

## Lakewood Public School District Curriculum Guide

<b>Grade: 9-12</b>	<b>Content Area: ELA: English for English Language Learners 1</b>
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<p><b>Original Adoption:</b> 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 &amp; Key Skills, Computer Design &amp; Thinking, Visual &amp; Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)</p>
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<b>Recommended Pacing Guide</b>	
UNIT 1: All About Me	60 days
UNIT 2: Wisdom of the Ages	60 days
UNIT 3: Global Village	60 days

<b>Alignment with State Mandates</b>
<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"> <li>Holocaust and genocides (<a href="#">N.J.S.A. 18A:35-28</a>)</li> <li>History and contributions of African-Americans (Amistad Law) (<a href="#">N.J.S.A. 18A:35-4.43</a>)</li> <li>Highlight and promote diversity and inclusion (Diversity &amp; Inclusion Law) (<a href="#">N.J.S.A. 18A:35-4.36a</a>)</li> <li>History of disabled and LGBT persons included in middle and high school curriculum (<a href="#">Section 18A:35-4.35</a>)</li> <li>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 <a href="#">click here</a> for specific examples (by subject).</li> </ul>

<b>UNIT 1: All About Me</b>	<b>Duration:</b> 60 days
<b>Introduction</b>	
<p>Unit 1: All About Me, asks the Essential Question: “Who Am I?” Each unit is broken into three clusters, and each cluster is organized around a short story as a core text and focuses on a specific aspect of the larger question. Academic vocabulary, language support, and grammar topics in-context underpin the texts. Each core text is paired with at least one other text from a different genre.</p> <p>Cluster 1 centers on the photo essay “First Names,” which is paired with an excerpt from the play “Romeo and Juliet.” Cluster 2 pairs the short story “Growing Together” with the poem “My People.” In Cluster 3, students will read expository nonfiction “Ways to Know You” and a magazine article entitled “Who Is She?”</p>	

## Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: ELA: English for English Language Learners 1

Students will analyze the structure and characters of a play, the elements of poetry (patterns), and different types of nonfiction. Students will use the reading strategies, Visualize: Form Mental Images, and Identify Text Structure: Sequence to comprehend and think critically about what they read.

Students will write and present a poem for their Unit Writing Project, which focuses on Expressive Writing. Students will take the Level Test as a diagnostic/SGO. The Unit 1 Test will be the Midterm Exam/SGO check-in.

### 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

## Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: ELA: English for English Language Learners 1

- 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 Literature

**RL.CR.9–10.1.** Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

**RL.CI.9–10.2.** Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

**RL.IT.9–10.3** Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

**RL.TS.9–10.4.** Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

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

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

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

**C.** Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

**RL.PP. 9–10.5.** Determine an author’s lens in a text (including cultural experience reflected in a work of

literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

**RL.MF.9–10.6.** Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

**RL.CT.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

### **Reading Informational Text**

**RI.CR.9–10.1.** cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

**RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

**RI.IT.9–10.3.** Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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

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

**RI.MF.9–10.6.** Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

**RI.CT.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including

how they relate in terms of themes and significant concepts.

### **Writing**

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

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

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

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

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

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

**W.IW.9–10.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

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

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

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

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

**W.NW.9–10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**A.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or

characters; create a smooth progression of experiences or events.

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

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

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

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

**W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.WR.9–10.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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

### **Speaking and Listening**

**SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

**D.** Respond thoughtfully to various perspectives, summarize points of agreement and

disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**SL.II.9–10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.ES.9–10.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

**SL.PI.9–10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

### **Language**

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

**A.** Use parallel structure.

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

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

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

**E.** Recognize spelling conventions.

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

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

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

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

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

## Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: ELA: English for English Language Learners 1

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

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

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

### Interdisciplinary Connections

#### **WIDA English Language Proficiency Standards**

##### **Standard 1 – Social and Instructional Language**

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

##### **Standard 4 – The Language of Science**

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

#### **Visual and Performing Arts**

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history

### **Social Studies**

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

### **Science**

LS1.A: All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins.

HS-LS3-2: In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.

LS3.A: Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.

### **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.

## Lakewood Public School District Curriculum Guide

**Grade: 9-12**

**Content Area: ELA: English for English Language Learners 1**

- 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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

### **Career Readiness, Life Literacies, and Key Skills Practices**

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

## Lakewood Public School District Curriculum Guide

<b>Grade: 9-12</b>	<b>Content Area: ELA: English for English Language Learners 1</b>
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social and economic impacts of decisions.	the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: ELA: English for English Language Learners 1

Work productively in teams while using cultural/global competence.

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

### Social Emotional Learning Standards

#### Self-Awareness

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

#### Self-Management

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

#### Social Awareness

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

#### Responsible Decision-Making

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

#### Relationship Skills

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

## Lakewood Public School District Curriculum Guide

**Grade: 9-12**

**Content Area: ELA: English for English Language Learners 1**

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### Evidence of Student Learning

**Formative Tasks:**

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

**Alternative Assessments:**

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

**Summative Assessments:**

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

**Benchmark Assessments:**

- Midterm Exam
- Student Portfolio

### Knowledge & Skills

**Enduring Understandings:**

- Stories, poems, and nonfiction texts can help us understand who we are, because characters, narrators, and real people show different ways of thinking about identity.
- Our names, families, cultures, and experiences shape how we see ourselves, and reading about others helps us recognize what makes each person unique.
- Different genres—plays, poetry, and nonfiction—use different structures and

**Essential Questions:**

- Who am I?
- How is my name important?
- How are my family and culture a part of me?
- How is my body unique?

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: ELA: English for English Language Learners 1

features to share ideas, and understanding these differences helps us better understand the message of each text.

- Using reading strategies like visualizing and identifying text structure helps us make meaning, so we can think more deeply about ourselves and the people we read about.

**Content**

**Skills**

*Students will...*

***Content Objectives***

- Students will use context to determine the meaning of new vocabulary.
- Students will activate prior knowledge to connect with a text.
- Students will respond to and interpret visuals.
- Students will make comparisons across texts.
- Students will make generalizations about a text topic.
- Students will analyze the text structure of a play.
- Students will analyze characters in a play.
- Students will recognize and analyze patterns in poetry.
- Students will define poetry and explain its text features.
- Students will differentiate between different types of nonfiction.
- Students will visualize and form mental images to read and comprehend text.
- Students will sequence the events in a story.
- Students will write and present a poem.
- Students will gather and present information in an oral report.

*Students will be able to ...*

***Language Objectives***

- Students will define and use academic vocabulary in context.
- Students will give personal information using the verb *be*. For example:
  - My name *is* \_\_\_\_.
  - I *am* from \_\_\_\_.
  - My sister *is* [adjective].
- Students will consistently use *be* verbs in the present tense correctly.
- Students will form questions and negative sentences using the verb *be*.
- Students will ask questions with *do* and *does*.
- Students will form negative sentences using *don't* and *doesn't*.
- Students will ask for and give information using *who*, *what*, *when*, and *where*.
- Students will describe a person's appearance using *have*. (e.g. I *have* brown eyes.)

**Core Instructional & Supplemental Materials**

**Suggested Activities/Resources:**

- Unit Writing Project: Expressive Writing - Poem
- Research/Speaking: research and share name meanings
- Sequence: sequence the events of "Growing

**Varied Levels of Text:**

- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). *EDGE: Reading, Writing, & Language, Fundamentals*. Cengage Learning/National Geographic Learning.

## Lakewood Public School District Curriculum Guide

**Grade: 9-12**

**Content Area: ELA: English for English Language Learners 1**

Together” and present it as a poster or in a digital format

- Timeline: Create a timeline to show the events of “Who is She?”
- Workplace Workshop: “Learn on the Job” - research part-time jobs and possible careers
- Introduce a Classmate: Create a Partner Profile
- Portfolio: Create a reflective portfolio for your cluster writing assignments and unit projects.

Connect to the Topic: read and discuss quotes related to the unit theme

Vocabulary:

- Read new words and examples; determine the definitions and use them in sentences
- Workshop: relate words in categories (e.g., feelings: happy, sad, angry)

Language Workshops:

- Use the verb *be*
- Use the verb *do*
- Use the verb *have*

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

Cluster Writing Topics:

- Postcard
- Interview
- Explanation

- Student Edition
- Grammar and Writing Lab workbooks and digital resources
- MindTap digital resources
- Teacher Created Materials
- Selected Readworks and CommonLit supplemental texts

**Supplemental Resources**

- MindTap ebook and activities
- Standards-aligned sentence frames (TE appendices)

**ESL Specific Resources**

- <https://www.colorincolorado.org/>
- <http://iteslj.org/>
- <https://www.tesol.org/>
- <http://esl-bits.net/>
- <http://a4esl.org/>
- <http://eslcafe.com>
- <https://www.brainpop.com/>
- [www.readworks.org](http://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>

**UNIT 2: Wisdom of the Ages**

**Duration: 60 days**

### Introduction

Unit 2: Wisdom of the Ages, asks the Essential Question: “What Makes Us Wise?” Each unit is broken into three clusters, and each cluster is organized around a short story as a core text and focuses on a specific aspect of the larger question. Academic vocabulary, language support, and grammar topics in-context underpin the texts. Each core text is paired with at least one other text from a different genre.

Cluster 1 centers on the folk tale “How Ananse Gave Wisdom to the World,” which is paired with a web forum entitled “Good Advice from Teens.” Cluster 2 pairs the biography “From Be Water, My Friend: The Early Years of Bruce Lee” with the short fiction “Hands.” In Cluster 3, students will read the memoir “Mathematics” and a poem entitled “Remember.” Students will describe characters, analyze story elements (character), and analyze the elements of poetry (repetition). Students will use the reading strategies, Ask Questions, and make comparisons to comprehend and think critically about what they read.

Students will write an advice column for their Unit Writing Project, which focuses on Expository Writing. Students will take the Unit 2 Test as their final SGO.

### Suggested Accommodations

#### Multilingual Learners:

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

#### Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

- Follow all IEP modifications
- Phonics/Word Study PDF

**504 Plans:**

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

**Gifted and Talented:**

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

**Students at Risk of Failure:**

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

**Economically Disadvantaged:**

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

- Activate schema
- Build background knowledge

**Culturally Diverse:**

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

[New Jersey Student Learning Standards](#)

**WIDA English Language Proficiency Standards**

**Standard 2 – The Language of Language Arts**

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

**NJ Student Learning Standards for English Language Arts**

**Reading Literature**

**RL.CR.9–10.1.** Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

**RL.CI.9–10.2.** Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

**RL.IT.9–10.3.** Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

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

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

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

**C.** Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

**RL.TS.9–10.4.** Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects

(e.g., mystery, tension, or surprise).

**RL.PP.9–10.5.** Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

**RL.MF.9–10.6.** Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

**RL.CT.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

### **Reading Informational Text**

**RI.CR.9–10.1.** cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

**RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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

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

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

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

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

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

**RI.MF.9–10.6.** Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

**RI.AA.9–10.7.** Describe and evaluate the argument and specific claims in an informational text, assessing

whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

**RI.CT.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

### **Writing**

**W.IW.9–10.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

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

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

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

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

**W.NW.9–10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

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

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

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

**W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on

addressing what is most significant for a specific purpose and audience.

**W.WR.9–10.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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

### **Speaking and Listening**

**SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

**SL.II.9–10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.ES.9–10.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

**SL.PI.9–10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

### **Language**

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

**A.** Use parallel structure.

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

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

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

**E.** Recognize spelling conventions.

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

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

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

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

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

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

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

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

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

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

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

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

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

**C.** Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

##### **Standard 1 – Social and Instructional Language**

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

##### **Standard 3 – The Language of Mathematics**

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

#### Visual and Performing Arts

1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change, may influence personal responses to art.

1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings

1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history

#### Social Studies

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

### 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.

## Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: ELA: English for English Language Learners 1

- 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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 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

## Lakewood Public School District Curriculum Guide

<b>Grade: 9-12</b>	<b>Content Area: ELA: English for English Language Learners 1</b>
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	going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**Lakewood Public School District Curriculum Guide**

<b>Grade: 9-12</b>	<b>Content Area: ELA: English for English Language Learners 1</b>
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Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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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

## Lakewood Public School District Curriculum Guide

**Grade: 9-12**

**Content Area: ELA: English for English Language Learners 1**

### Relationship Skills

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

### Evidence of Student Learning

#### Formative Tasks:

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

#### Alternative Assessments:

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

#### Summative Assessments:

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

#### Benchmark Assessments:

- Midterm Exam
- Student Portfolio

### Knowledge & Skills

#### Enduring Understandings:

- Wisdom can come from many places—stories, real people, and our own experiences—and reading different types of

#### Essential Questions:

- What makes us wise?
- How can taking good advice make us wise?
- How do elders and mentors share wisdom?

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: ELA: English for English Language Learners 1

<p>texts helps us understand what it means to be wise.</p> <ul style="list-style-type: none"> <li>• Characters in stories and real-life figures show us how choices, challenges, and personal growth can teach important life lessons.</li> <li>• Different genres—folk tales, biographies, memoirs, and poetry—use different structures and techniques, and recognizing these elements helps us understand the message each text offers.</li> <li>• Asking questions and comparing texts helps us think deeply, so we can find patterns, learn from others, and discover our own ideas about wisdom.</li> </ul>	<ul style="list-style-type: none"> <li>• What are different kinds of wisdom?</li> </ul>
<p><b>Content</b></p>	<p><b>Skills</b></p>
<p><i>Students will...</i></p> <p style="text-align: center;"><b>Content Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will use context to determine the meaning of new vocabulary.</li> <li>• Students will activate prior knowledge to connect with a text.</li> <li>• Students will respond to and interpret visuals.</li> <li>• Students will make comparisons across texts.</li> <li>• Students will identify sequence in a text.</li> <li>• Students will describe characters and interpret their actions and motives.</li> <li>• Students will analyze the elements of a short story.</li> <li>• Students will analyze the repetition in poetry.</li> <li>• Students ask questions to think critically about what they read.</li> <li>• Students will make comparisons to comprehend and think critically about what they read.</li> <li>• Students will write an advice column.</li> </ul>	<p><i>Students will be able to ...</i></p> <p style="text-align: center;"><b>Language Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will define and use academic vocabulary in context.</li> <li>• Students will describe actions using the present tense of common verbs (e.g., <i>I read</i> a lot. <i>Mary runs</i> every morning.)</li> <li>• Students listen to and describe an interview (e.g., <i>Michael talks</i> about his family.)</li> <li>• Students will express likes and dislikes (e.g., things, activities).             <ul style="list-style-type: none"> <li>○ <i>I like</i> (to) _____.</li> <li>○ <i>I don't like</i> (to) _____.</li> </ul> </li> <li>• Students will explain reasons for likes and dislikes. (e.g. <i>I don't like</i> cake. It is too sweet.)</li> <li>• Students will express needs and wants. (e.g., <i>I need/need to</i> _____. <i>I want/want to</i> _____.)</li> <li>• Students will express the connection between needs and wants. (e.g., <i>I want to</i> get a good grade. <i>I need to</i> study. Or: <i>I want to</i> play soccer. <i>I need</i> cleats.)</li> </ul>

**Core Instructional & Supplemental Materials**

**Suggested Activities/Resources:**

- Unit Writing Project: Expository Writing -

**Varied Levels of Text:**

- Various texts and excerpts from the core

## Lakewood Public School District Curriculum Guide

**Grade: 9-12**

**Content Area: ELA: English for English Language Learners 1**

Advice Column

- Character Chart
- Cause-and-Effect Chart
- Workplace Workshop: “Education Careers” - research school job; research responsibilities and education/training needed
- **Create a Book of Proverbs**
- Portfolio: Add to a reflective portfolio for your cluster writing assignments and unit projects.

Connect to the Topic: read and discuss quotes related to the unit theme; analyze photos

Vocabulary:

- Read new words and examples; determine the definitions and use them in sentences
- Workshop: use word parts to create new words (e.g., compound words, -ly, re-, -able)

Language Workshops:

- Use action verbs
- Use present progressive verbs
- Use nouns and verbs in sentences

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.

Cluster Writing Topics:

- Problem and solution paragraph
- Comic strip
- Journal entry

curriculum program: Hampton-Brown. (2014). *EDGE: Reading, Writing, & Language, Fundamentals*. Cengage Learning/National Geographic Learning.

- Student Edition
- Grammar and Writing Lab workbooks and digital resources
- MindTap digital resources
- Teacher Created Materials
- Selected Readworks and CommonLit supplemental texts

**Supplemental Resources**

- MindTap ebook and activities
- Standards-aligned sentence frames (TE appendices)

**ESL Specific Resources**

- <https://www.colorincolorado.org/>
- <http://iteslj.org/>
- <https://www.tesol.org/>
- <http://esl-bits.net/>
- <http://a4esl.org/>
- <http://eslcafe.com>
- <https://www.brainpop.com/>
- [www.readworks.org](http://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>

**UNIT 3: Global Village**

**Duration: 60 days**

### Introduction

Unit 3: Global Village, asks the Essential Questions: “What Makes Us the Same? What Makes Us Different?” Each unit is broken into three clusters, and each cluster is organized around a short story as a core text and focuses on a specific aspect of the larger question. Academic vocabulary, language support, and grammar topics in-context underpin the texts. Each core text is paired with at least one other text from a different genre.

Cluster 1 centers on the expository nonfiction “If the World Were a Village,” which is paired with a poem “The Same” and a magazine article, “Freaky Food.” Cluster 2 pairs the narrative nonfiction “Behind the Veil” with the photo essay “The Simple Sport.” In Cluster 3, students will read short fiction “Alphabet City Ballet” and song lyrics entitled “You Can Get It If You Really Want.” Students will analyze text features (headings and globes), the elements of poetry, and setting. Students will use the reading strategies, Determine Importance, Summarize, and Determine What’s Important to You to comprehend and think critically about what they read.

Students will write a description for their Unit Writing Project, which focuses on Descriptive Writing. Students will take the Unit 3 Test as their Final Exam.

### 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

## Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: ELA: English for English Language Learners 1

- 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 Literature

**RL.CI.9–10.2.** Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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

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

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

**C.** Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

**RL.TS.9–10.4.** Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

**RL.CT.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious

text) and how they relate in terms of themes and significant concepts.

### **Reading Informational Text**

**RI.CR.9–10.1.** cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

**RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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

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

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

**C.** Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

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

**RI.MF.9–10.6.** Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

**RI.CT.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

### **Writing**

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

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

counterclaims, reasons, and evidence.

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

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

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

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

**W.IW.9–10.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

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

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

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

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

**W.NW.9–10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

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

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

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

**W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.WR.9–10.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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

### **Speaking and Listening**

**SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

**SL.II.9–10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.ES.9–10.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

**SL.PI.9–10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

**Language**

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

**A.** Use parallel structure.

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

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

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

**E.** Recognize spelling conventions.

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

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

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

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

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

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

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

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

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

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

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

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

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

**C.** Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

##### **Standard 1 – Social and Instructional Language**

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

##### **Standard 3 – The Language of Science**

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

##### **Standard 5 – The Language of Social Studies**

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

#### Science

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

HS-ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.

#### Social Studies

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

#### Visual and Performing Arts

1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity).

1.2.12prof.Cn11b: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.

### Computer Science & Design Thinking

## Lakewood Public School District Curriculum Guide

**Grade: 9-12**

**Content Area: ELA: English for English Language Learners 1**

- 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.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 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

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

## Lakewood Public School District Curriculum Guide

<b>Grade: 9-12</b>	<b>Content Area: ELA: English for English Language Learners 1</b>
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community member and employee.	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 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

**Lakewood Public School District Curriculum Guide**

<b>Grade: 9-12</b>	<b>Content Area: ELA: English for English Language Learners 1</b>
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	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.

<b>Social Emotional Learning Standards</b>
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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

**Lakewood Public School District Curriculum Guide**

**Grade: 9-12**

**Content Area: ELA: English for English Language Learners 1**

- 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

**Knowledge & Skills**

Lakewood Public School District Curriculum Guide

Grade: 9-12

Content Area: ELA: English for English Language Learners 1

**Enduring Understandings:**

- People around the world share many similarities, even though their cultures, lifestyles, and traditions may be different. Understanding these similarities helps us see our common humanity.
- Learning about global cultures through stories, articles, poems, and images helps us appreciate diversity and understand why people live, dress, eat, and behave in different ways.
- Texts use different features and structures—like headings, photos, globes, poems, and stories—to communicate ideas, and recognizing these features helps us understand the author’s message.
- Figuring out what information is most important helps us summarize, compare ideas, and connect what we read to our own values and experiences.

**Essential Questions:**

- What makes us the same and different?
- How do our environments make us different?
- How do the experiences we share make us the same?
- How do our hopes and dreams make us different?

**Content**

*Students will...*

***Content Objectives***

- Students will use context to determine the meaning of new vocabulary.
- Students will activate prior knowledge to connect with a text.
- Students will respond to and interpret visuals.
- Students will make comparisons across texts.
- Students will analyze headings as text feature.
- Students will interpret and find information on a globe.
- Students will identify and respond to the elements of poetry.
- Students will identify the setting of a text and describe its effect on the story.
- Students will determine the importance of information in a text.
- Students will summarize a text.
- Students will plan, write, and proofread a descriptive paragraph.

**Skills**

*Students will be able to ...*

***Language Objectives***

- Students will define and use academic vocabulary in context.
- Students will describe what people and places look like (e.g., The woman looks angry. The beach looks crowded.)
- Students will describe people and places with adjectives (e.g., The man is wearing a blue and white shirt.)
- Students will make comparisons using *same* and *both* (e.g., The bags are the *same* size. Marc and Sharon *both* have brown eyes.)
- Students will make comparisons using comparative adjectives.
- Students will compare things using possessive nouns (e.g., *Imani's* basketball is bigger than *Jacob's* baseball.)

**Suggested Activities/Resources:**

- Unit Writing Project: Descriptive Writing - Description
- Research/Speaking: Use a Bar Graph
- Classify and Compare: Write a comparison statement based upon a diagram.
- Setting Chart
- Workplace Workshop: “‘Green’ Careers” - research environmental jobs; research responsibilities and opportunities in the field
- Multimedia Presentation: Create a Book Poster
- Portfolio: Finalize your reflective portfolio for your cluster writing assignments and unit projects.

Connect to the Topic: read and discuss quotes related to the unit theme; make a T-chart to brainstorm ways people are the same and different

Vocabulary:

- Read new words and examples; determine the definitions and use them in sentences
- Workshop: use word parts - base words, prefixes, and suffixes

Language Workshops:

- Use adjectives before nouns
- Use adjectives that compare
- Use possessive nouns

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.

Cluster Writing Topics:

- Opinion statement, photo essay
- compare-contrast paragraph
- Journal entry

**Varied Levels of Text:**

- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). *EDGE: Reading, Writing, & Language, Fundamentals*. Cengage Learning/National Geographic Learning.
  - Student Edition
  - Grammar and Writing Lab workbooks and digital resources
  - MindTap digital resources
- Teacher Created Materials
- Selected Readworks and CommonLit supplemental texts

**Supplemental Resources**

- MindTap ebook and activities
- Standards-aligned sentence frames (TE appendices)

**ESL Specific Resources**

- <https://www.colorincolorado.org/>
- <http://iteslj.org/>
- <https://www.tesol.org/>
- <http://esl-bits.net/>
- <http://a4esl.org/>
- <http://eslcafe.com>
- <https://www.brainpop.com/>
- [www.readworks.org](http://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>