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 I

Grade Level: 9-12

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

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Program Supervisor: Veronica Fiori

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Subject/Course Title:
ESL 1
Grade 9-12th

Date of Board Adoption:
August 25, 2026

RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL I - Grades: 9th-12th

PACING GUIDE

Unit	Title	Pacing
1	Shaping Identity	8-10 weeks
2	The American Dream	8-10 weeks
3	Character Will vs. Societal Pressure	8-10 weeks
4	How Culture and Beliefs Shape Our Lives	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 I - English as a Second Language

Unit 1 Title: Shaping Identity

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

Unit Summary: In this unit, English Language Learners will explore the theme of **identity** and examine how individuals are shaped by their families, cultures, experiences, and the places they live. Using visual texts, short poems, and selected passages from *The House on Mango Street* and *To Kill a Mockingbird*, students will examine how characters navigate change, cultural expectations, family responsibilities, belonging, and personal aspirations. Throughout the unit, students will identify key story elements, including characters, settings, and conflicts, while exploring how authors use techniques such as repetition, word choice, dialogue, and descriptive language to communicate ideas about identity. Through scaffolded supports such as visuals, sentence frames, vocabulary banks, and graphic organizers, students will build their English language skills while engaging with grade-level concepts. By the end of the unit, students will write two connected paragraphs and give a brief oral presentation about their own cultures and traditions and explain how these experiences have shaped their identities.

Approximate Length of Unit: 8-10 weeks

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

NJ Student Learning Standards:

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

- **L.SS.9–10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Use parallel structure.
    b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
    c. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    d. Use a colon to introduce a list or quotation.
    e. Recognize spelling conventions.
- **LVL.9–10.3**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
    a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
    c. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
    d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
    e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.VI.9–10.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
    a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
    b. Analyze nuances in the meaning of words with similar denotations.
    c. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Unit Understandings:

Students will understand that…

- identity is shaped by culture, race, ethnicity, family, language, gender, personal experiences, and the communities to which people belong.

- individuals from different cultural, racial, ethnic, and LGBTQ+ communities may experience society in different ways, and these experiences influence how they view themselves and others. (**AAH**, **LGBTQ**, **AAPI**)
- literature provides insight into the lived experiences of people from diverse backgrounds and helps readers develop empathy, respect, and appreciation for multiple perspectives.
- historical and contemporary systems of bias, discrimination, and inequality can influence a person's opportunities, relationships, and sense of belonging. (**AAH**, **LGBTQ**,**HG**, **AAPI**)
- family traditions, cultural values, and community expectations can both support and challenge the development of personal identity.
- authors use characterization, dialogue, diction, imagery, and symbolism to communicate themes of identity, belonging, resilience, justice, and self-discovery.
- understanding and valuing diverse identities and experiences helps create more inclusive communities and encourages respect for the dignity of all people. (**AAH**, **LGBTQ**,**HG**, **AAPI**)
- literary analysis allows readers to examine how identity, culture, and social experiences influence characters while supporting their ideas with textual evidence in speaking and writing.

Unit Essential Questions:

- How do rules about gender (boys/girls) and social status change how a character sees themselves?
- What happens when a character's dream is different from what their family wants?
- How does a character's home, experiences, and feelings change their life?
- What are the stages of a "coming-of-age" story (growing up), and how does the character grow up in this book?
- How does the time and place (setting) cause problems or change the story?
- What are the parts of a story (characters, setting, problem), and what are they in this book?

Knowledge and Skills:

Students will know...

- How to identify a character's choice and match it to its result (consequence) using cause-and-effect graphic organizer.
- How to choose true/false facts from the text and point to evidence in pictures and/or simple sentences.
- How to locate and circle specific words, repeating phrases, and symbols in short text passages.
- Students will name and label parts of a story (characters, setting, main events, and theme) on a simple story map.
- Identify and state how different characters feel using visual emotion word bank (happy, sad, angry, scared).
- To sort and sequence the changes people experience when growing from a child to a teenager.
- To identify examples of peer pressure (friends' influence) and social rules that affect how a character behaves.
- To categorize a character's actions and "good/right" or "bad/wrong" and express their own opinion using simple sentence frames.

Students will be able to...

- Match words or pictures representing gender roles and race to a character's traits on a graphic organizer.
- Sort actions into two categories between personal dream and community duties using a T-Chart.

- Illustrate or sequence the main events of a character's life journey and label the settings with simple words.
- Point to and arrange text stages that show a character growing up from a child to an adult.
- Complete fill-in-blank sentence frames to identify an author's use of repetition, diction, or imagery.
- Label a social pyramid (hierarchy) and identify the daily problems caused by poverty using a visual word bank.
- Identify and fill in a simple story map with the main characters, setting, and conflict.
- Combine pre-written phrases and sentence frames to produce a short, structured paragraph analyzing a character.

EVIDENCE OF LEARNING

Assessment:

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

- Narrative Element Sorting Mat: Students will look at a printed book illustration or short 1-sentence quotes and sort them into labeled categories (character, setting, or conflict).

- Literary Analysis Task: Students will pick one illustration and match it to an author's tool card (Imagery for places or Diction for strong character words.)

- Differentiated Vocabulary Checks: Students can complete quick exit tickets that measure the comprehension of key unit words (identity, culture, and theme) using visual matching and simple fill-in-the-blank sentences with word banks.

- Literary Analysis Task: Students circle exact words or repetition in a short text passage that helps them find the correct vocabulary word.

- Scaffolded Open-Ended & Multiple-Choice Exams: Students complete reading tests that feature short questions, a maximum of 3 answer choices paired with visual icons, and short-answer sections built over mandatory sentence starters.

- Literary Analysis Task : Students answer a scaffolded question identifying the main conflict. *"The problem in this story is _____ (internal/external)."*

- Mid-Unit Visual Project "The Identity Suitcase": Students design or draw a split-sided paper suitcase comparing family culture/traditions on one side to their new environment and future goals on the other.

- Literary Analysis Task: On the outside of the suitcase, students write a simple sentence identifying a symbol from the test *"The (object) is a symbol for (theme/feeling)."*

Assessment Accommodations for ESL I

WIDA English Language Development Levels 1–2

- Read assessment directions aloud and restate them using simplified, student-friendly language.
- Present directions orally and in writing, supported by visuals, icons, or demonstrations.
- Chunk multi-step tasks into smaller, manageable sections and check for understanding before students continue.
- Provide extended time and allow frequent breaks during assessments.
- Reduce the amount of text students are required to read without reducing the complexity of the skill being assessed.
- Highlight or bold key vocabulary, questions, and directions.
- Pre-teach and review essential academic and content vocabulary prior to assessment.
- Provide bilingual dictionaries, glossaries, or approved translation resources for word-level support.
- Allow students to annotate texts, highlight evidence, and use graphic organizers while reading.
- Provide sentence frames, paragraph frames, word banks, transition word lists, and writing templates for constructed responses.
- Allow students to demonstrate understanding through multiple modalities, including oral responses, labeled diagrams, graphic organizers, sequencing activities, matching, illustrations, or short written responses.
- Accept brief phrases, sentence fragments, simple sentences, or partially developed responses when they accurately demonstrate content understanding.
- Separate content knowledge from English language proficiency by evaluating mastery of content independently from grammar, spelling, pronunciation, or language accuracy whenever appropriate.
- Permit teacher prompting or clarifying questions that do not provide the answer but help students understand the task.
- Allow students to respond orally, through recorded responses, or in conferences when writing is not the primary skill being assessed.
- Provide opportunities for partner discussion or verbal rehearsal before independent writing tasks.
- Use visual supports such as timelines, story maps, cause-and-effect charts, Venn diagrams, and evidence organizers during assessments when appropriate.
- Offer frequent formative assessments using multiple formats (oral, visual, performance-based, and written) to monitor progress over time.
- Use rubrics that recognize growth in academic language development, communication of ideas, organization, use of evidence, and comprehension rather than emphasizing English accuracy alone.
- Allow students to use assistive technology, speech-to-text tools, translation supports, or digital graphic organizers when appropriate and consistent with district policies.
- Provide opportunities for students to revise responses after receiving teacher feedback when the assessment is intended to measure learning rather than language proficiency.

Assessment Design Considerations

Assessments should:

- Measure the intended content standard rather than English proficiency alone.
- Include clear models or examples when introducing unfamiliar assessment formats.
- Provide multiple opportunities for students to demonstrate understanding through speaking, listening, reading, and writing.
- Incorporate visuals, realia, graphic organizers, and contextual supports to reduce unnecessary linguistic complexity.

- Align expectations with students' current WIDA English language proficiency level while maintaining access to grade-level content.

Learning Activities:

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

- Visual Guided Read-Aloud
- Icon Mapping
- Interactive Word Walls
- TPR - Total Physical Response
- Chopping up the text - sentence builders
- Gallery Walks
- Step-by-Step Identity Mapping
- Echo Poetry - Choral Chants
- Picture Captions
- Scavenger Hunt
- Surveys
- Graphic Organizers
- Analyzing characters
- Academic VocabularyGuided Reading
- Think-Pair-Share
- Post-it Note reading
- Class discussion, both whole group and small groups
- One-on-one instruction

RESOURCES

Teacher Resources:

- Google Classroom
- Youtube (Elli)
- “The House on Mango Street” by Sandra Cisneros
- “To Kill a Mockingbird” by Harper Lee

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL I - English as a Second Language

Unit 2 Title: The American Dream

Target Course/Grade Level: ESL Level I - Grades 9th - 12th

Unit Summary: In this unit, English Language Learners explore the concept of the American Dream through scaffolded literary and informational texts, students analyze how gender, race, and socioeconomic status influence a person's experiences, opportunities, and identity while determining themes, central ideas, and authors' perspectives across texts. Using graphic organizers, visuals, translated summaries, and collaborative discussions, students synthesize evidence from multiple sources to examine different perspectives on opportunity, equality, and belonging. The unit culminates in a three-paragraph evidence-based argumentative essay in which students develop a claim about whether everyone has the same opportunity to achieve the American Dream, using evidence from both literary and informational texts.

Approximate Length of Unit: 8-10 weeks

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

NJ Student Learning Standards:

- **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.
- **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.
- **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.
- **RI.TS.9–10.4.** Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.PP.9–10.5.** Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- **RI.AA.9–10.7.** Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- **W.AW.9–10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
    c. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding paragraph or section that supports the argument presented.
- **W.IW.9–10.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

    a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
    a. 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.
    b. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    c. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
    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 information or explanation presented (e.g., articulating implications or the significance of the topic).
- **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.
- **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. 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. 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.
- **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.
- **L.SS.9–10.1**. Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Use parallel structure.
    b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
    c. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    d. Use a colon to introduce a list or quotation.
    e. Recognize spelling conventions.
- **L.KL.9–10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
    a. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
    b. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
    c. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g.,1.3E.12profCR3.a).
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Unit Understandings:

Students will understand that…

- The American Dream is experienced differently by individuals based on race, ethnicity, gender, socioeconomic status, immigration status, culture, and other aspects of identity. (**AAH, LGBTQ**,**HG**, **AAPI**)
- historical and contemporary systems of inequality can create barriers to opportunity while individuals and communities continue to demonstrate resilience, perseverance, and hope.
- personal dreams and aspirations are often influenced by family expectations, cultural values, and societal conditions.
- examining multiple perspectives helps readers understand how different individuals and communities experience opportunity, discrimination, justice, and belonging.(**AAH, LGBTQ**,**HG**, **AAPI**)
- authors use characterization, symbolism, imagery, dialogue, and rhetorical techniques to communicate ideas about equality, identity, justice, and the pursuit of the American Dream.
- literary and informational texts help readers understand how historical events and social movements have shaped the experiences of diverse communities in the United States.
- writing effective argumentative essays requires organizing claims, supporting ideas with evidence from multiple sources, and considering diverse perspectives.

Unit Essential Questions:

- How do a character's gender, race, and money change how they see the world and their place in society?
- What does a character do when their personal dreams are different from their family or community rules?
- How do a character's home, life experiences, and inside feelings change their life journey?
- How does a step-by-step writing process help us build clear paragraphs and essays?

Knowledge and Skills:

Students will know...

- How to find repeating ideas (themes) in a story by tracking matching words, symbols, or images across different chapters.
- The plot (events), characters (people), setting (place), and theme (lesson) work together to create the main meaning of a story.
- To make clear claims (opinion) about a book and support it using exact examples from the text.

- How to choose a specific quote or illustration from a story to prove their written statements are correct.
- To organize ideas in a logical order using graphic organizers, transitions (First, Second, Finally), and sentence frames to build a structured paragraph.
- How to agree and disagree on a character's dreams, family cultural rules, or their own individual dreams.

Students will be able to...

- Identify and label how a character's gender, race, and life experiences change their self-image (how they see themselves), using pictures and a provided word bank.
- Sort examples of personal dreams versus family/community responsibilities into a visual graphic organizer (T-chart).
- Explain how a character's life journey is shaped by their home, experiences, and inner feelings by completing simple, pre-written sentence frames.
- Match the major parts of a coming-of-age story - such as the characters growing up, facing problems, and/or learning a lesson to specific chapters or visuals panels in a book.
- Use literary devices to complete scaffolded argumentative writing about a story.

EVIDENCE OF LEARNING

Assessment:

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

- The "American Dream" Visual Meter (Reading & Analysis): Students are given a printed dial or meter graphic (ranging from 0=Nightmare/No Hope to 10 = Complete Success/The Dream). After a chapter or section of the mentor text and/or graphic novel is read, students place a sticky note on the meter to show where the character stands in their pursuit of the American Dream. *"Character feels (happy/sad/trapped) because they have (money/a home/no job/rules.)"*

- Digital Character Trait & Barrier Sort (Categorization): Using an interactive sorting activity on a slide or a worksheet, students drag a drop of text/image cards into categories. One category is *"The Character's Dream" (ex: owning a house, going to college), and the other is "The Social Barrier" (ex: race, gender rules, lack of money)*. Scaffolded: Cards with heavy imagery and simple phrases *(Label: Low-paying job or a picture of a diploma with the label, "Education").*

- Exit Tickets: Sentence Frame Substitution (Writing) - Before leaving class, students show they understand how identity impacts the American Dream by filling in a language matrix. *"Because (character) is a (word bank: girl, poor, immigrant), society says they cannot (word bank: go to school/buy a house/get a good job). This stops their American Dream."*

- Multi-Modal "American Dream" Roadmap: Students create a chronological graphic roadmap showing a character's journey toward the American Dream. (1. Arranging 3-5 pre-printed scenes or quotes from the text. 2. Students paste an icon to represent a social barrier, Ex: dollar sign, race/culture icon. 3. Students complete a standardized paragraph blueprint for the final roadmap

box using scaffolds. *"First, (character) wants (dream). Next, (barrier) blocks the character. Finally, the character feels (emotion)."*

- Scaffolded Text-Dependent Presentation (Speaking & Listening): Students present their finished roadmap or a single character analysis. Students point to their visual items and read aloud their filled-in sentence frames to explain how gender or social status affected the character.

- Reading Comprehension Assessment: Traditional multiple-choice test is modified into a chunked, highly readable text layout. Students read a short, simplified paragraph summarizing a new passage from the mentor text and/or graphic novel.

- Structural Argumentative Essay: Students will construct a heavily scaffolded, single-paragraph argumentative essay. They will select a claim, choose visual or text-evidence cards, and use a formula sentence frame to frame their paragraph,

Assessment Accommodations for ESL I

WIDA English Language Development Levels 1–2

- Read assessment directions aloud and restate them using simplified, student-friendly language.
- Present directions orally and in writing, supported by visuals, icons, or demonstrations.
- Chunk multi-step tasks into smaller, manageable sections and check for understanding before students continue.
- Provide extended time and allow frequent breaks during assessments.
- Reduce the amount of text students are required to read without reducing the complexity of the skill being assessed.
- Highlight or bold key vocabulary, questions, and directions.
- Pre-teach and review essential academic and content vocabulary prior to assessment.
- Provide bilingual dictionaries, glossaries, or approved translation resources for word-level support.
- Allow students to annotate texts, highlight evidence, and use graphic organizers while reading.
- Provide sentence frames, paragraph frames, word banks, transition word lists, and writing templates for constructed responses.
- Allow students to demonstrate understanding through multiple modalities, including oral responses, labeled diagrams, graphic organizers, sequencing activities, matching, illustrations, or short written responses.
- Accept brief phrases, sentence fragments, simple sentences, or partially developed responses when they accurately demonstrate content understanding.
- Separate content knowledge from English language proficiency by evaluating mastery of content independently from grammar, spelling, pronunciation, or language accuracy whenever appropriate.
- Permit teacher prompting or clarifying questions that do not provide the answer but help students understand the task.
- Allow students to respond orally, through recorded responses, or in conferences when writing is not the primary skill being assessed.
- Provide opportunities for partner discussion or verbal rehearsal before independent writing tasks.
- Use visual supports such as timelines, story maps, cause-and-effect charts, Venn diagrams, and evidence organizers during assessments when appropriate.
- Offer frequent formative assessments using multiple formats (oral, visual, performance-based, and written) to monitor progress over time.

- Use rubrics that recognize growth in academic language development, communication of ideas, organization, use of evidence, and comprehension rather than emphasizing English accuracy alone.
- Allow students to use assistive technology, speech-to-text tools, translation supports, or digital graphic organizers when appropriate and consistent with district policies.
- Provide opportunities for students to revise responses after receiving teacher feedback when the assessment is intended to measure learning rather than language proficiency.

Assessment Design Considerations

Assessments should:

- Measure the intended content standard rather than English proficiency alone.
- Include clear models or examples when introducing unfamiliar assessment formats.
- Provide multiple opportunities for students to demonstrate understanding through speaking, listening, reading, and writing.
- Incorporate visuals, realia, graphic organizers, and contextual supports to reduce unnecessary linguistic complexity.
- Align expectations with students' current WIDA English language proficiency level while maintaining access to grade-level content.

Learning Activities:

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

- Visual Word Wall Matching - Matching high-frequency theme words
- Identity picture labeling - labeling illustrations of characters with basic identity words using a word bank.
- Emotion Emoji Check: Pointing to an emoji card to show how a character feels during a specific scene.
- Interactive Vocabulary Charades: Acting out or using gestures to demonstrate verbs tied to the unit.
- Two-Color Text Highlighting: Highlighting character traits in yellow and external social rules in green on a short text chunk.
- Icon-Guided Scanning: Scanning a page to find and circle targeted vocabulary words next to the pre-printed visual margin hints.
- Choral Audio Tracking: Listening to a simplified audio recording of the mentor text and/or graphic novel while physically tracking the words with a finger.
- Graphic Novel Panel Sequencing: Arranging 3-4 illustrated scenes from the story in the correct chronological order.
- Sentence-Frame Substitution: Turning or sliding a card into a sentence frame to change a character’s emotions.
- Color-Coded Sentence Puzzles: Connecting physical, puzzle strips to build a perfect sequence sentence.
- Cut & Paste T Charting: Paste simplified quote strips onto a two-column chart labeled “American Dream vs. Non American Dream
- Exit Tickets
- Guided Reading
- Think-Pair-Share
- Post-it Note reading
- Class discussion, both whole group and small groups
- One-on-one instruction

RESOURCES

Teacher Resources:

- Google Classroom
- Youtube
- Youtube (Elli)
- “I Have a Dream” by Dr. Martin Luther King Jr.
- “American Oxygen” (song) by Rihanna
- “Sympathy” (poem) by Paul Laurence Dunbar

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL I - English as a Second Language

Unit 3 Title: Character Will vs. Societal Pressure

Target Course/Grade Level: ESL Level I - Grades 9th - 12th

Unit Summary: In this unit, English language learners examine how societal pressures—including poverty, immigration, gender roles, cultural expectations, and social class—influence the decisions people make and the paths they choose. Using **The Distance Between Us** as the anchor text and **The House on Mango Street** as the companion text, students analyze how characters respond to external pressures, resist limitations, and exercise personal agency. Through literary and informational texts, students evaluate how authors develop conflict, characterization, and themes to reveal the relationship between the individual and society. Instruction is scaffolded with visuals, graphic organizers, sentence frames, and collaborative discussions to support language development. Students conclude the unit by creating a multimedia project that analyzes how societal pressures shape a character's choices and compares those experiences to issues faced by individuals and communities today.

Approximate Length of Unit: 8-10 weeks

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

NJ Student Learning Standards:

- **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.
- **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.
- **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.
- **RI.TS.9–10.4.** Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.PP.9–10.5.** Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- **RI.AA.9–10.7.** Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- **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.
    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.
    d. 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.

- **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.
- **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.
- **L.SS.9–10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Use parallel structure.
    b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
    c. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    d. Use a colon to introduce a list or quotation.
    e. Recognize spelling conventions.
- **L.KL.9–10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
    a. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
    b. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
    c. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **L.VI.9–10.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
    a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
    b. Analyze nuances in the meaning of words with similar denotations.
    c. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Unit Understandings:

Students will understand that…

- Societal pressures—including poverty, immigration, discrimination, gender roles, cultural expectations, and social class—influence individuals' identities, opportunities, relationships, and life choices. (**AAH, LGBTQ,HG, AAPI**)
- Individuals and communities respond to societal pressures in different ways, demonstrating resilience, resistance, adaptation, advocacy, and perseverance in the face of challenges.
- Historical and contemporary systems of inequality can shape people's experiences, access to opportunities, and sense of belonging, while individuals continue to exercise personal agency.(**AAH, LGBTQ,HG, AAPI**)
- A person's race, ethnicity, culture, language, gender, family, beliefs, and lived experiences influence how they understand the world, respond to challenges, and pursue their goals.
- Authors use characterization, conflict, setting, symbolism, and theme to explore the relationship between an individual's will and the expectations imposed by society.
- Literary and informational texts present multiple perspectives on social issues, helping readers examine bias, injustice, resilience, and the diverse experiences of individuals and communities.
- Comparing multiple literary and informational texts helps readers recognize common themes, evaluate different perspectives, and develop empathy for people whose experiences may differ from their own.
- Effective readers and writers support their interpretations with relevant textual evidence while communicating thoughtful analyses of how societal pressures shape individuals and communities.

Unit Essential Questions:

- How do societal pressures influence the choices people make and the lives they lead?
- How do poverty, immigration, gender roles, cultural expectations, and social class shape a person's opportunities and identity?
- How do characters respond when society's expectations conflict with their personal goals or values?
- How do authors use characterization, conflict, and setting to communicate themes about society and personal agency?
- How do literary and informational texts present similar or different perspectives on the relationship between individuals and society?
- How does analyzing multiple perspectives help us better understand the impact of societal pressures on individuals and communities?
- How can textual evidence help us explain the ways societal pressures shape a person's decisions and future?

Knowledge and Skills:

Students will know...

- The meanings of **societal pressure, identity, agency, culture, immigration, poverty, social class, gender roles, stereotypes, resilience, conflict, and theme**.
- How societal pressures can influence a person's choices, relationships, opportunities, and future.
- How authors develop characters through their thoughts, actions, dialogue, interactions, and responses to conflict.
- How internal and external conflicts contribute to character development and theme.

- How characterization, setting, and conflict reveal the relationship between individuals and society.
- How authors develop themes through the experiences and decisions of characters.
- How literary and informational texts can present multiple perspectives on social issues.

Students will be able to…

- Analyze how poverty, immigration, gender roles, cultural expectations, and social class influence characters' choices and opportunities.
- Determine how themes related to identity, resilience, family, belonging, and societal pressure develop across literary and informational texts.
- Analyze how authors use characterization, conflict, setting, and point of view to communicate themes.
- Compare and contrast how multiple authors present different perspectives on societal pressures and personal agency.
- Cite strong textual evidence to support analysis of characters, themes, and authors' perspectives.
- Synthesize ideas from multiple sources to explain how societal pressures shape individuals and communities.

EVIDENCE OF LEARNING

Assessment:

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

- Formative Assessment - Entry Ticket/Formative Check (Vocabulary & Metaphor) - Students will understand symbolism and internal motivation while focusing on the receptive domain (Reading/Listening) by matching icons to abstract ideas.
  Task: List Unit Words *(Individual will, societal pressure, tragic downfall, motivation)*
  - List Visual Anchor such as emojis *(wall/barrier, my voice, love, and the crash)*
  - Students will draw a line from the unit concept word to its matching visual anchor, Then,choose the correct icon to complete the sentence.
  - Sentence Frame: *(When a character's internal (_____) fights against a community's (_____), it can cause (_____).*

- Performance Task: Analyzing the impact of Race, Gender, and Class while producing the domain of Speaking/Pointing - Categorization of external barriers.

- **Research Simulation Task**: Individual Will vs. Societal Pressure
  - Gather research to describe and identify the conflict in the literary poem "Sympathy" by Paul Laurence Dunbar. Using a color-coded highlighter to color words that show individual will, what the bird wants, and another color to color the word that shows societal barrier, what stops the bird.
  - Given a drama script, students will circle stage directions in the script and identify the symbols that demonstrate societal rule.
  - Evidence Synthesis: data matching, students will cross-reference research by drawing a line from the source to the correct thematic summary.

- Students will write an analytical essay to show productive language creation with sentence frames by filling in the blanks with a provided word bank.

Assessment Accommodations for ESL I

WIDA English Language Development Levels 1–2

- Read assessment directions aloud and restate them using simplified, student-friendly language.
- Present directions orally and in writing, supported by visuals, icons, or demonstrations.
- Chunk multi-step tasks into smaller, manageable sections and check for understanding before students continue.
- Provide extended time and allow frequent breaks during assessments.
- Reduce the amount of text students are required to read without reducing the complexity of the skill being assessed.
- Highlight or bold key vocabulary, questions, and directions.
- Pre-teach and review essential academic and content vocabulary prior to assessment.
- Provide bilingual dictionaries, glossaries, or approved translation resources for word-level support.
- Allow students to annotate texts, highlight evidence, and use graphic organizers while reading.
- Provide sentence frames, paragraph frames, word banks, transition word lists, and writing templates for constructed responses.
- Allow students to demonstrate understanding through multiple modalities, including oral responses, labeled diagrams, graphic organizers, sequencing activities, matching, illustrations, or short written responses.
- Accept brief phrases, sentence fragments, simple sentences, or partially developed responses when they accurately demonstrate content understanding.
- Separate content knowledge from English language proficiency by evaluating mastery of content independently from grammar, spelling, pronunciation, or language accuracy whenever appropriate.
- Permit teacher prompting or clarifying questions that do not provide the answer but help students understand the task.
- Allow students to respond orally, through recorded responses, or in conferences when writing is not the primary skill being assessed.
- Provide opportunities for partner discussion or verbal rehearsal before independent writing tasks.
- Use visual supports such as timelines, story maps, cause-and-effect charts, Venn diagrams, and evidence organizers during assessments when appropriate.
- Offer frequent formative assessments using multiple formats (oral, visual, performance-based, and written) to monitor progress over time.
- Use rubrics that recognize growth in academic language development, communication of ideas, organization, use of evidence, and comprehension rather than emphasizing English accuracy alone.
- Allow students to use assistive technology, speech-to-text tools, translation supports, or digital graphic organizers when appropriate and consistent with district policies.
- Provide opportunities for students to revise responses after receiving teacher feedback when the assessment is intended to measure learning rather than language proficiency.

Assessment Design Considerations

Assessments should:

- Measure the intended content standard rather than English proficiency alone.

- Include clear models or examples when introducing unfamiliar assessment formats.
- Provide multiple opportunities for students to demonstrate understanding through speaking, listening, reading, and writing.
- Incorporate visuals, realia, graphic organizers, and contextual supports to reduce unnecessary linguistic complexity.
- Align expectations with students' current WIDA English language proficiency level while maintaining access to grade-level content.

Learning Activities:

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

- Visual Word Wall Matching - Matching high-frequency theme words
- Identity picture labeling - labeling illustrations of characters with basic identity words using a word bank.
- Emotion Emoji Check: Pointing to an emoji card to show how a character feels during a specific scene.
- Interactive Vocabulary Charades: Acting out or using gestures to demonstrate verbs tied to the unit.
- Two-Color Text Highlighting: Highlighting character traits in yellow and external social rules in green on a short text chunk.
- Icon-Guided Scanning: Scanning a page to find and circle targeted vocabulary words next to the pre-printed visual margin hints.
- Choral Audio Tracking: Listening to a simplified audio recording of the mentor text and/or graphic novel while physically tracking the words with a finger.
- Graphic Novel Panel Sequencing: Arranging 3-4 illustrated scenes from the story in the correct chronological order.
- Sentence-Frame Substitution: Turning or sliding a card into a sentence frame to change a character’s emotions.
- Color-Coded Sentence Puzzles: Connecting physical, puzzle strips to build a perfect sequence sentence.
- Cut & Paste T Charting: Paste simplified quote strips onto a two-column chart labeled “Individual Will vs. Societal Pressure”.
- Exit Tickets
- Chunked texts
- Scaffolding
- Guided Reading
- Think-Pair-Share
- Post-it Note reading
- Class discussion, both whole group and small groups
- One-on-one instruction

RESOURCES

Teacher Resources:

- Google Classroom
- Youtube

- Youtube (Elli)
- “West Side Story” by Irving Shulman
- Short Passages from Romeo and Juliet (play) by William Shakespeare
- *“Afghanistan’s Romeo and Juliet: Teenage couple jailed and faces being stoned for falling in love”* article by Ted Thornhill

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL I - English as a Second Language

Unit 4 Title: How Culture and Beliefs Shape Our Lives

Target Course/Grade Level: ESL Level I - Grades 9th-12th

Unit Summary: In this unit, English language learners will explore how personal identity, cultural traditions, and religious beliefs guide individual choices and actions. Students will build critical text-analysis skills by identifying central themes and tracking how a character's story unfolds across the texts "Other Words for Home".. Students will use targeted visual supports, scaffolded tasks, chunked texts from "Land of the Cranes" and "Sure You Can Ask Me a Personal Question", to master academic vocabulary words like tradition, belief, and conflict. Students will practice the English language of cause and effect by utilizing structured sentence frames to explain how societal rules impact an individual's daily life. Students will express their learning by creating a scaffolded, 3-4 panel graphic mini-memoir that demonstrates their mastery of chronological narrative sequencing and multimodal text structures.

Approximate Length of Unit: 8-10 weeks

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

NJ Student Learning Standards:

- **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.
- **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.
- **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.
- **RI.TS.9–10.4.** Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.PP.9–10.5.** Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- **RI.AA.9–10.7.** Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- **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
    b. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
    c. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding paragraph or section that supports the argument presented.
- **W.IW.9–10.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

    a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
    b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
    e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    f. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W.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.
- **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.
- **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.
- **L.SS.9–10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Use parallel structure.
    b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
    c. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    d. Use a colon to introduce a list or quotation.
    e. Recognize spelling conventions.
- **L.KL.9–10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
    a. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
    b. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
    c. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **L.VI.9–10.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
    a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
    b. Analyze nuances in the meaning of words with similar denotations.
    c. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Career Readiness, Life Literacies, and Key Skills:

- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Unit Understandings:

Students will understand that…

- Childhood experiences, family traditions, culture, language, and personal beliefs influence an individual's identity, values, relationships, and future.
- Culture, religion, language, and family traditions can shape how people respond to change, overcome challenges, and develop resilience. (**AAH, LGBTQ,HG, AAPI**)
- Memoirs and personal narratives help readers understand diverse lived experiences and develop empathy for people from different cultural, racial, ethnic, religious, and linguistic backgrounds.
- Authors use characterization, imagery, symbolism, dialogue, reflection, and figurative language to communicate themes of identity, belonging, resilience, family, and cultural heritage.
- Literary and informational texts provide multiple perspectives on immigration, displacement, cultural transitions, and the experiences of individuals adapting to new communities.
- Comparing multiple texts helps readers recognize both the unique and shared experiences of people from diverse cultures and backgrounds while developing respect for multiple perspectives. (**AAH, LGBTQ,HG, AAPI**)
- Reflecting on personal experiences helps individuals better understand how culture, family, traditions, and beliefs shape their identities and influence the people they are becoming.
- Effective writers communicate meaningful personal experiences by organizing ideas chronologically, incorporating reflection, and using descriptive language, dialogue, and relevant details to engage an audience.

Unit Essential Questions:

- How does your life as a child change your life as an adult?
- How do pictures and words help us understand the problem in a story?
- How do our culture and beliefs change what we can do in life?
- What do people do when big changes happen and they cannot stop them?
- Why do we change and fix our writing to make it better?

Knowledge and Skills:

Students will know...

- A revolution is a major change in government, which they can analyze by using a graphic organizer to sort the reasons why people fight (causes) from the daily problems people face (effects).
- Religion vocabulary and symbols can describe how a group of people think, act, and live together.
- Personal choices, such as what people wear (like a veil), what they eat, and how they greet others, are outward signs of inner beliefs that can be identified using pictures and text labels.
- Cultural identity, means how a person sees themselves, and that moving between different cultures can create a feeling of confusion or conflict that can be expressed using simple emotion words or visuals.
- Saying "no" or speaking out against a rule, and that people often lose things or take risks (sacrifices) to stand up for what they believe is right.

Students will be able to...

- Label and recognize the physical parts of a graphic novel page *(such as panels, gutters, and speech bubbles)* using an illustrated word bank.
- Sort details from a memoir into "personal life" (biography) and "world events" (history) using a T-Chart and chronological images.
- Match pictures of cultural or religious traditions to their effects on a character's daily routine using simple sentence frames (Because of their culture, they _____.)
- Complete a scaffolded paragraph frame to explain a text's mood by selecting literary devices from a provided vocabulary word bank.
- Identify key words in a short text segment that shows how rules or laws come from cultural beliefs.
- Express an opinion about a character's struggles by pairing descriptive emotions with simple text-based images.

EVIDENCE OF LEARNING

Assessment:

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

- Formative Assessments:
    - Exit Tickets: Character Analysis, Mood and Empathy - After Reading a section of a graphic novel, memoir, reading passage, students will choose an image that represents the character's internal conflict or emotional state,
    - Graphic Novel Element Scavenger Hunt: Identification of structural elements and how they create meaning -Students will use sticky notes to identify a panel, gutter, and speech/thought bubble by labeling the elements.
    - Cause and Effect T-Chart: Track how culture, religion, or society impacts an individual - Provide students with a T-chart ("Cause" The Law/The Culture and "Effect" The Person's Life), students will sort simple phrases or pictures from the text.

- Summative Assessments:
    - Differentiated graphic Novel Strip (Mini-Memoir) - Students create a short 3-4 panel graphic novel strip about a time their own family tradition or belief "shaped" an event in their life.
    - Scaffolded Character Profile Presentation - Students can create a slide show profile of a character from the novel. The slide features an image of the character, 3 symbols representing their culture, their conflicts, and/or societal changes they faced.
    - Narrative Analytical Essay - Students will illustrate a short, personal narrative (mini-memoir) recalling a specific moment from their own lives where a cultural tradition, family belief, or a major societal change impacted their actions, choices, or feelings.

Assessment Accommodations for ESL I

WIDA English Language Development Levels 1–2

- Read assessment directions aloud and restate them using simplified, student-friendly language.
- Present directions orally and in writing, supported by visuals, icons, or demonstrations.
- Chunk multi-step tasks into smaller, manageable sections and check for understanding before students continue.
- Provide extended time and allow frequent breaks during assessments.
- Reduce the amount of text students are required to read without reducing the complexity of the skill being assessed.
- Highlight or bold key vocabulary, questions, and directions.
- Pre-teach and review essential academic and content vocabulary prior to assessment.
- Provide bilingual dictionaries, glossaries, or approved translation resources for word-level support.
- Allow students to annotate texts, highlight evidence, and use graphic organizers while reading.
- Provide sentence frames, paragraph frames, word banks, transition word lists, and writing templates for constructed responses.
- Allow students to demonstrate understanding through multiple modalities, including oral responses, labeled diagrams, graphic organizers, sequencing activities, matching, illustrations, or short written responses.
- Accept brief phrases, sentence fragments, simple sentences, or partially developed responses when they accurately demonstrate content understanding.
- Separate content knowledge from English language proficiency by evaluating mastery of content independently from grammar, spelling, pronunciation, or language accuracy whenever appropriate.
- Permit teacher prompting or clarifying questions that do not provide the answer but help students understand the task.
- Allow students to respond orally, through recorded responses, or in conferences when writing is not the primary skill being assessed.
- Provide opportunities for partner discussion or verbal rehearsal before independent writing tasks.
- Use visual supports such as timelines, story maps, cause-and-effect charts, Venn diagrams, and evidence organizers during assessments when appropriate.
- Offer frequent formative assessments using multiple formats (oral, visual, performance-based, and written) to monitor progress over time.
- Use rubrics that recognize growth in academic language development, communication of ideas, organization, use of evidence, and comprehension rather than emphasizing English accuracy alone.

- Allow students to use assistive technology, speech-to-text tools, translation supports, or digital graphic organizers when appropriate and consistent with district policies.
- Provide opportunities for students to revise responses after receiving teacher feedback when the assessment is intended to measure learning rather than language proficiency.

Assessment Design Considerations

Assessments should:

- Measure the intended content standard rather than English proficiency alone.
- Include clear models or examples when introducing unfamiliar assessment formats.
- Provide multiple opportunities for students to demonstrate understanding through speaking, listening, reading, and writing.
- Incorporate visuals, realia, graphic organizers, and contextual supports to reduce unnecessary linguistic complexity.
- Align expectations with students' current WIDA English language proficiency level while maintaining access to grade-level content.

Learning Activities:

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

- Visual Word Wall Matching - Matching high-frequency theme words
- Identity picture labeling - labeling illustrations of characters with basic identity words using a word bank.
- Emotion Emoji Check: Pointing to an emoji card to show how a character feels during a specific scene.
- Interactive Vocabulary Charades: Acting out or using gestures to demonstrate verbs tied to the unit.
- Two-Color Text Highlighting: Highlighting character traits in yellow and external social rules in green on a short text chunk.
- Icon-Guided Scanning: Scanning a page to find and circle targeted vocabulary words next to the pre-printed visual margin hints.
- Choral Audio Tracking: Listening to a simplified audio recording of the mentor text and/or graphic novel while physically tracking the words with a finger.
- Graphic Novel Panel Sequencing: Arranging 3-4 illustrated scenes from the story in the correct chronological order.
- Sentence-Frame Substitution: Turning or sliding a card into a sentence frame to change a character’s emotions.
- Color-Coded Sentence Puzzles: Connecting physical, puzzle strips to build a perfect sequence sentence.
- Cut & Paste T Charting: Paste simplified quote strips onto a two-column chart labeled biography vs. history, cause & effect, etc.
- Exit Tickets
- Guided Reading
- Think-Pair-Share
- Post-it Note reading
- Class discussion, both whole group and small groups
- One-on-one instruction

RESOURCES

Teacher Resources:

- Google Classroom
- Youtube
- Youtube (Elli)
- “Inside Out and Back Again” by Thannhha Lai
- “Other Words for Home” by Jasmine Warga
- “Land of the Cranes” by Aida Salazar
- “We Wear the Mask” by Paul Laurence Dunbar
- “Sure You Can Ask Me a Personal Question” by Diane Burns

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom