

## Lakewood Public School District Curriculum Guide

<b>Grade: 11-12</b>	<b>Content Area: ELA: English for English Language Learners 3</b>
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<p><b>Original Adoption:</b> 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS 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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Recommended Pacing Guide	
UNIT 1: Cluster 1 - “The Experiment”	20-30 days
UNIT 1: Cluster 2 - “Building Bridges”	20-30 days
UNIT 1: Cluster 3 - “The Open Window”	20-30 days
UNIT 2: Cluster 1 - “Genes: All in the Family”	20-25 days
UNIT 2: Cluster 2 - “Do Family Meals Matter”	20-25 days
UNIT 2: Cluster 3 - “Only Daughter”	20-25 days
<i>The House on Mango Street</i>	20-25 days

Alignment with State Mandates
<p>The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:</p> <ul style="list-style-type: none"> <li>● <span style="background-color: #ffe0e0;">Holocaust and genocides</span> (<a href="#">N.J.S.A. 18A:35-28</a>)</li> <li>● <span style="background-color: #ffffe0;">History and contributions of African-Americans</span> (Amistad Law) (<a href="#">N.J.S.A. 18A:35-4.43</a>)</li> <li>● <span style="background-color: #e0e0ff;">Highlight and promote diversity and inclusion</span> (Diversity &amp; Inclusion Law) (<a href="#">N.J.S.A. 18A:35-4.36a</a>)</li> <li>● <span style="background-color: #e0e0e0;">History of disabled and LGBT persons</span> included in middle and high school curriculum (<a href="#">Section 18A:35-4.35</a>)</li> <li>● <span style="background-color: #e0ffe0;">Climate Change</span> - 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: Cluster 1 - “The Experiment”</b>	<b>Duration: 20-30 days</b>
<b>Introduction</b>	

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This is the first of three clusters of Unit 1: Think Again, which asks the Essential Question: “What Influences How You Act?” 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. Unit 1 Cluster 1 centered on the short story, “The Experiment” and introduces the elements of short story, particularly character, plot, and setting. This short story is paired with a magazine article entitled, “**Superstitions: The Truth Uncovered.**” Students will analyze character, plot, and setting, use text evidence, and respond to literature by writing a narrative paragraph. Students will explore the cluster focus: “Find out how beliefs can affect people.” Students will take the Level Test as a diagnostic/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

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- 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.11–12.1.** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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

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

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

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

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

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

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

**RL.TS.11–12.4.** Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

**RL.PP.11–12.5.** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or

formats).

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

**RL.CT.11–12.8.** Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

### **Writing**

**W.NW.11–12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

**C.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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

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

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.WR.11–12.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.SE.11–12.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

**W.RW.11–12.7.** Write routinely over extended time frames (time for research, reflection, and revision)

and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Speaking and Listening**

**SL.PE.11–12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

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

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

**SL.PI.11–12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

### **Language**

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

or speaking.

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

**B.** Observe hyphenation conventions.

**C.** Recognize spelling conventions.

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

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

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

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

**L.VL.11–12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

**B.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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

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

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

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

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

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

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

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

### [Interdisciplinary Connections](#)

### WIDA English Language Proficiency Standards

**Standard 1 – Social and Instructional Language**

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting
- **Standard 5 – The Language of Social Studies**
- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**Social Studies**

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

**Visual and Performing Arts**

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

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

**Computer Science & Design Thinking**

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

**Career Readiness, Life Literacies & Key Skills**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in

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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., 1.1.12.prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.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., 1.1.12.acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

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

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

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

**Social Emotional Learning Standards**

**Self-Awareness**

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

**Self-Management**

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

**Social Awareness**

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

**Responsible Decision-Making**

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

**Relationship Skills**

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

**Evidence of Student Learning**

**Formative Tasks:**

- Short constructed responses

**Alternative Assessments:**

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

**Knowledge & Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● People’s beliefs—whether based on experience, culture, or superstition—can strongly influence their choices and actions in everyday life and in stories.</li> <li>● Characters, plot, and setting work together to show how and why people behave the way they do, and analyzing these elements helps readers understand a story’s deeper meaning.</li> <li>● Different genres, such as short stories and magazine articles, present ideas in different ways, and comparing them helps readers see how beliefs shape human behavior across texts.</li> <li>● Using text evidence and writing clear narratives helps students explain how beliefs affect actions, strengthening both reading comprehension and effective communication.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What influences how you act?</li> <li>● How do beliefs affect how people behave?</li> <li>● What makes a story unforgettable?</li> </ul>
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<b>Content</b>	<b>Skills</b>
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*Students will...*

### **Content Objectives**

- Students will use context to determine the meaning of new vocabulary.
- Students will respond to and interpret visuals
- Students will identify and analyze the components of a short story.
- Students will read and interpret a survey.
- Students will plan and monitor their reading.
- Students will set a purpose before reading.
- Students will preview a text by looking at the title, images, captions, vocabulary, and text questions.
- Students will make and confirm predictions about a text.
- Students will make inferences about a text.
- Students will support opinions with reasons and examples.
- Students will analyze character, plot, and setting in a short story.
- Students will sequence the most important events of a short story.
- Students will identify different kinds of sentences in a text.
- Students will read and analyze a diagram.
- Students will analyze and compare the features of two texts.
- Students will create a digital portfolio using Site, Drive, or another medium.

*Students will be able to ...*

### **Language Objectives**

- Students will define and use academic vocabulary in context.
- Students will compare cultural beliefs about behavior. For example, “in (culture)...
  - ...young people choose their friends based on \_\_\_\_\_.”
  - ...most people choose a husband or wife based on \_\_\_\_\_.”
  - ...a person’s choice of work is affected mainly by \_\_\_\_\_.”
  - ...the most important thing that affects a person’s future is \_\_\_\_\_.”
- Students will use cognates to determine the meaning of new vocabulary.
- Students will discuss a text with a group.
- Students will ask questions about a text.
- Students will express predictions and support them with text evidence. (I think \_\_\_\_\_ because in the text/the text shows, \_\_\_\_\_.)
- Students will verbally relate personal experiences to text (e.g. This text reminds me of when \_\_\_\_\_.)

## Core Instructional & Supplemental Materials

### **Suggested Activities/Resources:**

- Narrative Writing: Write a narrative paragraph about a character who has a strong belief.
- Oral Report: Research an old belief or saying about health to see if what the origin of the belief was and if there is any medical support for it (e.g. Feed a cold, starve a fever.)
- Portfolio: Create a reflective digital portfolio for your cluster writing assignments and unit projects.
- Build background: Students will view an image of the “Wall of Gum” at the Market

### **Varied Levels of Text:**

- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). *EDGE: Reading, Writing, & Language, Level A*. 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

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Theater in Seattle. Students will describe the photograph and discuss how people might be influenced to add gum to the wall.

- **Vocabulary Preview:** Students will read new vocabulary words and examples using the words. Students will guess the definitions of the words and use them in sentences.
- **Fishbowl:** Students will discuss two quotes from the text: “Think before you act” and “Through kindness you can change your fate.” Students will do this using a “fishbowl” activity.
- **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.
- **Opinion Statement:** Agree or disagree with this statement: “People make up superstitions when they want to feel in control of something they don’t understand.” Use examples from both texts to support your response.

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 1: Cluster 2 - “Building Bridges”

Duration: 20-30 days

**Introduction**

This is the second of three clusters of Unit 1: Think Again, which asks the Essential Question: “What Influences How You Act?” 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. Unit 1 Cluster 2

centered on the short story, “Building Bridges” and focuses on analyzing character and identifying the author’s purpose. This short story is paired with a memoir entitled, “The Right Words at the Right Time.” Students will make comparisons across texts, analyze direct and indirect characterization, use text evidence, and respond to literature by writing a short comparative essay. Students will explore the cluster focus: “Find out how people get to where they want to go.”

### Suggested Accommodations

#### Multilingual Learners:

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

#### Special Education/Students with Disabilities:

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

#### 504 Plans:

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

**Gifted and Talented:**

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

**Students at Risk of Failure:**

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

**Economically Disadvantaged:**

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

**Culturally Diverse:**

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

New Jersey Student Learning StandardsWIDA English Language Proficiency Standards**Standard 2 – The Language of Language Arts**

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

NJ Student Learning Standards for English Language ArtsReading Literature

**RL.CR.11–12.1.** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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

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

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

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

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

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

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

**RL.TS.11–12.4.** Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

**RL.PP.11–12.5.** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

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

**Writing**

**W.IW.11–12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**A.** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**B.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

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

**D.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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

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

**W.NW.11–12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

**C.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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

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

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.WR.11–12.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.SE.11–12.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

**W.RW.11–12.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Speaking and Listening**

**SL.PE.11–12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

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

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

**SL.PI.11–12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

**Language**

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

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

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

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

**L.VL.11–12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

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

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

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

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

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

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

#### Social Studies

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

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

#### 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

### 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.

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- 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

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

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

**Social Emotional Learning Standards**

**Self-Awareness**

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

**Self-Management**

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

**Social Awareness**

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

**Responsible Decision-Making**

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

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**Relationship Skills**

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

**Evidence of Student Learning**

**Formative Tasks:**

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

**Alternative Assessments:**

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

**Summative Assessments:**

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

**Benchmark Assessments:**

- Midterm Exam
- Student Portfolio

**Knowledge & Skills**

**Enduring Understandings:**

- People reach their goals through support, determination, and the choices they make, and

**Essential Questions:**

- What influences how you act?
- How do people achieve their goals?
- How can facing obstacles impact my choices?

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analyzing characters helps us understand the different paths people take.

- Writers reveal character through actions, words, and interactions, and paying attention to both direct and indirect characterization helps readers understand motivation and growth.
- Authors write with a purpose, and comparing different genres—like short stories and memoirs—helps us see how writers communicate their messages about perseverance and guidance.
- Strong comparative writing uses clear evidence and organized ideas, and writing comparisons helps students think more deeply about how different texts show people working toward their goals.

**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 use cognates to identify the meaning of words.
- Students will clarify ideas to plan and monitor their understanding of a text (reread, read on).
- Students will analyze different aspects of characters in a story (how they look, what they do, what they say, etc.)
- Students will analyze characterization in a text.
- Students will identify the author’s perspective.
- Students will respond to and interpret visuals.
- Students will build background about an author.
- Students will make predictions to monitor comprehension of a text.
- Students will identify uses of regional dialect in a story.
- Students will compare and contrast the viewpoints of two characters.

*Students will be able to ...*

***Language Objectives***

- Students will define and use academic vocabulary in context.
- Students will describe characters in a story using text examples:
  - I think (character) is (adjective). I think this because they \_\_\_\_\_/said \_\_\_\_\_.
- Students will make a list of adjectives that describe a character.
- Students will analyze character in a text using the frame: The text says \_\_\_\_\_. This tells me \_\_\_\_\_ about (character).
- Students will connect with a story using key vocabulary. For example:
  - My favorite *comedian* is \_\_\_\_\_.
  - I would/wouldn’t like to be an *engineer* because \_\_\_\_\_.
  - One time I was *stubborn* was \_\_\_\_\_.
- Students will correctly form plural nouns.
- Students will use correct subject-verb agreement.

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**Content Area: ELA: English for English Language Learners 3**

- Students will analyze the choices made by characters in a text.
- Students will evaluate and draw conclusions about a text.
- Students will define and identify the text features of a memoir.

- Students will rephrase difficult vocabulary to interpret text.
- Students will ask and answer questions about a text.
- Students will use knowledge of prefixes to determine the meaning of words (e.g., un-, anti-, re-)

### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

- **Comparative Writing:** Write a short essay comparing your personal experience to Bebe's or John's.
- **Role-Play:** Choose one of the characters from a unit text and create a role-play with a partner/group that introduces the situation, setting, plot, and conflict, as well as the characters.
- **Build background:** Students will read about and research information about the author.
- **Vocabulary Preview:** Students will read new vocabulary words and examples using the words. Students will guess the definitions of the words and use them in sentences.
- **Character Poster:** Students will illustrate a character from a short story and identify different aspects of the character from the story (what they say, do, look like)
- **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.
- **Journal Entry:** What did you learn about making choices by reading about Bebe and John Leguizamo? Use examples from both texts to write a journal entry to tell what you learned.

#### Varied Levels of Text:

- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). *EDGE: Reading, Writing, & Language, Level A*. 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:

## Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ELA: English for English Language Learners 3

<https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g>

- Extra English Practice:

<https://www.youtube.com/channel/UCCikXl56Z9qg9QJdbpgeHw>

Unit 1: Cluster 3 - “The Open Window”

Duration: 20-30 days

### Introduction

This is the third of three clusters of Unit 1: Think Again, which asks the Essential Question: “What Influences How You Act?” 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. Unit 1 Cluster 3 centered on the short story, “The Open Window” and is paired with a folk tale entitled, “One in a Million” and a Close Reading text, “Ambush.” Students will analyze the impact of author’s perspective and culture on a story, and respond to literature by writing an extended personal narrative for the final unit project. Students will explore the cluster focus: “Find out how easily people can be fooled.” Students will take the Unit 1 Test as their 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
- 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.11–12.1.** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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

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

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

word meanings, including connotative meanings.

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

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

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

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

**RL.TS.11–12.4.** Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

**RL.PP.11–12.5.** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

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

**RL.CT.11–12.8.** Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

### **Writing**

**W.NW.11–12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

**C.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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

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

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying

a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.WR.11–12.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.SE.11–12.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

**W.RW.11–12.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Speaking and Listening**

**SL.PE.11–12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

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

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

**SL.PI.11–12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

### **Language**

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

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

**B.** Observe hyphenation conventions.

**C.** Recognize spelling conventions.

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

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

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

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

**L.VL.11–12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

**B.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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

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

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

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

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

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

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

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

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

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

#### Social Studies

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

#### Visual and Performing Arts

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

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

### 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

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- 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 going beyond the minimum expectation and in participating in activities that serve the greater good.

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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.
Use technology to enhance	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and

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<b>Grade: 11-12</b>	<b>Content Area: ELA: English for English Language Learners 3</b>
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<p>productivity, increase collaboration and communicate effectively.</p>	<p>adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

<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

**Relationship Skills**

- **Establish and maintain healthy relationships**

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**Content Area: ELA: English for English Language Learners 3**

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

### Evidence of Student Learning

#### **Formative Tasks:**

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

#### **Alternative Assessments:**

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

#### **Summative Assessments:**

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

#### **Benchmark Assessments:**

- Midterm Exam
- Student Portfolio

### Knowledge & Skills

#### **Enduring Understandings:**

- People's actions are influenced by their experiences, backgrounds, and culture, and understanding the author's perspective helps us see why a story is told the way it is.

#### **Essential Questions:**

- What influences how you act?
- Why might someone try to fool someone else?

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- Different types of stories show how people can be tricked or fooled, and comparing them helps us understand why characters believe certain things.
- Authors use point of view and specific details to guide how we see events, and studying these choices helps us notice when a narrator or character may not be fully reliable.
- Personal stories are stronger when writers reflect on their own experiences, and writing a longer narrative helps students think about times when misunderstanding or surprise affected their actions.

**Content**

**Skills**

*Students will...*

*Students will be able to ...*

***Content Objectives***

***Language Objectives***

- Students will use context to determine the meaning of new vocabulary.
- Students will respond to and interpret visuals.
- Students will identify and analyze the components of a short story.
- Students will identify the text features of a folk tale.
- Students will identify the characteristics and analyze the cultural perspectives in a folk tale.
- Students will summarize a folk tale and analyze its lesson.
- Students will conduct research and report on findings.
- Students will make predictions about a text.
- Students will analyze cultural perspectives.
- Students will use text evidence to support opinions and conclusions.
- Students will compare the settings of short stories.
- Students will analyze the plot of a short story.
- Students will identify cause and effect in a short story.
- Students will analyze characters' reactions and actions in a story.
- Students will evaluate characterization using text evidence.
- Students will make predictions about what a character will do in a text.

- Students will define and use academic vocabulary in context.
- Students will fix sentence fragments.
- Students will retell a folktale.
- Students will demonstrate understanding of vocabulary by completing sentence frames. (e.g., I feel *confident* when I \_\_\_\_\_.)
- Students will use context to clarify the meaning of words. (e.g., I think *shudder* means \_\_\_\_\_. I think this because (text example).)
- Students will explain the purpose of a text using the frame: "This text mostly tells about \_\_\_\_\_ and [the time/when] \_\_\_\_\_."

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- Students will analyze a character's motives.
- Students will compare characters across texts.
- Students will analyze the components of personal narratives.
- Students will use the writing process to write a narrative.
- Students will write a personal narrative that includes setting, character, plot elements, and dialogue.
- Students will understand the purpose of a reflective portfolio.

### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

- Extended Writing: Write a personal narrative.
- Folk Tale: Research a Nassurdin Hodja folk tale. Summarize the plot and lesson of the story. Create a Slide presentation and present your findings to the class.
- Portfolio: Add to a reflective digital portfolio for your cluster writing assignments and unit projects.
- Critical Viewing: Students will view and analyze an image related to a short story.
- Vocabulary Preview: Students will read new vocabulary words and examples using the words. Students will guess the definitions of the words and use them in sentences.
- Character Chart: Students will create a chart for characters in a story and list details from the story according to what the characters say and do.
- 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.
- Opinion Statement: Were the characters in these stories tricked mostly because they were foolish or mostly because they met confident, talented liars? Write a paragraph stating your

#### Varied Levels of Text:

- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). *EDGE: Reading, Writing, & Language, Level A*. 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=PLaLZTMz>

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opinion. Support it with examples from both texts.

- [9Nm0HLDZ7rOmAhJJRjtYfbz--A](https://www.youtube.com/channel/UC-g4gQIissblwr-OJauC5Cw)
- Oxford English:  
<https://www.youtube.com/channel/UC-g4gQIissblwr-OJauC5Cw>
- British Council LearnEnglish Teens:  
<https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g>
- Extra English Practice:  
<https://www.youtube.com/channel/UCCikXl56Z9qg9QJdbpgeHw>

Unit 2: Cluster 1 - “Genes: All in the Family”

Duration: 20-25 days

### Introduction

This is the first of three clusters of Unit 2: All in the Family, which asks the Essential Question: “How Do Families Affect Us?” Each cluster is organized around a nonfiction text 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. Unit 2 Cluster 1 centers on the science article, “Genes: All in the Family” and introduces the types and structures of expository nonfiction. This article is paired with a procedural text entitled, “How to See DNA.” Students will analyze text structure, examine author’s purpose, use text evidence, and respond to literature by writing an expository paragraph. Students will explore the cluster focus: “Explore the science behind family relationships.”

### Suggested Accommodations

#### Multilingual Learners:

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

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

**Special Education/Students with Disabilities:**

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

**504 Plans:**

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

**Gifted and Talented:**

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

**Students at Risk of Failure:**

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

**Economically Disadvantaged:**

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

**Culturally Diverse:**

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

[New Jersey Student Learning Standards](#)**WIDA English Language Proficiency Standards****Standard 2 – The Language of Language Arts**

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

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

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

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

**L.VL.11–12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

**RI.AA.11–12.7.** Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

**RI.CT.11–12.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

### Writing

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

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and

conventions of the discipline in which they are writing.

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

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.WR.11–12.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.SE.11–12.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

**W.RW.11–12.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Speaking and Listening**

**SL.PE.11–12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

**SL.II.11–12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g.,

visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

**SL.PI.11–12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

### **Language**

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

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

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

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

**L.VL.11–12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or

clarify its precise meaning, its part of speech, its etymology, or its standard usage.

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

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

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

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

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

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

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

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

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting
- **Standard 4 – The Language of Science**
- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

#### Mathematics

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

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

#### Science

LS1.A: All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contains 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.

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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.
- 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

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- solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or
  - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

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

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

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

<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

**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

**Alternative Assessments:**

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

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- Think-Pair-Share
- Culminating Activities/ End of Unit Projects

**Summative Assessments:**

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

**Benchmark Assessments:**

- Midterm Exam
- Student Portfolio

**Knowledge & Skills**

**Enduring Understandings:**

- Families share traits because of genes, and learning about heredity helps us understand how family relationships affect us.
- Nonfiction texts are organized in different ways to explain information, and knowing these structures helps us understand science ideas better.
- Authors have a clear reason for writing, and using evidence from the text helps us understand their purpose.
- Good expository writing is clear and organized, and writing our own paragraphs helps us explain scientific ideas in simple, accurate ways.

**Essential Questions:**

- How do families affect us?
- How much do our genes determine who we are?

**Content**

*Students will...*

***Content Objectives***

- Students will use context to determine the meaning of new vocabulary.
- Students will evaluate a speaker’s message.
- Students will respond to and interpret visuals.
- Students will compare and contrast cultural customs.
- Students will add to a reflective digital portfolio using Site, Drive, or another medium.
- Students will read and interpret a survey.
- Students will debate a topic using data to support their positions.
- Students will create and deliver a media

**Skills**

*Students will be able to ...*

***Language Objectives***

- Students will define and use academic vocabulary in context.
- Students will discuss how different cultures view the importance of family. For example, “in (culture)...
  - ...the word *family* usually includes \_\_\_\_\_.”
  - ...the family member who has the most control is the \_\_\_\_\_.”
  - ...if children do not agree with their parents, they \_\_\_\_\_.”
  - ...activities that most people do with their families include \_\_\_\_\_.”

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<p>presentation.</p> <ul style="list-style-type: none"> <li>● Students will analyze the text structure and features of nonfiction.</li> <li>● Students will identify, categorize, and analyze the author’s purpose in a text.</li> <li>● Students will summarize numeric data.</li> <li>● Students will use a KWL chart to activate prior knowledge and monitor learning while reading a text.</li> <li>● Students will ask and answer questions about a text in their notes.</li> <li>● Students will analyze the historical context of a text.</li> <li>● Students will interpret a diagram.</li> <li>● Students will read and analyze a procedural text.</li> <li>● Students will write an opinion paragraph using text evidence.</li> <li>● Students will compare and contrast two nonfiction texts.</li> <li>● Students will write a paragraph explaining a process.</li> </ul>	<ul style="list-style-type: none"> <li>○ ...when children become adults, they see their parents _____.”</li> <li>● Students will use cognates to determine the meaning of new vocabulary.</li> <li>● Students will discuss a text with a group.</li> <li>● Students will ask questions about a text.</li> <li>● Students will summarize data using frames: “_____ percent of teens said that _____.”</li> <li>● Students will express likes and dislikes.</li> <li>● Students will use subject pronouns correctly.</li> <li>● Students will verbally explain the sequence in a procedural text.</li> </ul>
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### Core Instructional & Supplemental Materials

**Suggested Activities/Resources:**

- Poster Project: Create a poster about the Human Genome Project.
- Paragraph: Write an expository paragraph explaining the genetic process (i.e. how traits are transmitted from parents to children).
- Portfolio: Add to a reflective digital portfolio for your cluster writing assignments and unit projects.
- Poster Project: Create a poster about the Human Genome Project.
- Paragraph: Write an expository paragraph explaining the genetic process (i.e. how traits are transmitted from parents to children).
- Portfolio: Add to a reflective digital portfolio for your cluster writing assignments and unit projects.

**Varied Levels of Text:**

- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). *EDGE: Reading, Writing, & Language, Level A*. 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)

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### 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: Cluster 2 - “Do Family Meals Matter?”

Duration: 20-25 days

### Introduction

This is the second of three clusters of Unit 2: All in the Family, which asks the Essential Question: “How Do Families Affect Us?” Each cluster is organized around a nonfiction text 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. Unit 2 Cluster 2 centers on the science article, “Do Family Meals Matter?” and introduces the structure of a research report. This article is paired with an anecdote entitled, “Fish Cheeks.” Students will analyze text structure, examine author’s purpose, use text evidence, and respond to literature by writing a biographical sketch. Students will explore the cluster focus: “Learn about the impact of family meals.”

### 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
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- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

**Gifted and Talented:**

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- 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:**

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- Phonics/Word Study PDF

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

**Economically Disadvantaged:**

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

**Culturally Diverse:**

- Create pictures, posters, art, books, maps, flags, etc to hang in the classroom.
- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
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- 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**

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**Reading Informational Text**

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

**L.VL.11–12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

**B.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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

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

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

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

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

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

**RI.AA.11–12.7.** Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

**RI.CT.11–12.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

**Writing**

**W.NW.11–12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

and/or characters; create a smooth progression of experiences or events.

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

**C.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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

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

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.WR.11–12.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.SE.11–12.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

**W.RW.11–12.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Speaking and Listening**

**SL.PE.11–12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

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

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

**SL.PI.11–12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

### **Language**

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

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

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

- A.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B.** Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C.** Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**L.VL.11–12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

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**B.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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

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

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

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

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

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

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

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

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

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

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

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

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

#### Mathematics

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

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

#### Social Studies

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

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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.
- 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

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- solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or
  - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

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

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

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

<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

**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

**Alternative Assessments:**

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

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- Culminating Activities/ End of Unit Projects

**Summative Assessments:**

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

**Benchmark Assessments:**

- Midterm Exam
- Student Portfolio

**Knowledge & Skills**

**Enduring Understandings:**

- Family routines—like eating meals together—can influence how we feel, how we behave, and how connected we are to the people around us.
- Research reports are organized in clear, logical ways, and understanding their structure helps us better understand the information they present.
- Authors write with a purpose, and using text evidence helps us explain why writers choose certain details or examples to share their ideas about family and culture.
- Biographical writing helps us understand people’s experiences, and creating a biographical sketch helps students explore how family interactions shape someone’s life or identity.

**Essential Questions:**

- How do families affect us?
- Do family meals matter?
- How do family meals affect teen behavior?

*Students will...*

***Content Objectives***

- Students will use context to determine the meaning of new vocabulary.
- Students will use cognates to determine the meaning of academic vocabulary.
- Students will research the cultural context of an anecdote.
- Students will use strategies to find the answer to questions posed.
- Students will analyze the author’s purpose.
- Students will read and interpret a graph.
- Students will analyze the structure and text features of a research report.
- Students will use text evidence to support

*Students will be able to ...*

***Language Objectives***

- Students will define and use academic vocabulary in context.
- Students will express ideas and feelings.
- Students will use a T-chart to take notes on an informational text.
- Students will explain a diagram or chart using the frames:
  - This chart shows \_\_\_\_\_.
  - According to the chart, \_\_\_percent of (teens/people/etc) \_\_\_\_\_.
- Students will correctly use verbs in sentences.
- Students will use correct subject-verb agreement in the present tense.

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their conclusions.

- Students will evaluate how the findings in a text can be applied to their lives.
- Students will respond to and interpret visuals.
- Students will categorize information from a text into a T-chart.
- Students will identify different types of narrative nonfiction (memoir, anecdote, personal narrative).
- Students will analyze descriptive language in a short narrative.
- Students will gather and organize information for a research report.
- Students will write a biographical sketch about another person.
- Students will create a digital portfolio using Site, Drive, or another medium using Site, Drive, or another medium.

- Students will identify and rephrase descriptive words and phrases from the text.
- Students will write 5W questions to ask during an interview.
- Students will ask follow-up questions in an interview.

### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

- Biographical Sketch: Write a short biographical sketch about someone you know..
- Descriptive Language: Students will create a chart of descriptive language used in the text. Students will illustrate an aspect of the text and explain how the language of the text informed the illustration.
- Listening and Speaking Workshop: Students will conduct an informational interview about a classmate.
- Portfolio: Add to a reflective digital portfolio for your cluster writing assignments and unit projects.
- Build background: Students will research Amy Tan to understand how the author's background impacts how she writes.
- Vocabulary Preview: Students will read new vocabulary words and examples using the words. Students will guess the definitions of the words and use them in sentences.

#### Varied Levels of Text:

- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). *EDGE: Reading, Writing, & Language, Level A*. 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/>

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- **Contextual Analysis:** Students will research norms in Chinese culture related to family and family meals.
- **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.
- **Respond to the Text:** Students will write a reflection on the story from the anecdote from the perspective of a different character.

- <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-g4gQIissblwr-OJauC5Cw>
- British Council LearnEnglish Teens:  
<https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g>
- Extra English Practice:  
<https://www.youtube.com/channel/UCCIkhXI56Z9qg9QJdbpgeHw>

**Unit 2: Cluster 3 - “Only Daughter”**

**Duration: 20-25 days**

This is the third of three clusters of Unit 2: All in the Family, which asks the Essential Question: “How Do Families Affect Us?” Each cluster is organized around a nonfiction text 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. Unit 2 Cluster 3 centers on the memoir, “Only Daughter” and explores how family relationships affect us. This article is paired with a news commentary entitled, “Calling a Foul” and a Close Reading text, “The Color of Water.” Students will analyze text structure, examine author’s purpose, use text evidence, and respond to literature by writing a news report for their final project. Students will explore the cluster focus: “Read about how the behavior of parents can make a difference.” Students will take the Unit 2 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
- Prompting and cueing
- Activate schema
- Build background knowledge

**Culturally Diverse:**

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

[New Jersey Student Learning Standards](#)

**WIDA English Language Proficiency Standards**

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

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

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

**Reading Informational Text**

**RI.CR.11-12.1.** 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.TS.11–12.4.** Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear,

convincing, and engaging.

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

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

**RI.AA.11–12.7.** Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

**RI.CT.11–12.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

### **Writing**

**W.IW.11–12.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**A.** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**B.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

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

**D.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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

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

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.WR.11–12.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject

under investigation.

**W.SE.11–12.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

**W.RW.11–12.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Speaking and Listening**

**SL.PE.11–12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

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

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

**SL.PI.11–12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

**Language**

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

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

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

- A.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B.** Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C.** Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**L.VL.11–12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C.** Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

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

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

##### **Standard 35 – The Language of Social Studies**

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

#### Visual and Performing Arts

1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.

1.3B.12prof.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.

1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.

1.3B.12prof.Pr6b: Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

#### 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.

#### Visual and Performing Arts

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

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

### Computer Science & Design Thinking

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

### Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.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

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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

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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.

**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

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- 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**

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**Enduring Understandings:**

- Parents' actions, expectations, and behavior can shape how we see ourselves and the choices we make, and stories about family relationships help us understand these effects.
- Writers organize memoirs, commentaries, and other nonfiction in different ways, and recognizing these structures helps us understand the author's message more clearly.
- Authors have a purpose for what they write, and using text evidence helps us explain how their experiences, opinions, or observations support that purpose.
- Writing a news report helps us learn to present information clearly and fairly, and this skill helps us communicate real events and ideas in a way readers can trust and understand.

**Essential Questions:**

- How do families affect us?
- How does our parents' behavior make a difference?

*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 use a double-entry journal to ask questions of the author and record answers from the text.
- Students will analyze the author's purpose by identifying important details in the text and the reason they are included.
- Students will analyze the author's viewpoint/position in a news article.
- Students will use text evidence to support conclusions and positions.
- Students will compare and contrast a story with their personal experience.
- Students will use a Venn Diagram to compare and contrast two people in a memoir.
- Students will conduct research and gather and organize information.
- Students will interpret a map.
- Students will analyze a photograph.
- Students will analyze the features of a news commentary.
- Students will integrate multiple media when

*Students will be able to ...*

***Language Objectives***

- Students will define and use academic vocabulary in context.
- Students will list similarities and differences between the people in a memoir.
- Students will discuss similarities and differences. (e.g. One thing that is similar between Sandra Cisneros and her father is \_\_\_\_\_. A difference between them is \_\_\_\_\_.)
- Students will correctly use the present progressive tense to show action in progress.
- Students will use modals (helping verbs) correctly.
- Students will express predictions about the outcome of a text. (e.g., I think that Sandra's father will \_\_\_\_\_ in the end because in the text/the text shows \_\_\_\_\_.)

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researching a single topic.

- Students will write an informative/explanatory text.
- Students will analyze a model news article.
- Students will create a digital portfolio using Site, Drive, or another medium.

### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

- Narrative Writing: Write a short narrative that describes a problem you faced and how you solved it.
- Unit Writing Project: Write a news article about a school or community event.
- Portfolio: Create a reflective digital portfolio for your cluster writing assignments and unit projects.
- Build background: Students will research Sandra Cisneros and report back on what was learned.
- Vocabulary Preview: Students will read new vocabulary words and examples using the words. Students will guess the definitions of the words and use them in sentences.
- Video: Students will view the documentary, “Trophy Kids” and record information about each child’s story. Students will compare one of these stories to what the news commentary said about parent behavior.
- 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.
- Opinion Statement: Agree or disagree with the viewpoint expressed in the news article. Use examples from both texts to support your response.

#### Varied Levels of Text:

- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). *EDGE: Reading, Writing, & Language, Level A*. 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-g4gQIissblwr-OJauC5Cw>
- British Council LearnEnglish Teens:

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<https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g>

- Extra English Practice:

<https://www.youtube.com/channel/UCCIkXl56Z9qg9QJdbpgeHw>

Novel Study: *The House on Mango Street* by Sandra Cisneros

Duration: 20-25 days

### Introduction

In this unit, students will read the novel *The House on Mango Street* by Sandra Cisneros. Students will explore the vignette-style of the novel and make connections between the author's experience, the (fictional) experiences of the characters in the novel, and their personal experience. Students will explore how Sandra Cisneros's life impacted her writing and analyze the plot, setting, characters, and themes of the novel. Students will apply reading strategies learned throughout the year to reading this novel and will participate in class, partner, group, and extended independent reading.

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

**RL.TS.11–12.4.** Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

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

**RL.CT.11–12.8.** Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

**Reading Informational Text**

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

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

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

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

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

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

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

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

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

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

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

**RI.CT.11–12.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

**Writing**

**W.IW.11–12.2.** Write informative/explanatory texts (including the narration of historical events, scientific

procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**A.** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**B.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

**D.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.NW.11–12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

**C.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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

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

**W.WP.11–12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.WR.11–12.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.SE.11–12.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

**W.RW.11–12.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Speaking and Listening**

**SL.PE.11–12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

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

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

**SL.PI.11–12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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

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

### **Language**

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

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

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

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

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

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

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

**L.VL.11–12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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

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

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

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

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

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

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

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

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

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

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- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting
- **Standard 5 – The Language of Social Studies**
- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

### Social Studies

6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

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

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

6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

### Science

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

HS-ESS3-2: Science knowledge indicates what can happen in natural systems— not what should happen. The latter involves ethics, values, and human decisions about the use of knowledge.

### Computer Science & Design Thinking

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

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

**Career Readiness, Life Literacies & Key Skills**

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.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

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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.

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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

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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:**

- Writers are influenced by their own lives, and knowing about Sandra Cisneros helps us understand why the characters and events in the book feel real.
- A vignette is a short snapshot of a moment, and reading many vignettes helps us understand the characters and their experiences more deeply.
- The setting, characters, and themes show how a neighborhood can shape who a person

**Essential Questions:**

- How does an author’s experience impact their writing?
- What themes are present in the novel?
- How do an author’s choices impact how a story is told?

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becomes, and looking closely at these parts helps us understand the story.

- Using reading strategies—like connecting the story to our lives or asking questions—helps us understand the book better, both on our own and with others.
- Climate change is an issue that can affect real life neighborhoods, impacting things like safety, housing, and daily life for families.

**Content**

*Students will...*

***Content Objectives***

- Students will use context to determine the meaning of new vocabulary.
- Students will research an author and analyze how the author’s experience impacts their style and the themes of their writing.
- Students will build background and make a prediction about a novel.
- Students will describe the historical context and specific setting of an autobiographical novel.
- Students will analyze the character traits of the main characters in a novel.
- Students will write a summary of a chapter in a novel.
- Students will describe secondary characters in a novel and analyze their importance to the plot.
- Students will analyze the author’s choice of stories included in the novel and how these choices impact the overall work.
- Students will explain the different stages of the plot and analyze how the events of the novel fit into each stage.
- Students will analyze main ideas and themes in a novel.
- Students will compare works from different genres that explore the same historical context (i.e., *The Circuit* and *The Grapes of Wrath*).
- Students will read independently and reflect on their reading.
- Students will write an expository essay about the themes in a novel.

**Skills**

*Students will be able to ...*

***Language Objectives***

- Students will define and use academic vocabulary in context.
- Students will express themes found in a novel. For example:
  - \_\_\_\_\_ is a major theme in *The House on Mango Street*.
  - The situations in the novel that illustrate the \_\_\_\_\_ theme are \_\_\_\_\_.
  - Sandra Cisneros often writes about the them of \_\_\_\_\_. Examples include [when] \_\_\_\_\_.
- Students will explain conflict in a novel. For example:
  - [Character] experiences the conflict character vs. \_\_\_\_\_. I can tell because \_\_\_\_\_.
  - I think character vs \_\_\_\_\_ is the main conflict in *HOMS*. The text shows \_\_\_\_\_.
- Students will write similes using *like* and *as*.
- Students will write metaphors.
- Students will use cognates to determine the meaning of new vocabulary.
- Students will discuss a text with a group.
- Students will ask questions about a text.
- Students will express predictions and support them with text evidence. (I think \_\_\_\_\_ because [in the text/the text shows], \_\_\_\_\_.)

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- Students will use digital media to create a presentation about a character in a novel.
- Students will create a digital portfolio using Site, Drive, or another medium.

- Students will verbally relate personal experiences to text (e.g. This text reminds me of when \_\_\_\_\_.)
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### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

- Theme Essay: Write an essay about a theme or themes present in *The House on Mango Street*. Use examples from the text and outside research to inform your writing.
- Character Sketch: Choose a character other than Esperanza from *HOMS* and identify key details about the character. Sketch may be submitted as a poster, video, Slide presentation, or other digital format.
- Portfolio: Finalize and present your reflective digital portfolio.
- Build background: Students will research Sandra Cisneros and read excerpts from other writings. Students will compare “Only Daughter” to the preview of *HOMS*.
- Vocabulary Preview: Students will read new vocabulary words and examples using the words. Students will guess the definitions of the words and use them in sentences.
- Plot Diagram: Students will create a diagram that identifies events in the novel and where they fall on a plot sequence.
- 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.
- Reflective Journal: Students will respond to journal questions about the novel, particularly during independent reading times.
- Research: Look into issues impacting real neighborhoods in the United States, like immigration, housing, food security, and climate change.

#### Varied Levels of Text:

- Jimenez, Francisco. *The Circuit*.
- Course Hero. *The Circuit*.  
[https://www.youtube.com/playlist?list=PLz\\_ZtyOWL9BTDJ6AKSgA8ehfoFogjXfc6](https://www.youtube.com/playlist?list=PLz_ZtyOWL9BTDJ6AKSgA8ehfoFogjXfc6)
- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). *EDGE: Reading, Writing, & Language, Level A*. 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>

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- British Council LearnEnglish Teens:  
<https://www.youtube.com/channel/UCzuOCMm4bYELiv-DZAgfm4g>
- Extra English Practice:  
<https://www.youtube.com/channel/UCCIkXl56Z9qg9QJdbpgeHw>