ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: **English as a Second Language**

Course: ESL II

Grade Level: 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Program Supervisor: Veronica Fiori

The Board acknowledges the following who contributed to the preparation of this curriculum.

Deolinda Oliveira

Mrs. Lee Andrea Garvin, Director of Curriculum and Instruction

Subject/Course Title:
CONTENT AREA: ESL II
Grade 9-12

Date of Board Adoption:
August 25, 2026

RAHWAY PUBLIC SCHOOLS CURRICULUM

CONTENT AREA: ESL II GRADE 9-12

PACING GUIDE

Unit	Title	Pacing
1	Identity and Expectations: Crossing Borders and Boundaries	8-10 weeks
2	Voice and Justice: Speaking Up Against Racism	8-10 weeks
3	Breaking Barriers: Hidden Figures and the Power of Perseverance	8-10 weeks
4	Justice and Dignity: Seeking Equity in an Unequal World	8-10 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc…).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.

	● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don’t take points off for spelling errors.

UNIT OVERVIEW

Content Area: ESL II - English as a Second Language

Unit 1 Title: Identity and Expectations: Crossing Borders and Boundaries

Target Course/Grade Level: ESL II- Grades 9-12

Unit Summary: In this unit, English Language Learners explore the tension between individual identity and cultural expectations. Through a comparative study of Shakespeare's Romeo and Juliet and Sanchez's I Am Not Your Perfect Mexican Daughter, students analyze how characters navigate family conflict and societal pressure. Emphasizing WIDA Level II support, the unit uses visual scaffolds, sentence frames, and graphic organizers to help students cite textual evidence and compare themes across diverse classic and contemporary literature. Throughout the unit, students build writing stamina by responding to essential questions, composing reflections, collecting textual evidence, and writing analytical responses after each lesson. These writing pieces are continuously revised and compiled into a portfolio that serves as the foundation for the culminating **Literary Museum Gallery Walk**. In this final project, students synthesize their learning by creating a presentation board that showcases their character analyses, themes, textual evidence and reflections as a final response to the unit's essential question, presenting their work to classmates through an interactive gallery walk.

Approximate Length of Unit: 8-10 weeks

ESL II Unit 1 Pacing Guide

LEARNING TARGETS

WIDA Standards:

- **ELD-SI.4-12.**Narrate.
  - Share ideas about one's own and others' lived experiences and previous learning
  - Connect stories with images and representations to add meaning
  - Identify and raise questions about what might be unexplained, missing, or left unsaid
  - Recount and restate ideas to sustain and move dialogue forward
  - Create closure, recap, and offer next steps
- **ELD-LA.9-12:** Narrative.Interpretive- Interpret language arts by
  - Identifying themes or central ideas that develop over the course of a text
  - Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
  - Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
- **ELD-LA.9-12:** Narrate.Expressive- Construct language arts narratives that
  - Orient audience to context and one or multiple point(s) of view
  - Develop and describe characters and their relationships over a progression of experiences or events

    - Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
    - Engage and adjust for audience
- **ELD-LA.9-12:** Inform.Interpretive- Interpret informational texts in language arts by
    - Identifying and/or summarizing central ideas
    - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
    - Evaluating cumulative impact and refinement of author's key word choices over the course of text
- **ELD-LA.9-12:** Inform.Expressive- Construct informational texts in language arts that
    - Introduce and define topic and/or entity for audience
    - Establish an objective or neutral stance
    - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
    - Develop coherence and cohesion throughout text
- **ELD-LA.9-12:** Argue.Expressive- Construct language arts arguments that
    - Introduce and develop precise claims and address counterclaims
    - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
    - Evaluating the impact of author's key word choices over the course of a text
    - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- **ELD-SS.9-12:** Argue.Interpretive- Interpret social studies arguments by
    - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
    - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
    - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

NJ Student Learning Standards:

- **RL.CR.9–10.1.** Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- **RL.CI.9–10.2.** Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- **RL.IT.9–10.3..** Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- **W.IW.9–10.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
    b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

    c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
    e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- **W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **W.RW.9–10.7**. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.PE.9–10.1**. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **SL.PI.9–10.4** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- **SL.AS.9–10.6**. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- **L.SS.9–10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Use parallel structure.
    b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
    c. Recognize spelling conventions.
- **L.VL.9–10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
    a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
    c. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Career Readiness, Life Literacies, and Key Skills:

- **9.2.12.CAP.2:** Analyze how the economic, social, and political conditions of a time period influence career opportunities (e.g., how gender roles in Verona vs. modern Chicago limited or opened career paths for women).

- **9.2.12.CAP.13:** Demonstrate the ability to evaluate the qualifications required for a specific career area (e.g., analyzing the "careers" or societal roles expected of Juliet vs. Julia).
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., reflecting on personal identity and future goals through the "Choice Map").
- **9.4.12.CI.3:** Collaborate with others to enhance project-based learning and produce meaningful results (e.g., working in groups to analyze family conflicts in the texts).
- **9.4.12.CT.1:** Evaluate the variety of technologies available to solve problems and enhance creativity (e.g., using digital tools to create the "Identity One-Pager").
- **9.4.12.IM.1:** Evaluate digital and print resources for accuracy, relevance, and bias (e.g., comparing historical sources about Renaissance Verona).
- **9.4.12.IM.2:** Curate information from digital resources to create a collection of resources that support a project (e.g., gathering images and quotes for the One-Pager).
- **9.4.12.TL.1:** Use a variety of digital tools and resources to create and publish a digital product (e.g., creating a digital "Identity Suitcase" or One-Pager).
- **9.4.12.TL.3:** Collaborate online to produce a digital product (e.g., collaborative research on cultural background).
- **CRP4:** Communicate clearly and effectively and with reason (e.g., using comparative sentence frames to describe character motivations).
- **CRP6:** Demonstrate creativity and innovation (e.g., finding unique solutions to the "Mediator" activity in Week 3).
- **CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them (e.g., analyzing the complex family dynamics in both texts).
- **CRP10:** Plan education and career paths aligned to personal goals (e.g., connecting the "Choice Map" activity to personal future planning).
- **CRP11:** Use technology to enhance productivity (e.g., using digital tools for the visual vocabulary boards).
- **CRP12:** Work productively in teams while using cultural/global competence (e.g., discussing diverse cultural expectations in the texts).

Unit Understandings:

Students will understand that…

- Family heritage, culture, language, traditions, and personal experiences influence a person's identity, values, choices, and sense of belonging.
- Personal dreams and aspirations may conflict with family expectations, cultural traditions, and societal norms, requiring individuals to make difficult choices.
- A character's journey is shaped by the tension between personal identity, individual goals, and the expectations of family, culture, and society. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- Social factors—including family honor, gender roles, race, ethnicity, culture, religion, and socioeconomic status—can influence opportunities, relationships, and an individual's sense of belonging. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- Social norms and cultural expectations vary across time periods, communities, and societies, shaping how individuals view themselves, others, and their futures.(**AAH**, **HG**, **AAPI**, **LGBTQ**)
- Individuals respond to expectations and societal pressures in different ways by conforming, resisting, adapting, advocating for change, or finding their own voices. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- Literature and informational texts provide multiple perspectives that help readers understand how identity, culture, family, and society influence people's experiences, decisions, and relationships.
- Authors use dialogue, characterization, internal thoughts, setting, and descriptive details to reveal characters' identities, emotions, conflicts, and responses to expectations.

- Setting, historical context, and cultural traditions influence characters' choices, relationships, conflicts, and opportunities.
- Comparing characters, settings, and cultures across texts helps readers recognize both shared human experiences and the unique ways individuals navigate identity, belonging, family expectations, and societal pressures.
- Examining diverse identities, cultures, and perspectives promotes empathy, respect, and a deeper understanding of individuals and communities whose experiences may differ from our own. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- Effective readers and writers use comparative language, textual evidence, and thoughtful analysis to explain similarities and differences among characters, cultures, perspectives, and themes.

Unit Essential Questions:

- How do family and culture shape who we are, and what happens when we resist those expectations? (This is your main unit question)
- What happens when a character's personal dreams clash with their family's responsibilities?
- How do the settings of Verona and Chicago change the way Romeo and Julia handle their problems?
- Why is it hard to communicate with parents, and how do characters try to be understood?

Knowledge and Skills:

Students will know...

- Key vocabulary terms related to identity and conflict (e.g., expectation, heritage, forbidden, feud, destiny).
- The plot points and character motivations in selected scenes of Romeo and Juliet and Chapters 1-5 of I Am Not Your Perfect Mexican Daughter.
- The similarities and differences between parental expectations in Renaissance Verona and modern Chicago.
- How specific textual evidence supports an analysis of character.
- Basic literary elements such as character, setting, and conflict.

Students will be able to...

- Identify main ideas and supporting details in literary texts using visual aids and graphic organizers (WIDA Level II).
- Cite textual evidence to describe how parental expectations drive conflict in both texts
- Construct meaning from oral presentations and visual representations of family dynamics
- Use comparative sentence frames (e.g., "Both Romeo and Julia...", "Unlike Juliet, Julia...") to describe character motivations.
- Collaborate effectively in teams to analyze and solve problems related to character conflict
- Create an "Identity One-Pager" where students synthesize their understanding of how family shapes who we are.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Comparative Venn Diagrams: Students will sort pre-written phrases and images into a "Double Bubble" map to compare the expectations of Lord Capulet and Julia's mother, identifying shared pressures in the center.
- Literary Analysis Task: Students will match a quote from the text to a "Motivation Card" (e.g., "I must marry Paris" matches to "Family Duty") to show they understand why characters make specific choices.
- Differentiated Vocabulary Checks: Students will complete quick exit tickets measuring comprehension of key unit words (expectation, heritage, conflict) using visual matching and simple fill-in-the-blank sentences with word banks.
- Literary Analysis Task: Students will circle exact words in a short text passage that describe the character's feelings (e.g., "angry," "trapped") to help them identify the correct character trait.
- Scaffolded Open-Ended & Multiple-Choice Checks: Students will complete short reading checks featuring a maximum of 3 answer choices paired with visual icons, and short-answer sections built over mandatory sentence starters (e.g., "Romeo feels... because...").
- Literary Analysis Task: Students will answer a scaffolded question identifying the type of conflict: "The problem between Romeo and his family is _____ (internal/external)."
- Mid-Unit Visual Project "The Choice Map": Students will draw a forked road showing one character's choices, using dark colors for tragic outcomes and light colors for hopeful growth to visualize consequences.
- Literary Analysis Task: On the map, students will write a simple sentence explaining the cause and effect of the choice using sequencing words (e.g., "First, Romeo chose... which led to...").

Assessment Accommodations for ESL II

- Read assessment directions aloud and clarify procedures using simplified academic language without altering the content being assessed.
- Provide extended time to allow students additional processing, reading, and writing time.
- Allow short breaks during lengthy assessments to reduce cognitive fatigue.
- Present assessment tasks in manageable sections rather than all at once.
- Highlight or bold key vocabulary, transition words, and important directions.
- Check for understanding of assessment expectations before students begin.
- Reduce the number of practice items while maintaining the rigor of the assessed standard.
- Allow students to ask clarifying questions about directions (not about assessment content).
- Provide annotated texts with essential vocabulary or brief margin definitions.
- Allow use of bilingual dictionaries or approved electronic translation dictionaries for single-word support.
- Highlight evidence within passages after students identify it independently.
- Chunk lengthy passages into smaller sections.
- Include visual supports such as charts, diagrams, timelines, maps, and graphic organizers when appropriate.

- Permit students to use graphic organizers while reading.
- Provide text feature previews before informational reading assessments.
- Allow students to highlight or annotate texts while reading.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Visual Vocabulary Boards: Students will create boards for key terms (expectation, heritage, conflict) by matching the word to a picture from both Verona and Chicago, then writing a definition sentence using a frame.
- Concept Sort T-Chart: Students will sort images and phrases into "Old World" (Verona) vs. "New World" (Chicago) categories to build background knowledge on setting and culture.
- Character Profile Sheets: Students will complete a graphic organizer with boxes for Name, Age, Family, and Problem, using a word bank of adjectives to describe Romeo and Julia.
- Side-by-Side Text Reading: Students will read Romeo and Juliet using a parallel text version (original on left, modern translation on right) to access grade-level content with linguistic support.
- Audiobook Listening: Students will listen to Chapters 1-3 of I Am Not Your Perfect Mexican Daughter while following along in the text to support fluency and comprehension.
- Double Bubble Venn Diagram: Students will use pre-written phrase slips to compare Lord Capulet's demands with Julia's mother's expectations, sorting them into "Romeo," "Julia," or "Both" categories.
- Numbered Heads Together: Students will work in small groups to analyze the Venn diagram, with each student assigned a number to ensure equal participation and accountability.
- Cause-and-Effect Timeline: Students will match "Cause" cards to "Effect" cards (e.g., Secret marriage -> Banishment) and place them in order to understand plot progression.
- Choice Map Drawing: Students will draw a forked road representing a character's choices, using colors to symbolize tragic vs. hopeful outcomes, and writing a sentence at each fork.
- Identity One-Pager: Students will synthesize their learning by creating a visual project that includes drawings, quotes, and a structured paragraph answering the Essential Question.
- Gallery Walk: Students will view their peers' One-Pagers and use sticky notes with sentence stems ("I like how you showed...") to provide feedback, practicing low-stakes communication

RESOURCES

Teacher Resources:

- Google Classroom
- EdPuzzle
- Novel: Romeo and Juliet, by William Shakespeare
- Novel: I Am Not Your Perfect Mexican Daughter, by Erika L. Sanchez
- CommonLit

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL II - English as a Second Language

Unit 2 Title: Voice and Justice: Speaking Up Against Racism

Target Course/Grade Level: ESL II Grades 9-12

Unit Summary: In this unit, English Language Learners will explore the power of speaking up against injustice and the complexities of fighting for equality. By studying the historical context provided in Stamped: Racism, Antiracism, and You alongside the contemporary narrative of The Hate U Give, students will examine how racism has persisted over time and how individuals have resisted it. They will analyze the difference between segregation, assimilation, and antiracism, and trace how these concepts impact the lives of real people and fictional characters like Starr Carter. Through the study of speeches, protests, and narrative, students will develop their own voices, learning to use evidence and rhetorical devices to craft persuasive arguments about social change. Students will understand that using one's voice is a critical tool for challenging injustice and shaping a more equitable future. The unit culminates in a Literacy Task Analysis Essay.

Approximate Length of Unit: 8-10 weeks

ESL II Unit 2 Pacing Guide

LEARNING TARGETS

WIDA Standards:

- **ELD-SI.4-12.**Narrate.
  - Share ideas about one's own and others' lived experiences and previous learning
  - Connect stories with images and representations to add meaning
  - Identify and raise questions about what might be unexplained, missing, or left unsaid
  - Recount and restate ideas to sustain and move dialogue forward
  - Create closure, recap, and offer next steps
- **ELD-LA.9-12:** Narrative.Interpretive- Interpret language arts by
  - Identifying themes or central ideas that develop over the course of a text
  - Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
  - Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
- **ELD-LA.9-12:** Narrate.Expressive- Construct language arts narratives that
  - Orient audience to context and one or multiple point(s) of view
  - Develop and describe characters and their relationships over a progression of experiences or events
  - Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
  - Engage and adjust for audience

- **ELD-LA.9-12:** Inform.Interpretive- Interpret informational texts in language arts by
    - Identifying and/or summarizing central ideas
    - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
    - Evaluating cumulative impact and refinement of author's key word choices over the course of text
- **ELD-LA.9-12:** Inform.Expressive- Construct informational texts in language arts that
    - Introduce and define topic and/or entity for audience
    - Establish an objective or neutral stance
    - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
    - Develop coherence and cohesion throughout text
- **ELD-LA.9-12:** Argue.Expressive- Construct language arts arguments that
    - Introduce and develop precise claims and address counterclaims
    - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
    - Evaluating the impact of author's key word choices over the course of a text
    - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- **ELD-SS.9-12:** Argue.Interpretive- Interpret social studies arguments by
    - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
    - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
    - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

NJ Student Learning Standards:

- **RL.IT.9–10.3.** Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- **RL.TS.9–10.4.** Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- **RL.CT.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g.,how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
- **RI.CR.9–10.1.** Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- **RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- **RI.PP.9–10.5.** Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- **W.AW.9–10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence
    b. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
    c. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding paragraph or section that supports the argument presented.
- **W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **W.WR.9–10.5.** Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.SE.9–10.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- **W.RW.9–10.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
    c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
    d. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9–10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

- **SL.UM.9–10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- **L.SS.9–10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Use parallel structure.
    b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L.VL.9–10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
    a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
    c. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
    d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
    e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g.,1.3E.12profCR3.a).
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.

Interdisciplinary Connections and Standards: Social Studies

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

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.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

Unit Understandings:

Students will understand that…

- Voice is a powerful tool that can be used to challenge injustice and effect social change.(**AAH**, **HG**, **AAPI**, **LGBTQ**)
- Understanding history—including the definitions of segregation, assimilation, and antiracism—is necessary to understand present-day inequalities. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- Individuals have the power to choose how they respond to oppression, whether through silence, compliance, or active resistance. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- Authors use specific rhetorical devices, such as repetition and diction, to persuade audiences and convey urgency.
- Personal identity and cultural background shape a person's perspective on justice and their motivation to speak up. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- Effective communication requires analyzing the audience, purpose, and context to deliver a message that creates impact.

Unit Essential Questions:

- How can we use our voices to challenge injustice?
- What is the difference between segregation, assimilation, and antiracism, and how have they shaped history?
- Why is it important to speak up, even when it is difficult or dangerous?
- How do authors use specific words and rhetorical devices to persuade an audience?
- How does understanding history help us understand the world we live in today?
- What role does personal identity play in how we view justice and equality?

Knowledge and Skills:

Students will know...

- Key vocabulary terms related to social justice (e.g., segregation, assimilation, antiracism, protest, rhetoric, bias).
- The historical progression of racism and antiracism as outlined in Stamped.
- The plot, characters, and central conflicts in The Hate U Give.
- The definitions and functions of rhetorical devices (e.g., repetition, diction, imagery).
- The difference between an author's point of view and a character's perspective.

Students will be able to...

- Cite strong textual evidence to support analysis of both informational and literary texts (NJSLS-RI/RL.9-10.1).
- Determine central ideas and analyze their development over the course of a text (NJSLS-RI.9-10.2).
- Analyze how complex characters develop and interact with other characters (NJSLS-RL.9-10.3).

- Write arguments to support claims about justice and social change using valid reasoning and evidence (NJSLS-W.9-10.1).
- Evaluate an author's point of view or cultural experience in a text (NJSLS-RI.9-10.6).
- Use sentence frames and vocabulary to express complex ideas about social issues (WIDA Level II).
- Write a formal literary analysis essay that develops and defends a thesis addressing the unit's essential question by synthesizing evidence from literary or informational text studied throughout the unit.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Evidence: Student-created graphic organizers defining segregation, assimilation, and antiracism using their own words and visual examples.
- Criteria for Understanding: The student accurately distinguishes between the three concepts and can provide a real-world or historical example for each.
- Evidence: A visual timeline sequencing key events from the history of racism and antiracism as described in Stamped.
- Criteria for Understanding: The student correctly orders events and can explain, using a simple sentence frame, how one event led to the next (cause and effect).
- Evidence: A journal where students quote a passage from The Hate U Give on the left and explain Starr's internal reaction on the right.
- Criteria for Understanding: The student identifies specific textual evidence and uses adjectives to describe Starr's feelings or motivations, demonstrating comprehension of character development.
- Evidence: A chart where students identify a quote from a speech or text, explain what it means (Mean), and why it matters (Matter).
- Criteria for Understanding: The student correctly identifies a rhetorical device (like repetition) and explains how it makes the speech more persuasive or powerful.
- Evidence: A short written speech or letter addressing a specific injustice, using the RAFT strategy (Role, Audience, Format, Topic).
- Criteria for Understanding:
- Claim: The student clearly states a position on an injustice.
- Evidence: The student supports the claim with at least one piece of evidence from The Hate U Give or Stamped.
- Language: The student uses persuasive vocabulary and sentence frames appropriate for a Level II learner.
- Connection: The student connects the text to a broader real-world issue or personal belief.

Assessment Accommodations for ESL II

- Read assessment directions aloud and clarify procedures using simplified academic language without altering the content being assessed.
- Provide extended time to allow students additional processing, reading, and writing time.
- Allow short breaks during lengthy assessments to reduce cognitive fatigue.

- Present assessment tasks in manageable sections rather than all at once.
- Highlight or bold key vocabulary, transition words, and important directions.
- Check for understanding of assessment expectations before students begin.
- Reduce the number of practice items while maintaining the rigor of the assessed standard.
- Allow students to ask clarifying questions about directions (not about assessment content).
- Provide annotated texts with essential vocabulary or brief margin definitions.
- Allow use of bilingual dictionaries or approved electronic translation dictionaries for single-word support.
- Highlight evidence within passages after students identify it independently.
- Chunk lengthy passages into smaller sections.
- Include visual supports such as charts, diagrams, timelines, maps, and graphic organizers when appropriate.
- Permit students to use graphic organizers while reading.
- Provide text feature previews before informational reading assessments.
- Allow students to highlight or annotate texts while reading.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Visual Glossary Creation: Students will create a visual dictionary for key terms (segregation, assimilation, antiracism) by matching the word to a picture and writing a simple definition using a sentence frame.
- Concept Sorting: Students will sort cards describing historical events or actions into three categories: "Segregationist," "Assimilationist," and "Antiracist" to build understanding of the concepts from Stamped.
- Jigsaw Reading: Students will work in expert groups to read and summarize different sections of Stamped, then teach their classmates about their specific section using visual aids.
- Character Conflict Maps: Students will use a graphic organizer to map Starr's internal conflicts (what she feels) vs. external conflicts (what happens to her) in The Hate U Give.
- Text-to-Self Connection Circles: Students will participate in small group discussions using sentence stems to share times they felt they had to "speak up" or stay silent, connecting their lives to Starr's experience.
- Speech Analysis Stations: Students will rotate through stations listening to or reading short speeches (e.g., MLK, Malcolm X) and identifying examples of repetition and strong diction using highlighters.
- "Say-Mean-Matter" Charts: Students will select powerful quotes from the texts and break them down: what it says (Say), what it means (Mean), and why it is important (Matter).
- RAFT Writing Workshop: Students will use the RAFT strategy (Role, Audience, Format, Topic) to draft a persuasive speech or letter from the perspective of a character or a historical figure.
- Collaborative Peer Review: Students will exchange their draft speeches with a partner and use a checklist to identify one strong point and one area for improvement, using supportive sentence frames.
- Socratic Seminar Lite: Students will engage in a modified whole-class discussion using "talking chips" to ensure everyone contributes, focusing on the question: "Is it always safe to speak up?

RESOURCES

Teacher Resources:

- Google Classroom
- EdPuzzle
- Novel: Stamped, Racism, Antiracism, and You, by Ibram X. Kendi
- Novel: The Hate U Give, by Angie Thomas
- CommonLit

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL II - English as a Second Language

Unit 3 Title: Calculating the Future: The Power of Hidden Figures

Target Course/Grade Level: ESL II Grades 9-12

Unit Summary: In this unit, English Language Learners will explore the untold true story of the Black female mathematicians at NASA who helped launch astronauts into space. Through the Young Readers' Edition of Hidden Figures, students will examine the lives of Katherine Johnson, Dorothy Vaughan, and Mary Jackson, analyzing how they overcame the dual barriers of racism and sexism to achieve their dreams. Students will learn about the history of the Space Race and the Civil Rights Movement, connecting these historical events to the mathematical and scientific concepts presented in the text. By studying the "human computers," students will understand the power of perseverance, education, and teamwork. The unit emphasizes the importance of recognizing diverse contributions to history and encourages students to reflect on how they can use their own unique talents to overcome obstacles and solve problems in their own lives. The unit culminates in a formal argumentative essay in which students develop and defend a claim about whether perseverance alone is sufficient to overcome systemic barriers, supporting their argument with evidence from *Hidden Figures* and additional literary and informational texts studied throughout the unit.

Approximate Length of Unit: 8-10 weeks

ESL II Unit 3 Pacing Guide

LEARNING TARGETS

WIDA Standards:

- **ELD-SI.4-12.**Narrate.
  - Share ideas about one's own and others' lived experiences and previous learning
  - Connect stories with images and representations to add meaning
  - Identify and raise questions about what might be unexplained, missing, or left unsaid
  - Recount and restate ideas to sustain and move dialogue forward
  - Create closure, recap, and offer next steps
- **ELD-LA.9-12:** Narrative.Interpretive- Interpret language arts by
  - Identifying themes or central ideas that develop over the course of a text
  - Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
  - Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
- **ELD-LA.9-12:** Narrate.Expressive- Construct language arts narratives that
  - Orient audience to context and one or multiple point(s) of view

    - Develop and describe characters and their relationships over a progression of experiences or events
    - Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
    - Engage and adjust for audience
- **ELD-LA.9-12:** Inform.Interpretive- Interpret informational texts in language arts by
    - Identifying and/or summarizing central ideas
    - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
    - Evaluating cumulative impact and refinement of author's key word choices over the course of text
- **ELD-LA.9-12:** Inform.Expressive- Construct informational texts in language arts that
    - Introduce and define topic and/or entity for audience
    - Establish an objective or neutral stance
    - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
    - Develop coherence and cohesion throughout text
- **ELD-LA.9-12:** Argue.Expressive- Construct language arts arguments that
    - Introduce and develop precise claims and address counterclaims
    - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
    - Evaluating the impact of author's key word choices over the course of a text
    - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- **ELD-SS.9-12:** Argue.Interpretive- Interpret social studies arguments by
    - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
    - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
    - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

NJ Student Learning Standards:

- **RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., how the author introduces and develops a contrast between two characters).
- **RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- **RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **W.9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source.
- **SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.9-10.3:** 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.
- **L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- **L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.9-10.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Career Readiness, Life Literacies, and Key Skills:

- **9.2.12.CAP.2:** Analyze how the economic, social, and political conditions of a time period influence career opportunities (e.g., how the 1940s context limited or opened doors for women and minorities).

- **9.2.12.CAP.3:** Evaluate the impact of non-traditional career choices on individuals and society (e.g., women in STEM/math fields during the 1940s).
- **9.2.12.CAP.13:** Demonstrate the ability to evaluate the qualifications required for a specific career area (e.g., analyzing the education and skills needed to be a "human computer" or engineer).
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., reflecting on the problem-solving strategies used by the mathematicians).
- **9.4.12.CI.3:** Collaborate with others to enhance project-based learning and produce meaningful results (e.g., working in groups to solve math problems or research historical events).
- **9.4.12.CT.1:** Evaluate the variety of technologies available to solve problems and enhance creativity (e.g., discussing the transition from human computers to electronic computers).
- **9.4.12.CT.2:** Explain the potential benefits and risks of using technology to gather information (e.g., evaluating the accuracy of calculations vs. human error)**.**
- **9.4.12.IM.1:** Evaluate digital and print resources for accuracy, relevance, and bias (e.g., analyzing historical documents or news articles about the Space Race).
- **9.4.12.IM.2:** Curate information from digital resources to create a collection of resources that support a project (e.g., gathering sources for a biography presentation).
- **9.4.12.TL.1:** Use a variety of digital tools and resources to create and publish a digital product (e.g., creating a timeline or digital poster about the "West Computers").
- **9.4.12.TL.3:** Collaborate online to produce a digital product (e.g., collaborative research on a historical figure).
- **CRP2:** Apply appropriate academic and technical skills (e.g., applying math skills to real-world problems).
- **CRP4:** Communicate clearly and effectively and with reason (e.g., explaining mathematical reasoning or historical analysis).
- **CRP6:** Demonstrate creativity and innovation (e.g., finding new ways to solve complex math problems).
- **CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them (e.g., analyzing how the characters overcame systemic barriers).
- **CRP9:** Model integrity, ethical leadership, and effective management (e.g., discussing the ethical implications of segregation and the leadership shown by Dorothy Vaughan).
- **CRP11:** Use technology to enhance productivity (e.g., using software to calculate trajectories or organize data).
- **CRP12:** Work productively in teams while using cultural/global competence (e.g., understanding the importance of diverse teams in the workplace).

Interdisciplinary Connections and Standards:

- **6.1.12.HistoryCC.3.a:** Analyze the impact of social, political, and economic factors on the struggle for civil rights (e.g., analyzing how WWII and the Cold War impacted the fight for desegregation).
- **6.1.12.HistoryCC.3.b:** Evaluate the effectiveness of civil rights legislation and court decisions in ending segregation and discrimination (e.g., connecting the "Separate but Equal" laws in the book to the Brown v. Board of Education ruling).
- **6.1.12.HistoryCC.3.d:** Analyze how the roles of women and minorities have changed over time in the United States (e.g., examining the shift in gender roles in the workforce during and after WWII).
- **6.1.12.GeoGIS.2.b:** Evaluate the impact of human migration and settlement patterns on physical and human systems (e.g., analyzing the Great Migration and its impact on the demographics of Hampton, Virginia).

- **MP.1:** Make sense of problems and persevere in solving them (e.g., understanding the persistence required to calculate launch trajectories without modern computers).
- **MP.2:** Reason abstractly and quantitatively (e.g., connecting the abstract concept of "orbit" to the concrete numbers calculated by Katherine Johnson).
- **MP.4:** Model with mathematics (e.g., using simple equations to model the path of a rocket).
- **MP.6:** Attend to precision (e.g., understanding why a small error in calculation could lead to a mission failure).
- **SEP.1:** Asking questions and defining problems (e.g., asking how to get a human into space and back safely).
- **SEP.4:** Analyzing and interpreting data (e.g., looking at the flight data and telemetry mentioned in the text).
- **SEP.6:** Constructing explanations and designing solutions (e.g., explaining how the "human computers" verified the electronic computer's solutions).
- **ETS1.1:** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants (e.g., analyzing the constraints of the Space Race and the need for accurate calculations).
- **8.1.12.DA.1:** Create interactive visualizations that represent large data sets (e.g., creating a timeline or graph of the Space Race milestones).
- **8.1.12.AP.1:** Collaboratively design and develop a program or computational artifact for a specific audience (e.g., designing a simple algorithm or flowchart for a calculation).
- **8.2.12.ETW.1:** Evaluate ethical considerations and safety requirements regarding the use of technology (e.g., discussing the transition from human to machine labor and its impact on the "West Computers").

Unit Understandings:

Students will understand that…

- Intelligence and talent are not limited by race, gender, or background.
- Mathematics and science are powerful tools that can solve real-world problems and change history.
- Systemic barriers like segregation and sexism create obstacles that require resilience, determination, and community support to overcome. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- "Hidden figures"—people whose contributions are often overlooked—are essential to the success of major historical events like the Space Race. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- Collaboration and teamwork are necessary components of scientific and mathematical achievement.
- Technology evolves over time, but the need for human critical thinking and verification remains constant.

Unit Essential Questions:

- Why is it important to recognize the contributions of "hidden figures" in history?
- How do Katherine Johnson, Dorothy Vaughan, and Mary Jackson overcome the barriers of racism and sexism?
- In what ways can mathematics and science be used as tools for social change and progress?
- What does the term "human computer" mean, and how has technology changed the way we solve problems?
- How does the history of the Space Race reflect the social and political struggles of the Civil Rights era?
- How can we use our own unique talents to overcome obstacles in our own lives?

Knowledge and Skills:

Students will know...

- Key vocabulary related to the Space Race and Civil Rights (e.g., segregation, trajectory, orbit, engineer, mathematician, barrier).
- The biographical details of Katherine Johnson, Dorothy Vaughan, and Mary Jackson.
- The historical context of the 1940s–1960s, including the "Separate but Equal" laws and the role of NACA/NASA.
- The specific contributions of Black women to the success of the Apollo missions.
- The difference between "human computers" and electronic computers.

Students will be able to…

- Cite textual evidence to support analysis of the text .
- Determine a central idea of the text and analyze its development.
- Analyze how the author unfolds the history and connects ideas.
- Determine the meaning of technical and academic words in a text.
- Write informative/explanatory texts to examine the historical events and biographical details.
- Conduct short research projects on a figure from the Space Race or Civil Rights movement.
- Present information clearly and effectively about a historical figure.
- Acquire and use domain-specific words and phrases.

- Write an argumentative essay in which students develop and defend a claim about whether perseverance alone is sufficient to overcome systemic barriers, supporting their argument with evidence from *Hidden Figures* and additional literary and informational texts studied throughout the unit.
- argumentative essay in which students develop and defend a claim about whether perseverance alone is sufficient to overcome systemic barriers, supporting their argument with evidence from *Hidden Figures* and additional literary and informational texts studied throughout the unit.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Evidence: A visual timeline created by students plotting key events from the book (e.g., start of WWII, founding of NACA, John Glenn's flight) alongside major Civil Rights events.
- Criteria for Understanding: The student accurately sequences events and can explain, using a simple sentence frame, how the historical context (war/competition) influenced the opportunities for the "West Computers."
- Evidence: A folded paper cube where each side displays information about one of the main women: Name, Job, Major Obstacle, Major Achievement, Character Trait, and a Symbol.
- Criteria for Understanding: The student identifies specific character traits (e.g., perseverance, brilliance) and supports them with a specific example or quote from the text.

- Evidence: A worksheet where students solve a simplified trajectory or calculation problem, followed by a short reflection.
- Criteria for Understanding: The student demonstrates an understanding of the precision required for the job and can explain, in writing, why a small error would be dangerous for the astronauts.
- Evidence: A short written piece where students take on the Role of Katherine Johnson, Dorothy Vaughan, or Mary Jackson writing to a future Audience (students today) in the Format of a letter or diary entry about the Topic of overcoming barriers.
- Voice: The student writes from the character's perspective using appropriate feelings and vocabulary.
- Content: The student describes specific barriers faced (racism/sexism) and how they were overcome.
- Language: The student uses past tense verbs and content vocabulary correctly.
- Evidence: A single-page visual project about a "Hidden Figure"
- Visuals: Images or symbols that represent the person's contribution.
- Text: A short summary explaining why this person is important to history.
- Connection: A sentence explaining how this person connects to the unit theme of "overcoming obstacles."

Assessment Accommodations for ESL II

- Read assessment directions aloud and clarify procedures using simplified academic language without altering the content being assessed.
- Provide extended time to allow students additional processing, reading, and writing time.
- Allow short breaks during lengthy assessments to reduce cognitive fatigue.
- Present assessment tasks in manageable sections rather than all at once.
- Highlight or bold key vocabulary, transition words, and important directions.
- Check for understanding of assessment expectations before students begin.
- Reduce the number of practice items while maintaining the rigor of the assessed standard.
- Allow students to ask clarifying questions about directions (not about assessment content).
- Provide annotated texts with essential vocabulary or brief margin definitions.
- Allow use of bilingual dictionaries or approved electronic translation dictionaries for single-word support.
- Highlight evidence within passages after students identify it independently.
- Chunk lengthy passages into smaller sections.
- Include visual supports such as charts, diagrams, timelines, maps, and graphic organizers when appropriate.
- Permit students to use graphic organizers while reading.
- Provide text feature previews before informational reading assessments.
- Allow students to highlight or annotate texts while reading.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Picture Walk Prediction: Students will scan images of the 1940s NASA facility, segregated bathrooms, and rocket launches to predict the setting and conflicts of the text before reading.
- Visual Vocabulary Cards: Students will create flashcards for unit terms (segregation, trajectory, engineer) with the word on one side and a drawing or simple definition on the other to support retention.

- Jigsaw Biography Experts: Students will break into "expert groups," with each group responsible for reading about one woman (Katherine, Dorothy, or Mary) and teaching the main facts to their peers using a graphic organizer.
- "Cause and Effect" Chains: Students will link paper strips to create a physical chain showing cause-and-effect relationships (e.g., WWII starts -> Women needed in workforce -> Black women hired as computers).
- Annotation Guides: Students will use color-coded highlighters while reading excerpts: yellow for new vocabulary, blue for dates/events, and pink for evidence of racism or sexism.
- Socratic Seminar (Simplified): Students will participate in a structured discussion using "talking chips" to answer the question: "Who was the most important figure and why?" using sentence stems for agreement and disagreement.
- Math Simulation: Students will complete a simple "human computer" calculation task (e.g., plotting points on a graph) to experience the precision and patience required by the mathematicians.
- Timeline Construction: Students will use a pre-made timeline with mixed-up events to sort and paste historical milestones from the book in chronological order.
- RAFT Writing Workshop: Students will use a RAFT (Role, Audience, Format, Topic) template to draft a letter from a "West Computer" to a modern-day student, explaining their job and dreams.
- Gallery Walk of Figures: Students will display their "Hidden Figure" research projects around the room and use sticky notes to leave positive feedback or questions on their peers' work.

RESOURCES

Teacher Resources:

- Google Classroom
- EdPuzzle
- Novel: Hidden Figures, by Margot Lee Shetterly

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL II - English as a Second Language

Unit 4 Title: Justice and Dignity: The True Cost of Inequality

Target Course/Grade Level: ESL II- Grades 9-12

Unit Summary: In this unit, English Language Learners will explore the American criminal justice system through Bryan Stevenson's *Just Mercy* (Young Readers' Edition). As they examine the true stories of Walter McMillian and others who faced injustice, students will develop an understanding of the principles of fairness, justice, and the rule of law. Through literary and informational texts, students will analyze how individuals and communities can work to address challenges, advocate for equity, and promote positive social change. The unit emphasizes empathy, resilience, ethical decision-making, and the importance of standing up for the rights and dignity of others. Students will strengthen their critical thinking by evaluating multiple perspectives, analyzing evidence, and considering how informed citizens can contribute to a more just and compassionate society. The unit culminates in a formal synthesis essay in which students develop and defend a thesis explaining how systemic inequality can influence the pursuit of justice while supporting their analysis with evidence from multiple texts.

Approximate Length of Unit: 8-10 weeks

ESL II Unit 4 Pacing Guide

LEARNING TARGETS

WIDA Standards:

- **ELD-SI.4-12.**Narrate.
  - Share ideas about one's own and others' lived experiences and previous learning
  - Connect stories with images and representations to add meaning
  - Identify and raise questions about what might be unexplained, missing, or left unsaid
  - Recount and restate ideas to sustain and move dialogue forward
  - Create closure, recap, and offer next steps
- **ELD-LA.9-12:** Narrative.Interpretive- Interpret language arts by
  - Identifying themes or central ideas that develop over the course of a text
  - Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
  - Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
- **ELD-LA.9-12:** Narrate.Expressive- Construct language arts narratives that
  - Orient audience to context and one or multiple point(s) of view
  - Develop and describe characters and their relationships over a progression of experiences or events
  - Develop story, advancing the plot and themes with complications and resolutions, time and event sequences

    - Engage and adjust for audience
- **ELD-LA.9-12:** Inform.Interpretive- Interpret informational texts in language arts by
    - Identifying and/or summarizing central ideas
    - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
    - Evaluating cumulative impact and refinement of author's key word choices over the course of text
- **ELD-LA.9-12:** Inform.Expressive- Construct informational texts in language arts that
    - Introduce and define topic and/or entity for audience
    - Establish an objective or neutral stance
    - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
    - Develop coherence and cohesion throughout text
- **ELD-LA.9-12:** Argue.Expressive- Construct language arts arguments that
    - Introduce and develop precise claims and address counterclaims
    - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
    - Evaluating the impact of author's key word choices over the course of a text
    - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- **ELD-SS.9-12:** Argue.Interpretive- Interpret social studies arguments by
    - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
    - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
    - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

NJ Student Learning Standards:

- **RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RL.PP. 9–10.5** Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- **RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- **W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **W.9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.9-10.3:** 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.
- **L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- **L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.9-10.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Career Readiness, Life Literacies, and Key Skills:

- **9.2.12.CAP.2:** Analyze how the economic, social, and political conditions of a time period influence career opportunities (e.g., how systemic barriers limited career paths for the characters in the text).
- **9.2.12.CAP.9:** Analyze the impact of the legal system and civic engagement on career opportunities and societal roles (e.g., understanding the role of lawyers, judges, and advocates).
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., reflecting on personal definitions of justice and mercy).
- **9.4.12.CI.3:** Collaborate with others to enhance project-based learning and produce meaningful results (e.g., working in groups to analyze legal case studies).
- **9.4.12.CT.1:** Evaluate the variety of technologies available to solve problems and enhance creativity (e.g., using technology to research legal precedents or data on incarceration).
- **9.4.12.CT.2:** Explain the potential benefits and risks of using technology to gather information (e.g., evaluating the reliability of sources regarding legal cases).

- **9.4.12.IM.1:** Evaluate digital and print resources for accuracy, relevance, and bias (e.g., analyzing news articles about criminal justice for bias).
- **9.4.12.IM.2:** Curate information from digital resources to create a collection of resources that support a project (e.g., gathering evidence for an argumentative essay on the death penalty).
- **9.4.12.TL.1:** Use a variety of digital tools and resources to create and publish a digital product (e.g., creating a digital presentation or infographic about a legal issue).
- **9.4.12.TL.3:** Collaborate online to produce a digital product (e.g., collaborative research on a wrongful conviction case).
- **CRP4:** Communicate clearly and effectively and with reason (e.g., articulating an argument about justice clearly).
- **CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them (e.g., analyzing complex legal scenarios and identifying flaws).
- **CRP9:** Model integrity, ethical leadership, and effective management (e.g., discussing the ethical responsibilities of legal professionals).
- **CRP11:** Use technology to enhance productivity (e.g., using digital tools to organize research for the argumentative essay).
- **CRP12:** Work productively in teams while using cultural/global competence (e.g., discussing sensitive topics with respect and empathy for diverse perspectives).

Interdisciplinary Connections and Standards:

- **NJSLS-6.1.12.HistoryCC.3.a:** Analyze the impact of social, political, and economic factors on the struggle for civil rights (e.g., analyzing how the War on Drugs and racial profiling in the late 20th century impacted the justice system).
- **NJSLS-6.1.12.HistoryCC.3.b:** Evaluate the effectiveness of civil rights legislation and court decisions in ending segregation and discrimination (e.g., connecting the text to the Equal Justice Initiative's work and legal precedents).
- **NJSLS-6.1.12.HistoryCC.3.d:** Analyze how the roles of women and minorities have changed over time in the United States (e.g., examining the evolution of minority rights within the legal system).
- **NJSLS-6.1.12.CivicsPR.4.a:** Analyze how the principles of the United States Constitution (e.g., due process, equal protection) have been applied to resolve civil rights issues (e.g., analyzing the 14th Amendment in the context of the cases in the book).
- **NJSLS-6.1.12.GeoGIS.2.b:** Evaluate the impact of human migration and settlement patterns on physical and human systems (e.g., analyzing the economic migration of families in the rural South to urban centers and its link to poverty and incarceration).
- **NJSLS-SEP.1:** Asking questions and defining problems (e.g., asking why the conviction rate is higher in certain demographics).
- **NJSLS-SEP.4:** Analyzing and interpreting data (e.g., looking at the statistics regarding death row exonerations and sentencing disparities).
- **NJSLS-SEP.6:** Constructing explanations and designing solutions (e.g., explaining how a lack of evidence leads to wrongful convictions).
- **NJSLS-ETS1.1:** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants (e.g., analyzing the constraints of the justice system and the need for reform).
- **NJSLS-8.1.12.DA.1:** Create interactive visualizations that represent large data sets (e.g., creating a graph or infographic showing incarceration rates by race or state).
- **NJSLS-8.1.12.AP.1:** Collaboratively design and develop a program or computational artifact for a specific audience (e.g., designing a flowchart for a fair legal process).

- **NJSLS-8.2.12.ETW.1:** Evaluate ethical considerations and safety requirements regarding the use of technology (e.g., discussing the ethics of DNA evidence collection and the use of technology in surveillance).

Unit Understandings:

Students will understand that…

- The justice system is not always perfect and can be affected by bias, money, and race. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- "Justice" and "mercy" are different concepts; sometimes the law is legal but not fair.
- Systemic inequality creates barriers that make it harder for some people to succeed or be treated fairly. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- One person's commitment to the truth can help correct wrongs and save lives.
- Empathy—getting closer to suffering and understanding those who are marginalized—is necessary for a fair society. (**AAH**, **HG**, **AAPI**, **LGBTQ**)
- Everyone deserves dignity and respect, regardless of their mistakes or their background.

Unit Essential Questions:

- What is the difference between being "legal" and being "fair"?
- How does race and poverty affect a person's experience with the justice system?
- Why is it important to show mercy to people who have made mistakes?
- How can one person make a difference in a flawed system?
- What does it mean to be treated with dignity?
- How can we use our voices to speak up for those who cannot speak for themselves?

Knowledge and Skills:

Students will know...

- Key vocabulary related to the legal system (e.g., defendant, prosecutor, witness, evidence, appeal, incarceration, death penalty).
- The true story of Walter McMillian and Bryan Stevenson as presented in the text.
- The definition of "mercy" and how it differs from "justice."
- The concept of systemic bias and how it impacts the legal system.
- The role of the Equal Justice Initiative (EJI).

Students will be able to...

- Cite strong textual evidence to support analysis of the author's arguments.
- Determine a central idea of the text and analyze its development.
- Analyze how the author unfolds an analysis or series of events.
- Determine an author's point of view or purpose in a text.
- Delineate and evaluate the argument and specific claims in a text.
- Write arguments to support claims about justice and fairness.
- Conduct short research projects on a legal or civil rights topic.
- Present information clearly and effectively about a legal issue.
- Acquire and use domain-specific words and phrases.
- Write a formal synthesis essay in which students develop and defend a thesis explaining how systemic inequality influences the pursuit of justice. Drawing on evidence from *Just Mercy:*

Young Readers' Edition and multiple literary and informational texts studied throughout the unit, students will analyze how authors examine the relationship between justice, mercy, bias, and advocacy while evaluating the impact of these issues on individuals and society.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Evidence: A worksheet where students match legal terms (defendant, prosecutor, appeal) to their definitions and simple visual representations.
- Criteria for Understanding: The student accurately defines the terms and can use one in a sentence to describe a scene from the text.
- Evidence: A visual timeline sequencing the major events of Walter McMillian's arrest, trial, and release.
- Criteria for Understanding: The student correctly orders the events and can explain, using a sentence frame, how one event caused the next (e.g., "Because the witness lied, Walter was arrested").
- Evidence: A graphic organizer listing arguments for and against the death penalty based on the text.
- Criteria for Understanding: The student identifies at least two distinct arguments from each side and cites the chapter or page where the information was found.
- Evidence: A diagram comparing the concepts of Justice (following the law) and Mercy (showing forgiveness).
- Criteria for Understanding: The student distinguishes between the two concepts and provides an example from the book where Bryan Stevenson chose mercy over strict justice.
- Evidence: A short written piece where students argue whether the justice system is fair for everyone, using evidence from Just Mercy.
- Criteria for Understanding:
- Claim: The student clearly states their opinion.
- Evidence: The student includes at least one specific example or quote from the book to support their opinion.
- Language: The student uses legal vocabulary correctly and writes in complete sentences.
- Structure: The writing follows the provided paragraph frame (Claim -> Evidence -> Explanation).

Assessment Accommodations for ESL II

- Read assessment directions aloud and clarify procedures using simplified academic language without altering the content being assessed.
- Provide extended time to allow students additional processing, reading, and writing time.
- Allow short breaks during lengthy assessments to reduce cognitive fatigue.
- Present assessment tasks in manageable sections rather than all at once.
- Highlight or bold key vocabulary, transition words, and important directions.
- Check for understanding of assessment expectations before students begin.
- Reduce the number of practice items while maintaining the rigor of the assessed standard.
- Allow students to ask clarifying questions about directions (not about assessment content).

- Provide annotated texts with essential vocabulary or brief margin definitions.
- Allow use of bilingual dictionaries or approved electronic translation dictionaries for single-word support.
- Highlight evidence within passages after students identify it independently.
- Chunk lengthy passages into smaller sections.
- Include visual supports such as charts, diagrams, timelines, maps, and graphic organizers when appropriate.
- Permit students to use graphic organizers while reading.
- Provide text feature previews before informational reading assessments.
- Allow students to highlight or annotate texts while reading.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Anticipation Guide: Students will respond to simple statements about justice and the law (e.g., "The law is always fair") before reading to activate prior knowledge and spark discussion.
- Visual Vocabulary Flashcards: Students will create flashcards for legal terms (defendant, prosecutor, evidence) with the word on one side and a drawing or simple definition on the other to support retention.
- Timeline Sequencing: Students will use sentence strips describing key events in Walter McMillian's case to physically arrange them in chronological order on their desks.
- Highlighting for Evidence: Students will use color-coded highlighters while reading excerpts: yellow for facts about the crime, blue for facts about the trial, and pink for evidence of bias or unfairness.
- "Say-Mean-Matter" Charts: Students will select powerful quotes from the text and break them down: what it says (Say), what it means (Mean), and why it matters to the world (Matter).
- Pros and Cons Sorting: Students will sort cards containing arguments about the death penalty into two columns: "Arguments For" and "Arguments Against," using evidence from the text.
- Socratic Seminar (Simplified): Students will participate in a structured discussion using "talking chips" to answer the question: "Is it possible for the justice system to be completely fair?" using sentence stems for agreement and disagreement.
- RAFT Writing Workshop: Students will use a RAFT (Role, Audience, Format, Topic) template to draft a letter from Bryan Stevenson to a future law student, explaining the importance of mercy.
- Gallery Walk of Justice: Students will display their "Justice vs. Mercy" Venn diagrams around the room and use sticky notes to leave feedback or questions on their peers' work.
- Case Study Research: Students will work in small groups to research a brief summary of a real-world wrongful conviction case (provided by the teacher) and present their findings to the class.

RESOURCES

Teacher Resources:

- Google Classroom
- EdPuzzle
- Just Mercy (Young Readers' Edition) by Bryan Stevenson

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom