.youtube.com/watch?v=NFH82ahH9TA>
- British Council Ukraine: Suffixes in English
<https://www.youtube.com/watch?v=xxzOCnWxX0k>
- ELA Through Film: Learning Inferences
https://www.youtube.com/watch?v=utnym7yl_Sk
- Teacher Created Materials
- Selected Readworks and CommonLit supplemental texts
- Standards-aligned sentence frames (TE appendices)

ESL Specific Resources

- <https://www.colorincolorado.org/>
- <http://iteslj.org/>
- <https://www.tesol.org/>
- <http://esl-bits.net/>
- <http://a4esl.org/>
- <http://eslcafe.com>
- <https://www.brainpop.com/>
- www.readworks.org
- All Things Grammar:
<https://youtube.com/playlist?list=PLaLZTMz9Nm0HLDZ7rOmAhJJRjtYfbz--A>
- Oxford English:
<https://www.youtube.com/channel/UC-g4gQIissblwr-OJauC5Cw>
- British Council LearnEnglish Teens:
<https://www.youtube.com/channel/UCzuOCm4bYELiv-DZAgfm4g>
- Extra English Practice:
<https://www.youtube.com/channel/UCCIkhXI56Z9qg9QJdbpgeHw>

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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 TEACHER REFERENCE RESOURCES

WIDA - Can Do Descriptors - Grades 9-12

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

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

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

WIDA Performance Definitions - Listening and Reading Grades K-12

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

WIDA Performance Definitions - Speaking and Writing Grades K-12

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

Unit 2: Nutritional Science- Habits of Eating

Duration: 45 days

Introduction

Unit 2 takes on a Nutritional Science theme and focuses on the way food is prepared, **why people choose certain foods** and not others and changes in habits of eating. Students will read informational texts, watch and listen to a US news report and listen to a lecture. Students will gather information from the readings and listening texts and unit videos and discuss the information with classmates and in writing. They will make use of noun-verb collocations, pronoun referents, and correct multi-adjective use and placement to write a descriptive paragraph about an important food in their lives, conduct an interview about changes in dietary habits and respond to general questions about habits of eating. Students will plan and write a paragraph with logical flow that engages the reader through descriptive adjectives about an important food in their lives. They will also engage in role-playing activities to practice the giving of advice using modal verbs of suggestion and obligation.

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

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- 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.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,

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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 4 – The Language of Science

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

New Jersey Student Learning Standards: Science

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

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

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

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-PS1-2)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS1-3)

New Jersey Student Learning Standards: 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.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).

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.

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- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

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

Career Readiness, Life Literacies, and Key Skills Practices

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

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

Social Emotional Learning Standards

Self-Awareness

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

Self-Management

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

Social Awareness

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

Responsible Decision-Making

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

Relationship Skills

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

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Formative Tasks:

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

Alternative Assessments:

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

Summative Assessments:

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

Benchmark Assessments:

- Midterm Exam
- Student Portfolio

Knowledge & Skills

Enduring Understandings:

- Food choices are shaped by culture, personal preference, and evolving eating habits, and understanding these factors helps us explain why people prepare and enjoy foods differently.
- Sustainably sourced and organic foods play an important role in supporting personal health and environmental well-being, and learning about these options helps us make more responsible choices.
- Clear communication allows us to describe important foods, explain preparation methods, and share personal experiences effectively.
- Gathering information gathered from texts, interviews, and media about nutrition and changing dietary habits helps us give advice about healthy eating.

Essential Questions:

- What kinds of food do you eat on special occasions?
- What makes food more attractive to you?
- What reasons do people sometimes have for changing the types of food they eat?
- Is “local food” always changing?
- What factors are most important in causing people to change their diets?
- To what extent might changes in diet threaten traditional cultures?
- How has knowledge about sustainability influenced how people make food choices?

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Content	Skills
<p><i>Students will...</i></p> <p style="text-align: center;"><i>Content Objectives</i></p> <ul style="list-style-type: none"> ● Students will build background about the unit topic by discussing the unit question and responding to questions from a model conversation ● Students will preview a reading by skimming the titles, pictures and headings. ● Students will use context to determine the meaning of new vocabulary. ● Students will locate information from paragraphs in the text through scanning and inferencing. ● Students will identify who or what specific pronouns from the text are referring to (pronoun referents). ● Students will identify the main ideas from a text, by noting the paragraphs that they are found in. ● Students will take notes while watching a video and respond to questions using their notes. ● Students will apply their understanding of the use and placement of adjectives by identifying adjectives types in a paragraph. ● Students will plan and organize a paragraph about their favorite dish focusing on descriptive adjectives and logical flow. ● Students will predict the topic of a listening passage by taking note of the topic, the speaker and the context. ● Students will listen for linking words in order to identify cause and effect. ● Students will identify and use adjective-noun collocations in a short presentation. ● Students will learn how to give advice using, <i>should, shouldn't</i> and <i>ought to</i>. Students will build background about the unit topic by discussing the unit questions. ● Students will listen to a model conversation, respond to questions and share with the class. 	<p><i>Students will be able to ...</i></p> <p style="text-align: center;"><i>Language Objectives</i></p> <ul style="list-style-type: none"> ● Students will listen to identify key details of a model conversation. ● Students will discuss the central ideas of a text in a small group. ● Students will discuss how title, heading and opening passages in a text capture readers' interest. ● Students will describe the information from an illustration. ● Students will make inferences from a text. ● Students will prepare and present a response to a speaking prompt. ● Students will describe the meaning of a word using context clues. ● Students will use adjectives to enrich their written description about their favorite dish. ● Students will use multiple adjectives in the correct order. ● Students will use a variety of verb tenses to locate events in time and situate their understanding of a favorite dish. ● Students will identify linking words such as <i>because, leads to</i> and <i>since</i> in sentences describing causes and effects. ● Students will develop their understanding of pronoun referents and collocations to maintain cohesion in their reading and writing. ● Students will maintain the right tone for giving advice using <i>should, shouldn't</i> or <i>ought to</i>.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Unit Assignment (Writing): Students will write a descriptive paragraph about their favorite dish. They will describe the tastes and ingredients. They will explain the personal or cultural context in which someone might eat the dish. Additionally, they will explain how to make the dish and how it makes them feel. They will include a topic sentence and use details to support why they feel it is so good. Students will focus on logical order in their paragraph and use 8-10 descriptive adjectives.
- Unit Assignment (Speaking): Students will use information from the two listening exercises to help them think about a food they did not eat in the past, but eat now. Students will plan and create an outline describing this new part of their diet, including: its name; its origin; ingredients; how healthy it is; and why they have added it to their diet. Students will create interview questions and take turns interviewing one another.

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 and one another.

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.

Real-Usage Vocabulary Practice: In groups, students will respond to and share questions using the new vocabulary words that brings the words into their own life.

Write What You Think: Students will discuss, plan and then describe other reasons why people may not like certain foods. Students will debate why certain foods are better than others.

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 3 (3ed)*. Oxford University Press.
 - McClure, K. & Vargo, M. (2020). *Q skills for success: Listening & Speaking, Level 3 (3ed)*. Oxford University Press.
 - Teacher Created Materials
- Q Skills Critical Thinking Video: Making Inferences
- Q Skills Critical Thinking Video: Predicting Topics or Ideas
- British Council Malaysia: Collocations
<https://www.youtube.com/watch?v=TezCiNJVEbI>
- Oxford Online English: Adjective Order in English
<https://www.youtube.com/watch?v=qcOfYIMfDz0>
- Khan Academy: Making Inferences in Informational Texts
<https://www.youtube.com/watch?v=gUW2jit3uvo>
- Food Insider: 20 Comfort Foods From Around The World
<https://www.youtube.com/watch?v=T4NOt727wqI>
- 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/>

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Teach writing process: When completing the final writing assignment for this unit, review the writing process, including planning, drafting, revising, editing, as peer review of and reflection on writing. Use outlines from text to plan. Focus on logical flow and descriptive writing

Say What You Think: Students will discuss family members' tastes in certain food and if their tastes are becoming more international. Students will give their own opinion of what is “local food” using examples.

Role-Play: Students will interview one another looking for “healthy” eating habits in preparation for unit assignment on “changing the foods we eat”.

Role-Play: Students will be given prompts and classmates will give advice using *should*, *shouldn't* and *ought to*.

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.

- <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>

WIDA Performance Definitions - Listening and Reading Grades K-12

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

WIDA Performance Definitions - Speaking and Writing Grades K-12

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

UNIT 3: Information Technology/Psychology- How Technology Affects our Lives/ Is Change Good or Bad

Duration: 45 days

Introduction

Unit 3 combines the topics of Information Technology and Psychology to see how technology affects the everyday lives of students. Through a lecture and a discussion of the lecture, it poses the question to students

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about whether or not the changes that technology brings are good or bad. Students will read informational texts, listen to conversations and analyze a lecture. Students identify time markers in order to sequence events, make use of tag questions to extend and enrich a conversation, and observe how a summary is written and a personal response to a reading unfolds.. Students will make use of information from all the readings, lectures and videos from the unit in order to summarize and respond to one of the readings.

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 StandardsWIDA 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 ArtsReading 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.

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- 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 4 – The Language of Science

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

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

Social Studies

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

6.2.12.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

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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.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
- 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
- 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Career Readiness, Life Literacies & Key Skills

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

Career Readiness, Life Literacies, and Key Skills Practices

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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' 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	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,

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aligned to personal goals.	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

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

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Responsible Decision-Making

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

Relationship Skills

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

Evidence of Student Learning

Formative Tasks:

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

Alternative Assessments:

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

Summative Assessments:

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

Benchmark Assessments:

- Midterm Exam
- Student Portfolio

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Knowledge & Skills

Enduring Understandings:

- Technological change influences daily life in both helpful and harmful ways, and evaluating these impacts allows us to form informed opinions about whether specific innovations improve our well-being.
- Technology also affects the environment, and understanding concepts such as digital waste, energy use, and sustainable design helps us consider how technological progress can become more environmentally responsible.
- Writing effective summaries helps us demonstrate how events and ideas develop over time.
- Drawing from multiple sources helps students think critically about the psychological, social, and environmental effects of technology and express their perspectives clearly in both speech and writing.

Essential Questions:

- How do you use technology in your daily life?
- Why do you think car companies want to make driverless cars?
- How much control should people have over the technology they use?
- What positive and negative effects can technology have on people’s lives?
- What has been the biggest change in your life recently?

Content

Students will...

Content Objectives

- Students will build background about the unit topic by discussing the unit question and responding to questions about a model conversation.
- Students will express their own personal responses with the opinions of the students in the model conversation.
- Students will use context to determine the meaning of new vocabulary.
- Students will preview a reading by scanning the title, first sentences of each paragraph and footnotes with technical terms.
- Students will identify the main idea of the reading and organize the advantages and disadvantages of the topic in a table.
- Students will practice note-taking by highlighting the topics, main ideas, supporting details and important words in a text

Skills

Students will be able to ...

Language Objectives

- Students will share responses and discuss a short model conversation.
- Students will discuss a text in a small group.
- Students will listen and classify information from a text into a graphic organizer.
- Students will annotate important information from a text and highlight main ideas, supporting details and key words.
- Students will prepare and present a response to a speaking prompt.
- Students will locate pronouns and locate the nouns they refer to.
- Students will identify and describe subtle differences in synonyms.
- Students will sort, clarify and summarize the details of texts.
- Students will list ideas that come in sequence using parallel structure.

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| <ul style="list-style-type: none"> ● Students will locate the noun to which pronouns in the passage are referring to ● Students will distinguish synonyms that have general meanings to synonyms that have specific meanings. ● Students will gather information from a reading to organize a summary that restates the main idea and plan out a personal response to the topic ● Students will identify and use parallel structure to list ideas that come in sequence. ● Students will use note-taking from a reading to sequence events in correct time order ● Students will listen for time markers of a lecture to relate events to one another ● Students will summarize the positive and negative effects in a table. ● Students will accurately use tag questions to have a conversation with a classmate. ● Students will use the appropriate phrases to give reasons for a particular point of view. ● Students will plan and organize a presentation about an event in their life that represents a big change in their behavior. | <ul style="list-style-type: none"> ● Students will take notes about events and arrange them in time order. ● Students will listen for and identify time markers to describe something chronologically. ● Students will use tag questions to extend everyday conversation. ● Students will give reasons for a point of view by using: <i>because, the reason...is that..., that's why, etc.</i> |
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Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Unit Assignment (Writing): Students will summarize Reading 2 on the use of tablets in school and write a personal response on this and how technology can affect them in the classroom. Students will state if they are in support of tablets in school or not and give two reasons to back up their response using ordinal adverbs/signal phrases (*first, finally, for these reasons, this is why, etc.*)
- Unit Assignment (Speaking): Students will gather and organize their ideas about the advantages and disadvantages of the change that takes place in someone's life when they: change a job, study abroad, start a new school, move to a new city or pass an exam. Students will discuss their experiences in

Varied Levels of Text:

- Various texts and excerpts from the core curriculum program:
 - Bixby, J. & McVeigh, J. (2020). *Q skills for success: Reading & writing, Level 3 (3ed)*. Oxford University Press.
 - McClure, K. & Vargo, M. (2020). *Q skills for success: Listening & Speaking, Level 3 (3ed)*. Oxford University Press.
 - Teacher Created Materials
- Q Skills Critical Thinking Video: Identifying Advantages and Disadvantages
- Q Skills Critical Thinking Video: Summarizing Information You Hear
- BBC Learning English: Question Tags

groups and then plan and present on a single topic through a Google Slides Presentation that visually shows the change they experienced.

Build background: Students will discuss the unit questions and listen to “Q Classroom” discussions about the topic.

Vocabulary Preview: Students will read sentences containing vocabulary words and identify the definition of each word based upon context, or students will select the appropriate vocabulary word to complete each sentence.

Write What You Think: Students will identify key ideas from the reading that they agree or disagree with. Students will write a response to the WWYT prompt about why driverless cars are being made and what are their advantages and disadvantages.

Note-taking: Students will be given sample paragraphs and practice taking notes and highlighting the: topics, main ideas and important words or phrases

Video Discussion and Analysis: After watching the video on algorithms, students will take notes and discuss algorithms in groups. Groups will present to the class how algorithms are being used in their day-to-day life.

Writing: Students will write a summary of Reading 2 and write a personal response citing two reasons for this opinion, one pulled from personal experience, the other from the texts.

Chronological Note-taking- Students will be listen to a lecture and arrange key events of the lecture on a timeline

Conversation “Performance”: Students will extend conversations with one another using tag questions and then “perform” these conversations to the class.

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

- Khan Academy: Parallel Structure
<https://www.youtube.com/watch?v=2l2FgUrn1A>
- 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/CanDo-KeyUses-Gr-9-12.pdf>

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

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

WIDA Performance Definitions - Listening and Reading Grades K–12

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

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Presentation: Students will choose a moment in which their lives changed dramatically, organize their thoughts giving numerous details about the event and then present the experience to the class.

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

[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: Marketing- How Advertising Affects Behavior

Duration: 45 days

Introduction

Unit 4 discusses how marketing, particularly through various forms of technology, affect our behavior. Students are asked to look at and monitor their habits using technology and see in which ways they may be targeted by advertisers and influenced by such advertisements. Students will read informational texts and listen to conversations and lectures that offer a variety of opinions about advertising and issues of privacy that come up in targeted advertisements. Students will gather information from their texts, pull from personal experience and consider some of the ethical discussions from the unit to create an original opinion essay about whether they feel advertising is helpful or harmful. The essay will build step-by-step into an introduction and three paragraphs giving reasons and supporting statements about why they feel a certain way. Additionally students will have to present on an additional topic, giving their opinion with supporting evidence 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

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- 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.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

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).

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.

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

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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.

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.

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- 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 4 – The Language of Science

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

New Jersey Student Learning Standards: Science

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

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

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

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-PS1-2)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS1-3)

New Jersey Student Learning Standards: 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.4: Summarize information from oral and written discourse dealing with a variety of topics.

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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).

Computer Science & Design Thinking

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

Career Readiness, Life Literacies & Key Skills

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

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Career Readiness, Life Literacies, and Key Skills Practices	
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' 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.

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<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Social Emotional Learning Standards

Self-Awareness

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

Self-Management

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

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

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- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

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

Relationship Skills

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

Evidence of Student Learning

Formative Tasks:

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

Alternative Assessments:

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

Summative Assessments:

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

Benchmark Assessments:

- Midterm Exam
- Student Portfolio

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- Final Exam

Knowledge & Skills

Enduring Understandings:

- Marketing and advertising—especially through digital technologies—are designed to influence behavior.
- Understanding how ads target individuals helps people make more informed and independent choices.
- Our own technology habits shape the kinds of advertisements we see, and recognizing these patterns helps us think critically about issues of privacy, data use, and personal boundaries.
- Forming a strong opinion about advertising requires gathering information from readings, media, and personal experience.
- Ethical questions about advertising, such as fairness, honesty, and privacy, help students reflect on the role of marketing in society and communicate their views respectfully and effectively.

Essential Questions:

- What is an invasion of privacy?
- Is there too much advertising?
- Do you pay attention to the commercials you receive?
- Do you buy things online?
- Did you have any favorite characters from TV or movies, when you were a child?
- In your home culture, is it common for child-oriented characters to be used in advertising?

Content

Students will...

Content Objectives

- Students will build background about the unit topic by discussing the unit question.
- Students will complete a table while listening to a model conversation.
- Students will use context to determine the meaning of new vocabulary.
- Students will distinguish the difference between fact and opinion.
- Students will use a Venn diagram to compare items from a text.
- Students will identify information from a text and evaluate if the author would agree or disagree with a particular statement.
- Students will categorize information from a video in a chart.
- Students will classify the various forms of suffixes found in words throughout the text.

Skills

Students will be able to ...

Language Objectives

- Students will listen for specific information.
- Students will discuss a text in a small group.
- Students will identify, describe and discuss various relationships between information said in a lecture and a radio program.
- Students will take notes using short-hand.
- Students will prepare and present a response to a speaking prompt.
- Students will describe why a statement is a fact or an opinion.
- Students will identify reasons for an opinion in an essay and paraphrase them in writing.
- Students will use conjunctions (*and, but, so, or*) to create compound sentences.
- Students will interpret and use facial expressions and body language appropriately.

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- Students will analyze and identify parts of an opinion essay in preparation for writing an opinion essay of their own.
- Students will construct and combine simple and compound sentences in a paragraph.
- Students will evaluate the truthfulness of claims, making statements about the reliability of sources being used.
- Students will use context clues to identify the meaning of new words.
- Students will use phrases to give and support their opinions.
- Students will gather information and give a short presentation telling a story using specific phrases, gestures, and eye contact.

- Students will identify the part of speech to determine meaning and properly use a suffix while writing.
- Students will use modal verbs (*must, can't, have to, should*, etc) to express attitude.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Unit Assignment (Writing): After extensive practice and a review of various models, students will write a four-paragraph opinion essay about whether advertising helps or harms people, including the writing of: an opinionated thesis statement, 3 reasons for this opinion and 1 example for each reason that gives evidence to support it. Students will pull from the information in the two readings, one radio program recording, one lecture and two videos on advertising in order to best support their ideas for the essay. Students can also pull from personal experience to help support their main idea and thesis.
- Unit Assignment (Speaking): Students will think about how advertising affects their behavior by using their notes and responses from the 2 listening exercises in the text. They will plan, outline and create a response and presentation to one of the topics from the text. Students will assess one another's presentation according to a rubric.

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 3 (3ed)*. Oxford University Press.
 - McClure, K. & Vargo, M. (2020). *Q skills for success: Listening & Speaking, Level 3 (3ed)*. Oxford University Press.
 - Teacher Created Materials
- Q Skills Critical Thinking Video: Evaluating the Truthfulness of Claims
- Q Skills Critical Thinking Video: Using a Venn Diagram
- Khan Academy: Evaluating a Source's Reasoning and Evidence
<https://youtu.be/v4HhzvSgUpU>
- British Council: Phrases for Expressing an Opinion
<https://www.youtube.com/watch?v=I517e6oW-GM>

Teacher Created Materials

- Selected Readworks and CommonLit supplemental texts

Lakewood Public School District Curriculum Guide

Grade: 9-12

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Build background: Students will discuss the unit questions and listen to “Q Classroom” discussions about the topic.

Vocabulary Preview: Students will read sentences containing vocabulary words and identify the definition of each word based upon context, or students will select the appropriate vocabulary word to complete each sentence.

Write What You Think: Students will review the reading and share opinions about online advertising and privacy using real examples from their personal experiences in response to the WWYT prompts.

Distinguishing Fact from Opinion:
Students in groups will be given 5 sentences with either an opinion or a fact on it. Students will share with the class why certain sentences are a fact or an opinion. Groups will reconvene, noting at least 3 methods for distinguishing the difference between the two and share their discoveries with the class.

Venn Diagrams: Students will arrange the similarities and differences of ads on television and ads online in a Venn diagram

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

Opinion Essay: Students will write a four-paragraph opinion essay about whether advertising helps or harms people, including the writing of: an opinionated thesis statement, 3 reasons for this opinion and 1 example for each reason that gives evidence to support it.

Conversation “Performance”: Students will extend conversations with one another using tag questions and then “perform” these conversations to the class.

Evaluate the Truthfulness of Claims:
Groups will be given a variety of claims and show the steps that they would take to evaluate the truthfulness of each, following the models from the class.

- Standards-aligned sentence frames (TE appendices)

ESL Specific Resources

- <https://www.colorincolorado.org/>
- <http://iteslj.org/>
- <https://www.tesol.org/>
- <http://esl-bits.net/>
- <http://a4esl.org/>
- <http://eslcafe.com>
- <https://www.brainpop.com/>
- www.readworks.org
- All Things Grammar:
<https://youtube.com/playlist?list=PLaLZTMz9Nm0HLDZ7rOmAhJJRjtYfbz--A>
- Oxford English:
<https://www.youtube.com/channel/UC-g4gQIissblwr-OJauC5Cw>
- British Council LearnEnglish Teens:
<https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g>
- Extra English Practice:
<https://www.youtube.com/channel/UCCikXl56Z9qg9QJdbpgeHw>

WIDA TEACHER REFERENCE RESOURCES

WIDA - Can Do Descriptors - Grades 9-12

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

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

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

WIDA Performance Definitions - Listening and Reading Grades K-12

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

WIDA Performance Definitions - Speaking and Writing Grades K-12

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

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Context Clues: Students will be given numerous unfamiliar words and will figure out their definitions by using context clues. Students will share their analyses with one another.

Presentation: Students will choose a topic, organize their thoughts and create a Google Slides presentation sharing their opinions about a topic connected to advertising and privacy online.

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.