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 III

Grade Level: 9-12

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

ACKNOWLEDGMENTS

Program Supervisor: Veronica Fiori

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Subject/Course Title:
ESL III
Grade 9-12th

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL III - Grades: 9th-12th

PACING GUIDE

Unit	Title	Pacing
1	Personal Narrative: Writing your own Story	8-10 weeks
2	Perspectives on Power: Social Justice, Human Rights, and the Graphic Memoir	8-10 weeks
3	Voices of Resilience: Perseverance and Overcoming Obstacles	8-10 weeks
4	Family, Culture and Community: The Individual vs. The Collective	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 students 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 students 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 III - English as a Second Language

Unit Title: Personal Narrative: Writing your own Story

Target Course/Grade Level: Unit 1- ESL Level III - Grades 9th - 12th

Unit Summary: This unit centers on ***The Freedom Writers Diary*** **by Erin Gruwell** alongside contemporary personal narratives to develop ESL Level III students' reading, writing, speaking, and critical thinking skills through the exploration of identity, resilience, self-advocacy, and personal growth. Students analyze how authors use narrative techniques to communicate meaningful life experiences while engaging in reflective journaling that encourages them to examine their own experiences, values, challenges, and aspirations. Through close reading, collaborative discussions, writing workshops, and peer feedback, students strengthen their narrative writing skills by developing voice, organization, descriptive language, and reflection. Students also explore postsecondary pathways, career interests, labor market trends, and professional communication by creating a resume and cover letter. The unit culminates in a personal reflective essay in which students synthesize their journal entries and self-reflections to craft an authentic narrative that explains how a significant experience has shaped their identity and future goals. This polished essay serves as a meaningful expression of their personal growth and may later be refined into a college application personal statement or scholarship essay.

Approximate Length of Unit: 8-10 weeks

ESL III 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:

- **RI.CR.11–12.2.** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- **RI.CI.11–12.2.** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- **RI.IT.11–12.3.** Analyze the impact of the author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- **RI.TS.11–12.4.** Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- **RI.PP.11–12.5.** Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- **W.NW.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

    a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
    b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
    c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
    d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
    e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **W.WP.11-12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **W.WR.11–12.5.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **SL.II.11–12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.ES.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **SL.PI.11-12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- **SL.UM.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **L.SS.11-12.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
    b. Observe hyphenation conventions.
    c. Recognize spelling conventions.

Career Readiness, Life Literacies, and Key Skills:

- **9.2.12.CAP.4:** Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- **9.2.12.CAP.7:** Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- **9.2.12.CAP.8:** Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

- **9.2.12.CAP.10:** Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

Unit Understandings:

Students will understand that…

- Personal narratives transform lived experiences into meaningful stories that communicate identity, resilience, growth, and purpose. (**AAH**, **AAPI**, **LGBTQ**, **HG**)
- Reflective writing empowers individuals to examine their experiences, strengthen their voices, and better understand themselves and the world around them.
- Personal experiences, family, culture, community, and historical context shape an individual's identity, perspectives, and future aspirations. (**AAH**, **AAPI**, **LGBTQ**, **HG**)
- Literature and personal narratives provide diverse perspectives that foster empathy, challenge stereotypes, and deepen understanding of individuals and communities.
- Authors communicate voice, purpose, and theme through intentional choices in language, structure, reflection, dialogue, and descriptive details across multiple forms of media.
- Comparing print and visual texts helps readers evaluate how different media communicate similar themes, perspectives, and messages to different audiences.
- Effective personal narratives balance storytelling with reflection, demonstrating how challenges, choices, and experiences contribute to personal growth and resilience.
- Writing for different audiences requires writers to make intentional choices about purpose, organization, evidence, and voice.
- Self-advocacy involves recognizing personal strengths, reflecting on challenges, and communicating goals to pursue future educational, career, and personal opportunities.
- Understanding diverse identities, cultures, and lived experiences promotes empathy, inclusion, civic responsibility, and respect for the dignity of all people. (**AAH**, **AAPI**, **LGBTQ**, **HG**)

Unit Essential Questions:

- How do the Freedom Writers use journaling to process their identities, and how can we use our own lived experiences to write a powerful statement for our future?
- How does an author's message change, adapt, or stay the same when it is told in a book versus a movie adaptation?
- What narrative techniques turn a raw personal memory or obstacle into an effective, compelling college application essay?
- How can understanding our own unique stories and personal strengths help us evaluate and select the right postsecondary college or career pathways?
- In what ways do the writing skills used in a personal narrative translate into professional self-advocacy tools, such as resumes, cover letters, and financial plans?
- What factors should be considered when selecting a college or university, and how can students evaluate and compare their options?

Knowledge and Skills:

Students will know...

- key vocabulary associated with identity, systemic obstacles, perseverance, perspective-taking, and self-advocacy found in Freedom Writers.
- the structural and stylistic elements of a raw diary/journal entry versus a structured, formal personal narrative essay.

- narrative components used to engage a reader, including setting the scene, introducing conflict, creating a logical progression of events, and reflection.
- the purpose and audience of a college application essay/personal statement, and how it differs from academic literary analysis.
- literary and rhetorical devices used in autobiographical writing (e.g., tone, mood, perspective, and sensory imagery).
- grammatical conventions that enhance prose, including active vs. passive voice, strong action verbs, and sentence variety.

Students will be able to...

- analyze and compare how a central theme (e.g., overcoming adversity, systemic barriers, or self-discovery) is developed in *The Freedom Writers Diary* text versus the film adaptation.
- cite specific textual evidence from *Freedom Writers* diary entries to support interpretations of character growth and author's purpose.
- extract real-world personal themes from *Freedom Writers* to brainstorm and map out an original turning point or defining moment from their own lives.
- write an effective, multi-draft college application essay that utilizes narrative techniques (pacing, description, and reflection) to showcase individual strengths and resilience.
- apply the rules of English grammar, mechanics, and usage during the editing process to maximize clarity, conciseness, and coherence.
- utilize active voice and precise word choice to refine their personal narrative, ensuring a distinct, authentic voice.
- write a personal reflective essay in which students synthesize their journal entries and self-reflections to craft an authentic narrative that explains how a significant experience has shaped their identity and future goals.

EVIDENCE OF LEARNING

Assessment:

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

- A preliminary personal narrative journaling exercise paired with viewing parts of the movie to brainstorm personal statement topics.
- Periodic journal entries connecting themes in *The Freedom Writers Diary* to students' own identities and experiences.
- A short written analysis comparing a specific event or student transformation as presented in the book versus the film adaptation.
- Personal statement that reflects individual strengths, experiences, and goals for college or technical school.
- Professional Resume.
- First draft of a college application essay.
- Career Research Project: students will research two careers they are interested in pursuing and create a portfolio that includes information on job requirements, salary ranges, educational and

training requirements, and job outlook. Students can present their portfolio in a variety of formats, such as a written report, a multimedia presentation, or a class discussion.
- Culminating Personal Narrative Essay: A **personal reflective essay** in which students synthesize their journal entries and self-reflections to craft an authentic narrative that explains how a significant experience has shaped their identity and future goals. This polished essay serves as a meaningful expression of their personal growth and may later be refined into a college application personal statement or scholarship essay.

Assessment Accommodations

- Assess the same grade-level standards while allowing flexibility in how students demonstrate understanding.
- Reduce linguistic complexity without reducing cognitive demand whenever possible.
- Break lengthy assessments into smaller sections administered over multiple class periods if needed.
- Provide extended time for reading, writing, and revision.
- Allow students to complete portions of assessments in multiple formats (written, oral, multimedia, or visual).
- Permit teacher clarification of assessment directions without explaining assessment content.
- Allow strategic use of bilingual dictionaries for individual vocabulary support.
- Provide opportunities for drafting and revising written responses before final submission.
- Evaluate content mastery separately from English language accuracy whenever appropriate.

Learning Activities:

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

- Graphic organizers, sentence starters, and other scaffolding strategies to support struggling learners.
- Watch key clips from *The Freedom Writers* film (such as the "Line Game" or the transformation of the classroom environment) with English subtitles. Pair this with reading the corresponding print diaries to support vocabulary acquisition and reading comprehension.
- Tiered assignments that provide differentiated tasks at different levels of complexity or difficulty.
- Multimodal learning activities that provide multiple modes of learning, such as videos, audio recordings, or hands-on activities.
- Teachers will frame the learning by communicating big ideas or essential questions at the beginning of the unit and periodically throughout the unit.
- Students will engage in small group discussions and think-pair-share to discuss daily topics.
- Students will compare and contrast different colleges and universities they are interested in attending, using a chart or graphic organizer to organize their research. Students can compare factors such as cost, location, size, majors offered, and extracurricular activities.

RESOURCES

Teacher Resources:

- Selected entries from *The Freedom Writers Diary* by Erin Gruwell, focusing on identity, overcoming obstacles, and looking toward the future.
- *Freedom Writers* 2007 Feature Film, directed by Richard LaGravenese.
- Selected essays from *Student Voice: 100 Argument Essays by Teens on Issues That Matter to Them,* Katherine Schulten, 2020.
- Selected essays from *American Like Me: Reflections on Life Between Cultures,* American Ferrera, 2018.
- Teacher selected model essays.
- Career websites and resources including the national occupational outlook handbook.

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL III - English as a Second Language

Unit 2 Title: Perspectives on Power: Social Justice, Human Rights, and the Graphic Memoir

Target Course/Grade Level: Unit 2- ESL Level III - Grades 9th - 12th

Unit Summary: Students will read Marjane Satrapi's graphic memoirs *Persepolis* and *Persepolis 2* alongside supplementary foundational texts regarding human rights, political resistance, and systemic oppression. This unit focuses on how authors use multimodal elements (the intersection of text and visual art) and narrative structure to expose injustices, critique political regimes, and explore the tension between individual autonomy and state control. Students will analyze how cultural and historical context shapes perspectives on civil liberties, gender equity and institutional justice. Concurrently, students will master advanced linguistic structures, to dissect and articulate how systematic forces reshape environments, minds, and human geography. The culminating task will require students to craft a formal literary analysis essay. Students will analyze how Satrapi leverages both literary devices and visual rhetoric to construct a thematic critique of systemic injustice and the human cost of political upheaval.

Approximate Length of Unit: 8-10 weeks

ESL III Unit 2 Pacing Guide

LEARNING TARGETS

WIDA Standards:

- **ELD-SI.4-12.**Explain.
  - Generate and convey initial thinking
  - Follow and describe cycles and sequences of steps or procedures and their causes and effects
  - Compare changing variables, factors, and circumstances
  - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
  - Act on feedback to revise understandings of how or why something is or works in particular ways
- **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-LA.9-12:**Argue.Interpretive- Interpret language arts arguments by
    - Identifying and summarizing central ideas of primary or secondary sources
    - Analyzing use of rhetoric and details to advance point of view or purpose
    - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- **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:

- **L.VL.11-12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
    a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
    c. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
    d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
    e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **RL.CR.11–12.1.** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

- **RI.CR.11–12.1.** Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- **RL.CI.11–12.2.** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- **RI.CI.11–12.2.** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- **RL.IT.11–12.3.** Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **RL.TS.11–12.4.** Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- **RL.PP.11–12.5.** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- **W.AW.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
    c. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- **W.WP.11-12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **W.RW.11–12.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- **SL.PE.11–12.1**. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

- **SL.AS.11–12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- **SL.II.11–12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.ES.11–12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **SL.UM.11–12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **L.SS.11–12.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
    b. Observe hyphenation conventions.
    c. Recognize spelling conventions.
- **L.VL.11–12.3**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
    a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- **L.VI.11–12.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
    a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    b. Analyze nuances in the meaning of words with similar denotations.
    c. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
- **SL.PI.11-12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Unit Understandings:

Students will understand that…

- Graphic memoirs combine visual and written storytelling to communicate complex experiences, historical events, and social and political issues from personal perspectives.
- Human rights can be protected or violated by governments, institutions, cultural traditions, and social systems, affecting individuals and communities in different ways. (**HG**, AAPI, **AAH**, **LGBTQ**)
- Identity—including race, ethnicity, nationality, gender, religion, language, and socioeconomic status—influences how individuals experience power, opportunity, discrimination, and resistance. (**HG**, AAPI, **AAH**, **LGBTQ**)
- Individuals and communities respond to oppression in different ways, demonstrating resilience, courage, resistance, advocacy, and hope in the pursuit of justice and human dignity. (**HG**, AAPI, **AAH**, **LGBTQ**)
- Personal narratives and autobiographical storytelling preserve history, challenge injustice, amplify marginalized voices, and inspire social awareness and change.
- Authors and illustrators make intentional choices through narrative structure, symbolism, imagery, dialogue, perspective, and visual rhetoric to communicate themes and influence readers' interpretations.
- Literary and informational texts present multiple perspectives on historical events and global issues, encouraging readers to evaluate evidence, recognize bias, and develop informed interpretations.
- Effective literary analysis synthesizes textual, visual, and historical evidence to develop thoughtful interpretations and support evidence-based claims.
- Understanding diverse histories, identities, and lived experiences promotes empathy, critical thinking, civic responsibility, and respect for human rights.

Unit Essential Questions:

- How do authors use the interplay of word and image to expose human rights abuses and structural injustices?
- What happens to an individual's identity, psychological stability, and personal liberties when state power overrides human rights?
- In what ways do *Persepolis* and *Persepolis II* challenge Western biases and monolithic narratives regarding Eastern culture, religion, and women?
- What role does the intersection of social class, religion, and gender play in the execution of social justice?
- How do changes in human geography (migration, exile) affect an individual's concept of home and human rights?
- How can the interplay of word and image articulate the internal psychological effects (the mind, fears, resilience) of systemic trauma?
- How does the use of the passive voice change how we discuss historical violations? *(e.g., "Rights were taken away" vs. "The regime took away rights")*
- In what ways do socio-political changes on a regional scale alter individual identities, freedoms, and destinies?

Knowledge and Skills:

Students will know...

- the historical background of the 1979 Iranian Revolution, the overthrow of the Shah, the rise of the Islamic Republic, and the domestic impacts of the Iran-Iraq war.
- the formal graphic novel vocabulary necessary to conduct a visual literary analysis (e.g., panel, gutter, graphic weight, foregrounding/backgrounding, speech bubbles, and encapsulation).
- the core tenets and history of the Universal Declaration of Human Rights (UDHR).
- the structure of a robust academic literary analysis essay, including how to form a non-obvious thesis and integrate both written quotes and visual descriptions as primary source evidence.
- formulas for the present perfect tenses, rules distinguishing gerunds vs. infinitives, and structural rules for the passive voice across multiple tenses.
- academic vocabulary necessary to analyze global displacement, cognitive adaptation, and societal changes.

Students will be able to...

- deconstruct how an author utilizes minimalist visual choices to evoke universal empathy and highlight human suffering.
- identify and trace major themes of a text by examining the synthesis of literary devices and visual art.
- compare and contrast the portrayal of institutional oppression in a graphic memoir with historical documents, speeches, and essays.
- craft a clear, sophisticated, and arguable analytical thesis statement.
- seamlessly integrate specific textual citations and visual breakdowns to defend a literary analysis claim.
- analyze how Satrapi utilizes textual and visual choices to criticize systemic injustice.
- apply present perfect continuous structures to discuss ongoing structural themes across *Persepolis* and *Persepolis II*.
- employ the passive voice accurately to describe institutional actions and state control in academic writing.
- craft a formal literary analysis essay. Students will analyze how Satrapi leverages both literary devices and visual rhetoric to construct a thematic critique of systemic injustice and the human cost of political upheaval using correct MLA citations.

EVIDENCE OF LEARNING

Assessment:

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

- Comprehension checks focusing on plot sequence, character development, and historical context.
- Activities pairing historical primary documents with specific chapters of the memoir to check for synthesis and contextual understanding.

- Sentence transformation tasks requiring students to change active sentences about *Persepolis* plot points into the passive voice to isolate political agency.
- Graphic analysis responses where students select a single panel or page layout to deconstruct how Satrapi's visual tools reinforce the theme of social justice.
- Literary Analysis Essay: Students will develop an analytical, thesis-driven essay examining how Satrapi utilizes the unique intersection of text and visual art to critique institutional power, illustrate human rights violations, or chart the psychological toll of social injustice. Students must maintain a formal academic tone, avoid mere plot summary, and support their claims with rigorous text citations and panel analyses. The essay will be scored on analytical focus and the precise, intentional implementation of targeted grammar metrics, such as the effective use of passive voice to show oppression.

Learning Activities:

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

- Graphic organizers, sentence starters, and other scaffolding strategies to support struggling learners with structural language acquisition. This includes grammar-mapping matrices for organizing the present perfect continuous tense and specialized sentence frames to help students articulate visual analysis in the passive voice.
- Watch key clips from the *Persepolis* film adaptation (such as Marji's experiences with culture shock in Europe or the visual enforcement of the veil) with English subtitles. Pair this with reading the corresponding graphic novel chapters to support vocabulary acquisition and multimodal reading comprehension.
- Multimodal learning activities that provide multiple modes of learning, such as analyzing UN audio/video recordings regarding the *Universal Declaration of Human Rights*, examining historical photo archives of the 1979 Iranian Revolution, or participating in hands-on panel-annotation activities where students color-code structural elements like gutters and graphic weight.
- Teachers will frame the learning by communicating big ideas or essential questions at the beginning of the unit and periodically throughout the unit, specifically connecting grammatical concepts like the passive voice to the broader thematic exploration of how individual autonomy is stripped away by state power.
- Students will engage in small group discussions and think-pair-share to discuss daily topics, tracking Marji's changing environments and her psychological resilience across both *Persepolis* and *Persepolis II*.
- Students will compare and contrast different human rights scenarios and historical settings they are researching, using a chart or graphic organizer to organize their data. Students can compare factors such as types of institutional control, specific restrictions on freedom of speech or education, geographic displacement (*migration*), and the psychological impact on the population.

RESOURCES

Teacher Resources:

- Satrapi, Marjane. *Persepolis: The Story of a Childhood*. Pantheon Books, 2003.

- Satrapi, Marjane. *Persepolis II: The Story of a Return*. Pantheon Books, 2004.
- The United Nations: Excerpts from *The Universal Declaration of Human Rights* (1948) (Specifically Articles 1–5, 13, 19, and 26 to pair with lessons on civil liberties, migration, and education).
- Historical Context Contextual Briefs: Selected primary documents, timelines, and photographs tracking the 1979 Iranian Revolution, the overthrow of the Shah, and the cultural restriction mandates of the early 1980s.
- Nafisi, Azar: Excerpts from *Reading Lolita in Tehran: A Memoir in Books.*
- *Persepolis.* Dir. Marjane Satrapi and Vincent Paronnaud. Sony Pictures Classics, 2007 (Film adaptation used with English subtitles for comparative multimodal analysis).

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL III - English as a Second Language

Unit 3 Title: Voices of Resilience: Perseverance and Overcoming Obstacles

Target Course/Grade Level: Unit 3- ESL Level III - Grades 9th - 12th

Unit Summary: Students will explore the theme of human resilience by analyzing Elie Wiesel's memoir *Night*, Malala Yousafzai's autobiography *I Am Malala*, and selected excerpts from Anne Frank's *The Diary of a Young Girl*. This unit focuses on testimonial literature and how individuals maintain hope, psychological stability, and moral agency when facing systematic oppression, war, and existential crises. Grammatical structures will be taught in the context of the unit's readings and discussions, allowing students to apply them authentically in both speaking and writing. Students will also analyze curated TED Talks that present diverse global perspectives on resilience and overcoming adversity. The unit culminates in a formal argumentative essay in which students develop and defend a claim about the factors that enable the human spirit to persevere in the face of adversity. Students will synthesize evidence from literary and informational texts, multimedia sources, and class discussions while demonstrating effective use of academic language and evidence-based reasoning.

Approximate Length of Unit: 8-10 weeks

ESL III Unit 3 Pacing Guide

LEARNING TARGETS

WIDA Standards:

- **ELD-SI.4-12.**Explain.
  - Generate and convey initial thinking
  - Follow and describe cycles and sequences of steps or procedures and their causes and effects
  - Compare changing variables, factors, and circumstances
  - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
  - Act on feedback to revise understandings of how or why something is or works in particular ways
- **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-LA.9-12:**Argue.Interpretive- Interpret language arts arguments by
    - Identifying and summarizing central ideas of primary or secondary sources
    - Analyzing use of rhetoric and details to advance point of view or purpose
    - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- **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:

- **L.VL.11-12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
    a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
    c. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
    d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
    e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **RL.CR.11–12.1.** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

- **RI.CR.11–12.1.** Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- **RL.CI.11–12.2.** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- **RI.CI.11–12.2.** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- **RL.IT.11–12.3.** Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **RI.PP.11–12.5.** Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- **RI.MF.11–12.6.** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- **RI.AA.11–12.7.** Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- **RI.CT.11–12.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- **W.AW.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
    c. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

- **W.WP.11-12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by
    b. referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    c. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g.,student developed rubrics), and establish individual roles as needed.
    d. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    e. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.ES.11–12.3**. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links
- among ideas, word choice, points of emphasis, and tone used.
- **L.SS.11–12.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
- **L.KL.11–12.2.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
    a. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
    b. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
    c. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **L.VI.11–12.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
    a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    b. Analyze nuances in the meaning of words with similar denotations.
    c. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
    d. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
- **SL.PI.11-12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Unit Understandings:

Students will understand that…

- Personal narratives and testimonial literature preserve historical truth, honor human dignity, and amplify the voices of individuals whose experiences might otherwise be forgotten.
- Individuals demonstrate resilience in different ways, drawing strength from hope, education, family, community, faith, and personal conviction when confronting injustice and adversity.(**HG**, **AAH**, **AAPI**, **LGBTQ**)
- Education, freedom of expression, and access to opportunity are fundamental human rights that empower individuals to challenge oppression and advocate for change. .(**HG**, **AAH**, **AAPI**, **LGBTQ**)
- Historical events shape individual lives, and individual actions can influence communities, societies, and future generations.
- Identity—including culture, religion, gender, nationality, language, and lived experiences—influences how individuals experience conflict, opportunity, discrimination, and resilience. (**HG**, **AAH**, **AAPI**, **LGBTQ**)
- Authors of memoirs and diaries use reflection, dialogue, characterization, and narrative structure to communicate themes of courage, perseverance, hope, and resistance.
- Literary and informational texts provide multiple perspectives on historical events, enabling readers to evaluate evidence, recognize bias, and develop a deeper understanding of global issues.
- Examining diverse stories of resilience promotes empathy, critical thinking, civic responsibility, and respect for human rights and the dignity of all people.
- Effective readers and writers support their ideas with relevant textual evidence, communicate clear analyses, and use language purposefully to explain complex historical and personal experiences.

Unit Essential Questions:

- What intrinsic or extrinsic factors enable an individual to persevere when their fundamental human rights are stripped away?
- How do changes in human geography - such as forced migration, hiding, or confinement - alter a person's psychological stability and sense of hope?
- How does the use of *wish* versus *hope* illustrate a character's level of agency or despair in oppressive environments?
- How do global voices in contemporary media (TED Talks) redefine what it means to overcome modern structural obstacles?
- To what extent is speaking out against systemic injustice an individual moral obligation, even at great personal cost?

Knowledge and Skills:

Students will know...

- the historical context of the Holocaust, Nazi occupation of Europe (the setting of Anne Frank and Elie Wiesel), and the Taliban's rise in Pakistan's Swat Valley (the setting of Malala Yousafzai).
- the structural components of an academic argumentative essay: thesis statements, claims, textual evidence, counterclaims, refutations, and transition formulas.
- forms and uses of unreal conditionals in the past and present.

- the semantic differences between *wish* (unreal/impossible desires) and *hope* (attainable future outcomes).
- direct vs. reported speech transformation rules (tense shifting, pronoun shifts).
- restrictive and non-restrictive adjective clauses using *who, which, that, where, whose.*

Students will be able to...

- analyze and compare themes of resilience and perseverance across multi-era memoirs.
- transform historical testimonies into reported speech to embed outside evidence into an essay.
- construct hypothetical arguments using unreal conditionals to weigh the consequences of political resistance or compliance.
- craft a clear, arguable essay that takes a definitive stand on a socio-political or moral prompt.
- anticipate an opposing viewpoint (counterclaim) and systematically refute it using textual evidence.
- apply adjective clauses to efficiently introduce historical context and character backgrounds in academic writing.

EVIDENCE OF LEARNING

Assessment:

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

- Written reflections from the perspective of Anne Frank or Elie Wiesel, intentionally using *wish* and *hope* structures to demonstrate psychological nuance.
- Visual organizers to compare the delivery and messaging of selected TED speakers with the core themes found in *I Am Malala*.
- Argumentative Essay: Students will write a formal, multi-paragraph argumentative essay answering a given prompt. (e.g. *Is survival and perseverance in the face of extreme injustice primarily driven by internal human will (hope, mindset), or is it dependent on external conditions such as allies, education, resources?)* Students will be expected to establish a clear, arguable claim (thesis), integrate textual evidence from at least two of the anchor texts (*Night, I Am Malala,* or *Anne Frank* selections), and include a formal counterclaim and refutation section. Essays must accurately demonstrate at least two instances of each target grammar structure: an unreal conditional clause, a reported speech citation, an adjective clause for context, and distinct uses of *wish* and *hope*.

Learning Activities:

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

- Graphic organizers, sentence starters, and other scaffolding strategies to support struggling learners with structural language acquisition. This includes grammar-mapping matrices for organizing unreal conditionals and specialized sentence frames to help students articulate complex arguments about resilience using wish vs. hope and reported speech.

- Watch key clips and historical media (such as archival footage of the Holocaust or Malala Yousafzai's dynamic address at the United Nations Youth Assembly) with English subtitles. Pair this with reading the corresponding memoir chapters to support *World English 3* vocabulary acquisition, comprehension of testimonial literature, and multi-modal reading skills.
- Multimodal learning activities that provide multiple modes of learning, such as analyzing digital maps tracking Malala's geographic displacement from Pakistan to the UK, listening to audio testimonies from Holocaust survivors, or participating in hands-on text-annotation activities where students color-code structural grammar elements like adjective clauses used to describe survival.
- Teachers will frame the learning by communicating big ideas or essential questions at the beginning of the unit and periodically throughout the unit, specifically connecting grammatical concepts like unreal conditionals to the broader thematic exploration of how individual agency, defiance, and choices alter the trajectory of human rights struggles.
- Students will engage in small group discussions and think-pair-share to discuss daily topics, tracking Elie, Anne, and Malala's changing environments, structural constraints, and psychological resilience across their respective historic texts and matched *World English 3* TED Talks.
- Students will compare and contrast different human rights scenarios and historical settings they are researching, using a chart or graphic organizer to organize their data. Students can compare factors such as types of institutional control, specific restrictions on freedom of speech or education, geographic displacement (migration, hiding, confinement), and the long-term psychological impact on the population.

RESOURCES

Teacher Resources:

- Wiesel, Elie. *Night*. Hill and Wang, 2006.
- Yousafzai, Malala. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Little, Brown and Company, 2013.
- Frank, Anne. *The Diary of a Young Girl*. Bantam, 1993. (Selected excerpts focusing on hiding, isolation, and inner thoughts).
- Yousafzai, Malala: *Address at the United Nations Youth Assembly (2013)* (Video and text transcripts).
- TED Talks featuring global figures speaking on resilience, education equity, and overcoming structural adversity.

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL III - English as a Second Language

Unit 4 Title: Family, Culture, and Community: The Individual vs. The Collective

Target Course/Grade Level: Unit 4- ESL Level III - Grades 9th - 12th

Unit Summary: In this unit, students explore how family, culture, and community shape identity, values, and personal choices through *The Crucible*, *Romeo and Juliet*, and selected short stories from *El Bronx Remembered*. By comparing characters across diverse historical and cultural contexts, students examine how societal expectations, generational conflict, and cultural traditions influence individual decisions. Students deepen their understanding through TED Talks and informational texts that connect these themes to contemporary issues while strengthening their academic English through literary discussion and analysis. The unit culminates in a synthesis essay in which students develop and defend a thesis explaining how family, culture, or community influences human behavior and decision-making using evidence from multiple literary and informational texts.

Approximate Length of Unit: 8-10 weeks

ESL III Unit 4 Pacing Guide

LEARNING TARGETS

WIDA Standards:

- **ELD-SI.4-12.**Explain.
  - Generate and convey initial thinking
  - Follow and describe cycles and sequences of steps or procedures and their causes and effects
  - Compare changing variables, factors, and circumstances
  - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
  - Act on feedback to revise understandings of how or why something is or works in particular ways
- **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-LA.9-12:**Argue.Interpretive- Interpret language arts arguments by
    - Identifying and summarizing central ideas of primary or secondary sources
    - Analyzing use of rhetoric and details to advance point of view or purpose
    - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- **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:

- **L.SS.11-12.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
    b. Observe hyphenation conventions.
    c. Recognize spelling conventions.
- **RL.CR.11–12.1.** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- **RI.CR.11–12.1.** Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- **RL.CI.11–12.2.** Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- **RL.IT.11–12.3.** Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- **RL.TS.11–12.4.** Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- **RI.MF.11–12.6.** Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- **RL.CT.11–12.8.** Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
- **W.AW.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
    c. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- **W.WP.11-12.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **SL.II.11–12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually,quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.PI.11–12.4** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- **L.VI.11–12.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
    a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    b. Analyze nuances in the meaning of words with similar denotations.
    c. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
    d. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Unit Understandings:

Students will understand that…

- Family, culture, religion, and community shape an individual's identity, values, relationships, and sense of belonging while also influencing personal choices and responsibilities.
- Individuals may experience conflict when personal beliefs, goals, or identities differ from the expectations of family, culture, or society.
- Social norms, traditions, and systems of power vary across historical periods and cultures, influencing how individuals experience acceptance, exclusion, justice, and opportunity. (**HG**, **AAH**, **AAPI**, **LGBTQ**)
- Themes such as conformity, prejudice, reputation, loyalty, fear, generational conflict, and the pursuit of belonging are universal and continue to influence societies across time and place. (**HG**, **AAH**, **AAPI**, **LGBTQ**)
- Literature reflects historical and cultural contexts while encouraging readers to examine universal human behaviors, including scapegoating, discrimination, assimilation, resistance, and the misuse of power. (**HG**, **AAH**, **AAPI**, **LGBTQ**)
- Authors use characterization, conflict, setting, symbolism, dialogue, and dramatic structure to explore the relationship between individuals and the communities in which they live.
- Comparing literary and informational texts from different cultures and historical periods helps readers recognize recurring patterns in human behavior while appreciating diverse perspectives and experiences.
- Effective readers synthesize ideas across multiple texts, identifying common themes, contrasting perspectives, and enduring questions about identity, family, culture, justice, and belonging.
- Effective writers communicate thoughtful analyses by synthesizing evidence from multiple sources, acknowledging multiple perspectives, and supporting claims with clear reasoning and textual evidence.
- Examining diverse histories, cultures, and lived experiences fosters empathy, critical thinking, civic responsibility, and respect for the dignity and rights of all individuals.

Unit Essential Questions:

- How does an individual maintain their integrity when their community's cultural norms or laws conflict with personal morality?
- To what extent are we bound by the expectations, history, or conflicts of our families?
- How do contemporary global voices in TED Talks echo or redefine the traditional struggles of family honor and community integration found in classical literature?
- How do fear and institutional pressure change a community’s core cultural values?
- How do negative questions help us explore the blindness of systemic communities?
- How do writers synthesize different source materials to build a unified socio-political commentary?
- How does knowing the historical or cultural background of a text change how we understand a character's desperate choices?
- How do different authors across different eras, or within the same literary period, use unique structural and rhetorical features to handle the exact same theme of "the individual vs. society"?

Knowledge and Skills:

Students will know...

- the distinct socio-historical settings of the texts: the strict religious hegemony of Salem (1692), the patriarchal honor culture of Verona, and the mid-20th century Puerto Rican migration experience in New York City.
- the structural requirements of a Synthesis Essay: a cross-textual thesis statement, thematic body paragraphs integrated with multi-source evidence, transitional phrases of comparison/contrast, and holistic conclusions.
- active vs. passive voice rules and their semantic impacts on blame and responsibility.
- formulating indirect questions (*"I wonder why the families continue to fight..."*) and negative questions (*"Hasn't Juliet always been an obedient daughter?"*).
- the formation of participial phrases (present and past participles) to reduce wordiness in descriptive prose.
- adverbials of time (*meanwhile, eventually, subsequently, simultaneously, prior to*) to link independent texts in synthesis.
- the specific background knowledge regarding historical context: the 1692 Salem Witch Trials, the strict class/family systems of Renaissance Verona, and the socio-economic conditions of the 1940s-1970s Puerto Rican diaspora in New York.
- how the rhetorical purpose of an author influences their depiction of community conflicts.

Students will be able to...

- analyze and synthesize common themes of identity, family duty, and community judgment across a drama, a tragedy, a collection of short stories, and contemporary multimedia (TED Talks).
- craft a synthesized thesis statement that bridges characters from different literary works.
- integrate multi-text quotes seamlessly in a single paragraph using structured attribution frames.
- formulate indirect and negative questions to conduct deep-dive textual analysis and participate in collaborative Socratic seminars.
- apply passive voice to describe how characters are victimized by their communities and switch to active voice to describe moments of personal agency.
- use adverbials of time to synthesize and structure timelines of different narratives within their essays.
- apply concessive clauses to compare differing cultural viewpoints within the texts.
- utilize participial phrases to establish background information about characters and environments.
- analyze and reflect on how historical context alters the delivery of a theme.
- compare and contrast how two texts handle similar themes or topics (e.g., how both *The Crucible* and *El Bronx Remembered* show a community setting internal rules to protect its culture from external corruption).
- write a formal synthesis essay in which students develop and defend a clear thesis explaining how family, culture, or community influences human behavior and decision-making. Drawing on evidence from multiple 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"?

- Sentence transformation worksheets where students combine details about characters from *The Crucible* and *Romeo & Juliet* using participial phrases and concessive clauses.
- Written narrative or journal entry written from the perspective of a character from *El Bronx Remembered* interacting with or observing the community restrictions in *The Crucible*, prioritizing the proper usage of contrast structures.
- Students will participate in a Socratic discussion where they must cross-examine the actions of characters or communities using a required minimum of three indirect questions and two negative questions (e.g., *"Didn't John Proctor consider his family prior to ripping the confession?"*).
- Synthesis Essay: Students will write a formal, multi-paragraph synthesis essay answering a given prompt. (e.g. *Analyze how external group dynamics, whether it is a community driven by fear (The Crucible), a family locked in a feud (Romeo & Juliet), or an urban ethnic neighborhood navigating assimilation (El Bronx Remembered), shape or restrict an individual's choices and identity.)* Students will be expected to establish a clear synthesis thesis, incorporating evidence from at least two of the three anchor texts, and organizing body paragraphs by theme rather than by text. Essays must explicitly feature at least two concessive clauses, two participial phrases, and precise multi-source citations. Students must explicitly devote a portion of their analysis to reflecting on the historical or cultural context of their chosen texts, and demonstrate an understanding of why a character's actions made sense within their specific time period and culture, evaluating the authors' varying rhetorical purposes for exploring the theme of group conformity.

Learning Activities:

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

- Watch cinematic versions of *The Crucible* and *Romeo & Juliet* (with English subtitles turned on) paired with audio recordings of *El Bronx Remembered*. This helps students visualize the cultural clothing, body language, and environmental constraints that text summaries alone might miss.
- Graphic organizers that map themes across texts (e.g., Columns: *Text Title*, *What the Community Expects*, *What the Individual Wants*, *The Resulting Conflict*). Use bilingual sentence frames to scaffold the essay's introductory synthesis hook.
- Teach concessive clauses by analyzing characters' dilemmas (e.g., *"Although John Proctor valued his life, he refused to sign away his name."* or *"While Juliet's family demanded obedience, she chose to follow her heart."*).
- Engage in regular structured speaking tasks tracking how communities pressure individuals. Students will compare the hysteria of Salem's judges with the neighborhood expectations of characters in *El Bronx Remembered*.
- Conduct small-group text annotation sessions where students use different colored highlighters to map plot occurrences across texts. Students then practice connecting these events aloud using target time markers (*"Simultaneously, while Verona is torn by feud, Salem is fractured by hysteria..."*).

- Watch selected TED Talks featuring global speakers discussing themes like "the danger of a single story," the weight of immigrant family expectations, or tribalism. Use English subtitles and interactive transcripts to analyze how oral presenters use active voice for maximum emotional impact.
- Provide students with a "Voice and Query" cheat sheet featuring sentence starters for active/passive conversion (e.g., *Active: The town judged her; Passive: She was judged by the town*) and indirect structures (*"Could you explain how..."*).

RESOURCES

Teacher Resources:

- Miller, Arthur. *The Crucible*. Penguin Books, 2003.
- Shakespeare, William. *Romeo & Juliet*.
- Mohr, Nicholasa. *El Bronx Remembered: A Novella and Stories*. HarperCollins, 1975.
- Specialized synthesis essay writing packets, including transition wheels for comparing/contrasting multiple literary sources.

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom