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: 7-8

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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Veronica Fiori

Mrs. Lee Andrea Garvin, Director of Curriculum and Instruction

Subject/Course Title:
ESL 1
Grade 7th-8th

Date of Board Adoption:
August 25, 2026

RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL I - Grades: 7th-8th

PACING GUIDE

Unit	Title	Pacing
1	Identity, Voice, and Belonging	8-10 weeks
2	Resilience: Overcoming Challenges and Adversity	8-10 weeks
3	Agents of Change: Leadership, Justice, and Community	8-10 weeks
4	Global Citizens: Building a Better World Together	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: Identity, Voice, and Belonging

Target Course/Grade Level: ESL Level I - Grades 7th-8th

Unit Summary:

In this unit, multilingual learners explore the interconnected concepts of identity, voice, and belonging by examining how personal experiences, family traditions, culture, language, and community shape individual identity and influence a person's sense of belonging. Through a variety of age-appropriate literary and informational texts, students analyze how authors develop characters, settings, conflicts, and themes to convey messages about identity, relationships, and the human experience.

Approximate Length of Unit: 8-10 weeks

Uni1 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-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-SI.4-12.Argue**
  - Generate questions about different perspectives
  - Support or challenge an opinion, premise, or interpretation
  - Clarify and elaborate ideas based on feedback
  - Evaluate changes in thinking, identifying trade-offs
  - Refine claims and reasoning based on new information or evidence
- **ELD-SI.4-12.Inform**
  - Define and classify facts and interpretations; determine what is known vs. unknown
  - Report on explicit and inferred characteristics, patterns, or behavior

    - Describe the parts and wholes of a system
    - Sort, clarify, and summarize relationships
    - Summarize most important aspects of information
- **ELD-LA.6-8:** .Narrate.Interpretive-Interpret language arts narratives by:
    - Identifying a theme or central idea that develops over the course of a text
    - Analyzing how character attributes and actions develop in relation to events or dialogue
    - Evaluating impact of specific word choices about meaning and tone
- **ELD-LA.6-8:** Narrate.Expressive- Construct language arts narratives that:
    - Orient audience to context and point of view
    - Develop and describe characters and their relationships
    - Develop story, including themes with complication and resolution, time, and event sequences
    - Engage and adjust for audience
- **ELD-LA.6-8:** .Inform.Interpretive- Interpret informational texts in language arts by:
    - Identifying and/or summarizing main ideas and their relationship to supporting ideas
    - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
    - Evaluating the impact of author's key word choices over the course of a text
- **ELD-LA.6-8:**Inform.Expressive Construct informational texts in language arts that:
    - Introduce and define topic and/or entity for audience
    - Establish objective or neutral stance
    - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
    - Develop coherence and cohesion throughout text
- **ELD-LA.6-8:**Argue.Interpretive- Interpret language arts arguments by:
    - Identifying and summarizing central idea distinct from prior knowledge or opinions
    - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
    - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- **ELD-LA.6-8:** Argue.Expressive- Construct language arts arguments that:
    - Introduce and develop claim(s) and acknowledge counterclaim(s)
    - Support claims with reasons and evidence that are clear, relevant, and credible
    - Establish and maintain formal style
    - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

NJ Student Learning Standards:

- **RL.CR.7.1**:Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- **RL.CR.8.1**: Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- **RL.CI.7.2:** Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.CI.8.2:** Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.IT.7.3:** Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

- **RL.IT.8.3:**Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- **RL.TS.7.4:** Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- **RL.TS.8.4:** Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- **RI.PP.7.5:** Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- **RI.TS.8.4:** Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
- **RI.CR.7.1:** Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- **RI.CR.8.1:** Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- **RI.CI.7.2:** Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.CI.8.2:** Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.IT.7.3:** Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
- **RI.IT.8.3:** Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- **W.WP.7.4:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- **W.WP.8.4:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
- **W.SE.7.6**: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
- **W.SE.8.6:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **W.RW.7.7:** Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **W.RW.8.7:** Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **W.AW.8.1:** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

    a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    b. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    d. Establish and maintain a formal or academic style, approach, and form.
    e. Provide a concluding statement or section that follows from and supports the argument presented.
- **W.IW.8.2:** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    a. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
    b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
    d. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
    e. Establish and maintain a formal style/academic style, approach, and form.
    f. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
- **SL.PE.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    d. Acknowledge new information expressed by others and, when warranted, modify their own views. appropriate.
- **L.SS.7.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Explain the function of phrases and clauses in general and their function in specific sentences.
    b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
    d. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
    e. Recognize spelling conventions.

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
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- **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.

Unit Understandings:

Students will understand that…

- Identity is shaped by personal experiences, family, culture, language, and community, influencing a person's voice and sense of belonging.
- Authors use literary elements, including characters, setting, dialogue, and theme, to communicate important messages about identity and the human experience.
- Readers use textual evidence, background knowledge, and simple inferences to construct meaning and support their understanding of a text.
- Literary and informational texts have different structures, features, and purposes that help readers understand an author's message and point of view.
- Effective readers identify themes, analyze character development, and connect details to the central ideas of a text.
- Effective writers organize ideas, use evidence from texts, and communicate clearly to inform, explain, and express their thinking.
- Speaking, listening, reading, and writing are interconnected processes that strengthen language development and academic communication.
- respecting diverse identities and perspectives fosters empathy, meaningful connections, and a sense of belonging within a community.
- experiences and perspectives, exploring how family, community, history, culture, and lived experiences shape identity, voice, and belonging. (AAH, **AAPI**, HG, **LGBTQ/D**)

Unit Essential Questions:

- How do our identities, experiences, and voices shape our sense of belonging and help us understand others? (AAH, **AAPI**, HG, **LGBTQ/D**)
- How do authors develop characters and themes that reflect identity and belonging?
- How do readers use textual evidence to construct meaning?
- How do different text structures and author's choices communicate ideas?
- How can we use speaking and writing to express our own identities and connect with others?

Knowledge and Skills:

Students will know...

- Personal identity is shaped by experiences, family, culture, language, and community.(AAH, **AAPI**, HG, **LGBTQ/D**)
- Literary texts communicate themes about identity, voice, and belonging through characters, setting, conflict, plot, and dialogue.

- Authors make purposeful choices to develop characters, convey themes, and communicate meaning.
- Different genres—including realistic fiction, poetry, myths, autobiographies, and informational texts—have unique structures and text features.
- Readers use textual evidence, key details, and inferences to understand characters, determine themes, and explain an author's message.
- Themes are universal messages that develop through characters' experiences, actions, and conflicts.
- Informational texts present central ideas, supporting details, text structures, and an author's purpose or point of view.
- Effective writing is organized around a clear claim or central idea supported by relevant evidence and logical reasoning.
- Academic discussions require active listening, clear communication, and the use of evidence to explain ideas.
- Academic vocabulary and language structures help readers, writers, speakers, and listeners communicate ideas effectively across literary and informational texts.

Students will be able to...

- Identify the elements of a literary text, including characters, setting, plot, conflict, dialogue, and theme.
- Describe how characters, settings, and events contribute to the development of identity, voice, and belonging.
- Determine the topic, central idea, or theme of literary and informational texts using textual and visual evidence.
- Make simple inferences and explain how specific details support their understanding of a text.
- Compare the structures and features of stories, poems, myths, autobiographies, and informational texts.
- Identify an author's purpose and point of view using text features and supporting evidence.
- Cite relevant textual evidence to support oral and written responses using appropriate sentence frames and academic language.
- Write a well-organized paragraph that includes a claim or central idea, supporting evidence, and a concluding statement.
- Participate in collaborative discussions by asking and answering questions, sharing ideas, and responding to others using academic language supports.
- Present information about their own identity, culture, or experiences by making connections between themselves and the texts studied. (AAH, **AAPI**, HG, **LGBTQ/D**)
- Use academic vocabulary related to identity, literary analysis, and informational texts when speaking, reading, and writing.
- Communicate ideas effectively through listening, speaking, reading, and writing while using appropriate language supports and strategies.

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).
- Picture-supported close reading activities
- Storyboards to sequence events.
- Highlighting and color-coding textual evidence
- Matching text to illustrations or icons
- Topic vs. Theme sorting activities
- 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.
- 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.
- Students will write a literary analysis response demonstrating their understanding of how a character's identity, voice, and sense of belonging are developed throughout a literary text with language supports and scaffolds.

Assessment Accommodations for ESL I

- Read directions aloud and restate them in simplified language.
- Provide extended time and frequent breaks.
- Reduce the number of items without reducing the assessed skill.
- Allow oral, visual, labeled, matched, or selected responses when appropriate.
- Provide word banks, sentence frames, bilingual dictionaries, and graphic organizers.
- Permit students to demonstrate understanding through drawing, sequencing, acting, or oral explanation.
- Separate content understanding from English language accuracy when scoring.
- Use rubrics that recognize communication, organization, use of evidence, and language growth.
- Assess students through multiple formats rather than relying only on independent written responses.

Learning Activities:

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

- Translanguaging as needed
- Visual supports, photographs, illustrations, and realia
- Read-alouds and/or shared reading
- Bilingual glossaries and multilingual resources
- Sentence frames and paragraph frames
- Graphic organizers for reading and writing
- Storyboards and sequencing organizers
- Color-coded annotation and evidence charts
- Chunked reading passages and writing tasks
- Modeled think-alouds and teacher demonstrations
- Flexible grouping for collaborative learning
- Frequent formative feedback through conferencing and observation
- Opportunities for oral rehearsal before writing
- Multiple means of engagement, representation, and expression

RESOURCES

Suggested Teacher Resources:

Novels

- **"Brown Girl Dreaming" by Jacqueline Woodson**
  - A memoir in verse that considers memory, personal identity, and the role of language in shaping one's truth.

Short Stories & Excerpts- CommonLit

- **"Thank You, Ma'am" by Langston Hughes**
  - *Why?* Simple yet powerful language, clear dialogue, and themes of personal choice and transformation.
  - *Focus:* Decisions, personal change, respect.
- **"The Jacket" by Gary Soto**
  - *Why?* Relatable narrative about self-image and family, using straightforward language.
  - *Focus:* Identity, acceptance, growing up.
- **"Seventh Grade" by Gary Soto**
  - *Why?* Accessible vocabulary and a focus on fitting in and making choices.
  - *Focus:* Self-expression, peer pressure, first impressions.
- **Excerpt from "Inside Out & Back Again" by Thanhha Lai**
  - *Why?* Written in verse with short lines, making it accessible. Explores identity and adapting to change.
  - *Focus:* Immigration, cultural identity, resilience.
- **"The Circuit" (short story) by Francisco Jiménez**
  - *Why?* Narrated from the perspective of a migrant child, this story uses clear, descriptive language and explores choices and hardships.
  - *Focus:* Family, identity, overcoming obstacles.

Poems

- **"Where I'm From" by George Ella Lyon**
  - *Why?* Simple structure and repetitive format makes it an excellent mentor text for student writing about identity.
  - *Focus:* Personal history, family, identity.
- "If" (first stanza) by Rudyard Kipling
  - Why? Why? The clear, didactic tone and regular structure make it suitable for ESL analysis of form and message.
  - Focus: Offers advice on honesty, integrity, and staying true to oneself.
- Identity by Julio Noboa

Graphic Novels and Visual Texts

- **"Invisible" by Christina Diaz** Gonzalez, illustrated by Gabriela Epstein (Graphic Novel, 2022)
  - *Summary*: Five Latinx students, each with a unique background, must work together and

challenge unfair assumptions made about them at school.
    - *Themes:* Identity, Rebellion, Choice

Non-Fiction Text

- **Biographical Sketch: Malala Yousafzai (adapted articles or picture book versions)**
    - Inspiring story about the power of choice and standing up for beliefs, available in simplified texts.
    - *Focus:* Rebellion against injustice, courage, identity.
- **"The Science of Peer Pressure"**(Informational Article)
    - Connects rebellion and conformity to everyday decisions.
- **"The Story of Jackie Robinson"**(Biography Excerpt)
    - Illuminates the power of identity in challenging the status quo.
- **"The Montgomery Bus Boycott"** (Historical Article)
    - Focuses on how choices and identity can drive large-scale movements.
- "How Autism Freed Me to Be Myself" by Rosie King

Fables and Folktales

- **"The Paper Menagerie" (abridged and adapted) by Ken Liu**
    - *Why?* Focuses on cultural identity and parental relationships; can be simplified for language learners.
    - *Focus:* Family, cultural roots, acceptance.

- Google Classroom
- CommonLit
- Newsela

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets

UNIT OVERVIEW

Content Area: ESL I - English as a Second Language

Unit 2 Title: Journeys of Resilience: Overcoming Challenges Through Hope and Courage

Target Course/Grade Level: ESL Level I - Grades 7th-8th

Unit Summary: In this unit, ESL I students will examine how individuals demonstrate resilience, courage, and hope while facing extraordinary obstacles through Alan Gratz's *Refugee*. Students will follow the interconnected journeys of Josef, Isabel, and Mahmoud—three young refugees from different historical periods and countries—who are forced to leave their homes because of war, persecution, and political instability. As students compare each character's experiences, they will analyze how conflict, displacement, family, and identity influence decision-making and perseverance.
Throughout the unit, students will integrate literary analysis with historical and informational texts about the Holocaust, the Cuban Revolution, and the Syrian Civil War to better understand the global refugee experience. Students will compare multiple perspectives, evaluate how Gratz structures the novel using parallel plots and alternating timelines, and examine how historical events shape the characters' journeys. The unit culminates in students creating a **Multimedia Refugee Awareness Campaign** that educates others about the refugee experience by connecting the journeys of Josef, Isabel, and Mahmoud in *Refugee* with real-world refugee experiences today.

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-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-SI.4-12.Argue**
  - Generate questions about different perspectives

    - Support or challenge an opinion, premise, or interpretation
    - Clarify and elaborate ideas based on feedback
    - Evaluate changes in thinking, identifying trade-offs
    - Refine claims and reasoning based on new information or evidence
- **ELD-SI.4-12.Inform**
    - Define and classify facts and interpretations; determine what is known vs. unknown
    - Report on explicit and inferred characteristics, patterns, or behavior
    - Describe the parts and wholes of a system
    - Sort, clarify, and summarize relationships
    - Summarize most important aspects of information
- **ELD-LA.6-8:** .Narrate.Interpretive-Interpret language arts narratives by:
    - Identifying a theme or central idea that develops over the course of a text
    - Analyzing how character attributes and actions develop in relation to events or dialogue
    - Evaluating impact of specific word choices about meaning and tone
- **ELD-LA.6-8:** Narrate.Expressive- Construct language arts narratives that:
    - Orient audience to context and point of view
    - Develop and describe characters and their relationships
    - Develop story, including themes with complication and resolution, time, and event sequences
    - Engage and adjust for audience
- **ELD-LA.6-8:** .Inform.Interpretive- Interpret informational texts in language arts by:
    - Identifying and/or summarizing main ideas and their relationship to supporting ideas
    - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
    - Evaluating the impact of author's key word choices over the course of a text
- **ELD-LA.6-8:**Inform.Expressive Construct informational texts in language arts that:
    - Introduce and define topic and/or entity for audience
    - Establish objective or neutral stance
    - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
    - Develop coherence and cohesion throughout text
- **ELD-LA.6-8:**Argue.Interpretive- Interpret language arts arguments by:
    - Identifying and summarizing central idea distinct from prior knowledge or opinions
    - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
    - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- **ELD-LA.6-8:** Argue.Expressive- Construct language arts arguments that:
    - Introduce and develop claim(s) and acknowledge counterclaim(s)
    - Support claims with reasons and evidence that are clear, relevant, and credible
    - Establish and maintain formal style
    - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

NJ Student Learning Standards:

- **RI.CR.9–10.1.** Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- **RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is
- developed and refined over the course of a text, including how it emerges and is shaped by specific

- details; provide an objective summary of the text.
- **RI.IT.9–10.3.** Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RL.TS.9–10.4.** Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- **W.AW.9–10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
    c. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding paragraph or section that supports the argument presented.
- **W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **W.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.
- **W.SE.7.6** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **SL.PE.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- **SL.ES.7.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **SL.PI.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- **L.SS.7.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Explain the function of phrases and clauses in general and their function in specific sentences.
    b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
    d. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
    e. Recognize spelling conventions.

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).

Interdisciplinary Connections and Standards:
Social Studies

- **6.3.8.CivicsPI.2:** Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
- **6.3.8.CivicsPI.3:** Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- **6.3.8.CivicsHR.1:** Construct an argument as to the source of human rights and how they are best protected.

Unit Understandings:

Students will understand that…

- Individuals respond differently to adversity based on their experiences, relationships, and circumstances.
- Perseverance, hope, courage, and resilience enable people to overcome significant challenges.
- Historical events influence individual lives, choices, and opportunities.
- Refugees across different time periods often face similar obstacles despite different historical contexts.
- Family, community, and culture influence how individuals respond to hardship.
- Authors use structure, characterization, and multiple perspectives to deepen readers' understanding of a theme.
- Multiple perspectives strengthen readers' understanding of historical and contemporary issues.
- Effective writers support claims with relevant textual evidence and logical reasoning.
- **Through Josef's story and historical texts about Nazi Germany and the Holocaust, students will examine the consequences of antisemitism, persecution, discrimination, forced**

displacement, and the denial of human rights. Students will explore the experiences of Jewish refugees and consider how individual choices, courage, resistance, and the actions of bystanders can affect people facing persecution. (HG)

Unit Essential Questions:

- How do people find hope and strength when faced with extraordinary challenges?
- How do historical events shape the lives and decisions of individuals? (AAH, **AAPI**, **HG**, **LGBTQ/D**)
- What does it mean to demonstrate resilience? (AAH, **AAPI**, **HG**, **LGBTQ/D**)
- How do family and community influence the decisions people make during times of crisis?
- How does Alan Gratz use multiple perspectives and parallel storylines to develop the theme of perseverance?
- To what extent does hope influence an individual's ability to overcome adversity?

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-chat).
- 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"?

- Character journals
- Story maps
- Timeline projects
- Refugee pathway maps
- Literature circles
- Socratic Seminar
- Historical research presentations
- Compare/contrast essays
- CER writing tasks
- Frayer Models
- Picture Vocabulary Cards
- Cognate Study
- Think-Pair-Share
- Fishbowl Discussions
- Gallery Walks
- Four Corners Debate
- Multimedia refugee awareness project: How can we use literature, history, and multimedia to increase awareness and empathy for the experiences of refugees around the world?

Assessment Accommodations for ESL I

- Read directions aloud and restate them in simplified language.
- Provide extended time and frequent breaks.
- Reduce the number of items without reducing the assessed skill.
- Allow oral, visual, labeled, matched, or selected responses when appropriate.
- Provide word banks, sentence frames, bilingual dictionaries, and graphic organizers.
- Permit students to demonstrate understanding through drawing, sequencing, acting, or oral explanation.
- Separate content understanding from English language accuracy when scoring.
- Use rubrics that recognize communication, organization, use of evidence, and language growth.
- Assess students through multiple formats rather than relying only on independent written responses.

Learning Activities:

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

- Interactive Read Alouds
- Translanguaging
- Reciprocal Teaching
- Literature Circles
- Close Reading

- Character Tracking
- Theme Tracking
- Double Entry Journals
- Timeline Construction
- Story Mapping
- Historical Context Stations

RESOURCES

Teacher Resources:

Short Stories

- **"The Sneetches" by Dr. Seuss (Picture Book Mentor Text)** Accessible allegory on discrimination and overcoming injustice for developing readers. *Theme:* A Legacy of Injustice
- **"We Had to Be Brave: Escaping the Nazis on the Kindertransport" (excerpt) by Deborah Hopkinson** A short, nonfiction account emphasizing real-life resistance and action. *Theme:* From Injustice to Action
- **Poems from "The Poet X" by Elizabeth Acevedo (select excerpts)** Poetry selections that give voice to resistance and self-expression. *Theme:* Stories of Resistance
- **"Separate Is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation" by Duncan Tonatiuh (Picture Book Mentor Text)** Story of the Mendez family's fight for school desegregation in California. *Theme:* Uncovering Hidden Histories

Novels

- **"Return to Sender" by Julia Alvarez** Deals with immigration, family separation, and activism. *Theme:* From Injustice to Action
- **"Farewell to Manzanar" by Jeanne Wakatsuki Houston & James D. Houston.**Tells the true story of Jeanne Wakatsuki and her family's experiences in a Japanese American internment camp during World War II, exploring themes of identity, resilience, and injustice.
- **"Esperanza Rising" by Pam Muñoz Ryan** The inspiring story of a young girl's migration and struggle for justice as a farm worker. *Theme:* A Legacy of Injustice, From Injustice to Action
- **"All American Boys" by Jason Reynolds and Brendan Kiely** Addresses police brutality, racism, and youth activism. *Theme:* From Injustice to Action
- **"Stella by Starlight" by Sharon M. Draper** Follows a young African American girl facing racism and injustice in the segregated South. *Theme:* A Legacy of Injustice, Stories of Resistance
- **"The First Rule of Punk" by Celia C. Pérez** A story of self-expression, culture, and standing up against discrimination. *Theme:* Stories of Resistance

- Google Classroom
- CommonLit
- Newsela

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL I - English as a Second Language

Unit 3 Title: Agents of Change: Leadership, Justice, and Community

Target Course/Grade Level: ESL Level I - Grades 7th-8th

Unit Summary: In this unit, students explore how ordinary individuals become extraordinary leaders through courage, perseverance, and collective action. Using *March: Book One by John Lewis* , students examine John Lewis's experiences during the Civil Rights Movement and analyze how peaceful protest, civic engagement, and community organizing challenged injustice and transformed American society.
Through literary and informational texts, historical photographs, speeches, maps, political cartoons, and multimedia resources, students investigate how historical events shape individuals and how individuals influence history. Students analyze the graphic memoir format to understand how visual and textual elements work together to communicate powerful messages about justice, equality, and leadership.
Students will develop academic language while engaging in collaborative discussions, close reading, research, narrative writing, informational writing, and evidence-based argumentation. Throughout the unit, they will compare historical and contemporary examples of leadership, evaluate multiple perspectives, and reflect on how young people can become agents of change within their own schools and communities.
The unit culminates in a **Community Changemakers Project**, in which students research a local or global issue, identify individuals or organizations creating positive change, and design a multimedia advocacy campaign that encourages civic action and community involvement.

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-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-SI.4-12.Argue**
    - Generate questions about different perspectives
    - Support or challenge an opinion, premise, or interpretation
    - Clarify and elaborate ideas based on feedback
    - Evaluate changes in thinking, identifying trade-offs
    - Refine claims and reasoning based on new information or evidence
- **ELD-SI.4-12.Inform**
    - Define and classify facts and interpretations; determine what is known vs. unknown
    - Report on explicit and inferred characteristics, patterns, or behavior
    - Describe the parts and wholes of a system
    - Sort, clarify, and summarize relationships
    - Summarize most important aspects of information
- **ELD-LA.6-8:** .Narrate.Interpretive-Interpret language arts narratives by:
    - Identifying a theme or central idea that develops over the course of a text
    - Analyzing how character attributes and actions develop in relation to events or dialogue
    - Evaluating impact of specific word choices about meaning and tone
- **ELD-LA.6-8:** Narrate.Expressive- Construct language arts narratives that:
    - Orient audience to context and point of view
    - Develop and describe characters and their relationships
    - Develop story, including themes with complication and resolution, time, and event sequences
    - Engage and adjust for audience
- **ELD-LA.6-8:** .Inform.Interpretive- Interpret informational texts in language arts by:
    - Identifying and/or summarizing main ideas and their relationship to supporting ideas
    - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
    - Evaluating the impact of author's key word choices over the course of a text
- **ELD-LA.6-8:**Inform.Expressive Construct informational texts in language arts that:
    - Introduce and define topic and/or entity for audience
    - Establish objective or neutral stance
    - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
    - Develop coherence and cohesion throughout text
- **ELD-LA.6-8:**Argue.Interpretive- Interpret language arts arguments by:
    - Identifying and summarizing central idea distinct from prior knowledge or opinions
    - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
    - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- **ELD-LA.6-8:** Argue.Expressive- Construct language arts arguments that:
    - Introduce and develop claim(s) and acknowledge counterclaim(s)
    - Support claims with reasons and evidence that are clear, relevant, and credible
    - Establish and maintain formal style
    - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

NJ Student Learning Standards:

- **RI.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis

of what an informational text says explicitly as well as inferences drawn from the text.

- **RI.CI.7.2.** Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.IT.7.3.** Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
- **RI.TS.7.4.** Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information**.**
- **W.NW.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
    d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    a. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **W.WP.7.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- **W.WR.7.5.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **SL.PE.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- **L.SS.7.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    b. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
    c. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
    d. Recognize spelling conventions.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.8CI** Creativity and Innovation: Gathering and evaluating knowledge and information from a variety

of sources, including global perspectives, fosters creativity and innovative thinking.
- **9.4.8.GCA** Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
- **9.4.8.TL** Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Interdisciplinary Connections and Standards: Social Studies

- **6.3.8.CivicsPR.5:** Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- **6.3.5.GeoGI.1:** Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- **6.2.8.HistoryCC.4.g:** Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit Understandings:

Students will understand that…

- Leadership is demonstrated through courage, integrity, empathy, and service to others rather than through power or position.
- Individuals and communities can create meaningful social change through peaceful action, collaboration, and civic engagement.
- Through *March: Book One* and supporting primary and secondary sources, students will examine the experiences and contributions of John Lewis and other African American leaders during the Civil Rights Movement. Students will explore segregation, discrimination, nonviolent protest, civic engagement, and collective action while analyzing how individuals and communities challenged systemic injustice. (AAHI)
- Historical events influence individual choices, while individual actions can shape history.(AAH, **AAPI**, HG, **LGBTQ/D**)
- Justice requires people to recognize inequity, challenge injustice, and advocate for positive change.(AAH, **AAPI**, HG, **LGBTQ/D**)
- Authors use both words and visuals to communicate ideas, develop themes, and influence readers' understanding.
- Multiple perspectives deepen our understanding of historical events and contemporary issues.
- Effective readers analyze evidence and multiple sources before forming conclusions.
- Effective communicators support their ideas with relevant evidence and adapt their message for different audiences.
- Communities become stronger when individuals work together toward a common purpose.
- Young people have the ability to become leaders and positively impact their communities.

Unit Essential Questions:

- What qualities make someone an effective leader?
- How can ordinary people create extraordinary change?
- Why is it important to stand up against injustice?
- How do communities work together to solve problems?
- How does understanding history help us become responsible citizens today?

- How do words, images, and actions inspire others to take action?
- What responsibilities do individuals have to improve their communities?
- How can young people become agents of change?

Knowledge and Skills:

Students will know...

- Students will know that effective leaders create positive change by demonstrating courage, integrity, empathy, and a commitment to justice and their communities.
- Students will know that historical events, such as the Civil Rights Movement, influence individuals and communities, and that ordinary people can shape history through peaceful action and civic engagement.
- Students will know that authors use both written and visual elements in graphic memoirs to communicate central ideas, develop themes, and deepen readers' understanding of historical events and perspectives.
- Students will know that effective readers analyze literary and informational texts by identifying central ideas, interpreting multiple perspectives, and supporting their thinking with relevant textual evidence.
- Students will know that effective communication requires organizing ideas clearly, supporting claims with evidence, collaborating respectfully with others, and using digital tools to inform, advocate, and present ideas to different audiences.

Students will be able to…

- Cite textual evidence to support analysis of literary and informational texts.
- Determine and explain the central ideas and themes of texts using supporting evidence.
- Analyze how historical events influence the experiences and decisions of individuals.
- Analyze how graphic memoir features (illustrations, panels, captions, speech bubbles, and sequencing) contribute to meaning.
- Compare and contrast multiple perspectives presented in literary and informational texts.
- Analyze how text structures such as cause-effect, chronology, and problem-solution contribute to understanding.
- Evaluate how visual and written elements work together to communicate important ideas.
- Engage in collaborative discussions using academic language.
- Ask and respond to questions that deepen understanding.
- Build upon classmates' ideas during discussions.
- Present research findings using multimedia tools.

EVIDENCE OF LEARNING

Assessment:

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

- Close Reading Annotations
- Graphic Memoir Analysis

- Character Development Charts
- Theme Trackers
- Central Idea Graphic Organizers
- Cause-and-Effect Charts
- Historical Timeline Activities
- Exit Tickets
- Reading Response Journals
- CER (Claim-Evidence-Reasoning) Paragraphs
- Compare and Contrast Paragraphs
- Research Notes
- Reflection Journals
- Multimedia Planning Sheets
- Peer Editing Workshops
- Gallery Walk Discussions
- Oral Presentations
- Peer Feedback Conferences
- Community Changemakers Project

Assessment Accommodations for ESL I

- Read directions aloud and restate them in simplified language.
- Provide extended time and frequent breaks.
- Reduce the number of items without reducing the assessed skill.
- Allow oral, visual, labeled, matched, or selected responses when appropriate.
- Provide word banks, sentence frames, bilingual dictionaries, and graphic organizers.
- Permit students to demonstrate understanding through drawing, sequencing, acting, or oral explanation.
- Separate content understanding from English language accuracy when scoring.
- Use rubrics that recognize communication, organization, use of evidence, and language growth.
- Assess students through multiple formats rather than relying only on independent written responses.

Learning Activities:

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

- Translanguaging as needed
- Participate in interactive read-alouds with teacher think-alouds.
- Conduct close readings of *March: Book One* using annotation strategies.
- Analyze historical photographs, political cartoons, speeches, and primary source documents.
- Compare graphic memoir panels with informational texts.
- Complete graphic memoir feature analysis (panels, captions, speech bubbles, visual symbolism).
- Analyze character development using evidence trackers.
- Identify central ideas and supporting details in informational texts.
- Compare multiple perspectives using Venn diagrams and comparison matrices.
- Build historical timelines connecting events from the Civil Rights Movement to the memoir.
- Summarize informational texts objectively.
- Conduct short research projects using multiple sources.
- Research Civil Rights leaders.
- Compare historical and modern social justice movements.
- Analyze multiple reliable informational sources.

- Create annotated research notes.

RESOURCES

Teacher Resources:

- Google Classroom
- CommonLit
- Newsela

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL I - English as a Second Language

Unit 4 Title: Global Citizens: Building a Better World Together

Target Course/Grade Level: ESL Level I - Grades 7th-8th

Unit Summary:
In this unit, students explore what it means to be a responsible global citizen by examining how individuals and communities around the world respond to shared challenges. Using *Seedfolks* as the anchor text, students investigate how people from diverse cultural, linguistic, and socioeconomic backgrounds work together to transform an abandoned city lot into a thriving community garden. The novel serves as a model for how cooperation, empathy, and shared responsibility can unite individuals despite their differences.
Students extend these ideas by reading excerpts from contemporary novels and memoirs representing communities from Africa, Latin America, the Caribbean, and Asia. Through these global perspectives, students examine issues such as access to clean water, quality education, renewable energy, poverty, kindness, family responsibility, and community resilience.
Throughout the unit, students compare cultures, analyze multiple perspectives, synthesize information across literary and informational texts, and explore how local actions can contribute to global solutions. The unit culminates in a ***Community Action Plan Project*****,** which builds on the advocacy campaign students created in Unit 3. Rather than simply raising awareness about a community issue, students revisit their original advocacy topic and develop a realistic implementation plan for creating change. Inspired by the collaborative efforts of the characters in *Seedfolks*, students identify the people, resources, partnerships, materials, timeline, and specific steps needed to carry out their proposed solution. Students present their Community Action Plan through a multimedia presentation that explains the issue, outlines a feasible plan for implementation, anticipates potential challenges, and describes how individuals and community members can work together to make a lasting impact.

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-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-SI.4-12.Argue**
    - Generate questions about different perspectives
    - Support or challenge an opinion, premise, or interpretation
    - Clarify and elaborate ideas based on feedback
    - Evaluate changes in thinking, identifying trade-offs
    - Refine claims and reasoning based on new information or evidence
- **ELD-SI.4-12.Inform**
    - Define and classify facts and interpretations; determine what is known vs. unknown
    - Report on explicit and inferred characteristics, patterns, or behavior
    - Describe the parts and wholes of a system
    - Sort, clarify, and summarize relationships
    - Summarize most important aspects of information
- **ELD-LA.6-8:** .Narrate.Interpretive-Interpret language arts narratives by:
    - Identifying a theme or central idea that develops over the course of a text
    - Analyzing how character attributes and actions develop in relation to events or dialogue
    - Evaluating impact of specific word choices about meaning and tone
- **ELD-LA.6-8:** Narrate.Expressive- Construct language arts narratives that:
    - Orient audience to context and point of view
    - Develop and describe characters and their relationships
    - Develop story, including themes with complication and resolution, time, and event sequences
    - Engage and adjust for audience
- **ELD-LA.6-8:** .Inform.Interpretive- Interpret informational texts in language arts by:
    - Identifying and/or summarizing main ideas and their relationship to supporting ideas
    - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
    - Evaluating the impact of author's key word choices over the course of a text
- **ELD-LA.6-8:**Inform.Expressive Construct informational texts in language arts that:
    - Introduce and define topic and/or entity for audience
    - Establish objective or neutral stance
    - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
    - Develop coherence and cohesion throughout text
- **ELD-LA.6-8:**Argue.Interpretive- Interpret language arts arguments by:
    - Identifying and summarizing central idea distinct from prior knowledge or opinions
    - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
    - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- **ELD-LA.6-8:** Argue.Expressive- Construct language arts arguments that:
    - Introduce and develop claim(s) and acknowledge counterclaim(s)
    - Support claims with reasons and evidence that are clear, relevant, and credible
    - Establish and maintain formal style
    - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

NJ Student Learning Standards:

- **RL.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- **RI.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- **RL.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
- **RI.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- **RI.AA.7.7.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **W.AW.7.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
    a. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
    b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
    d. Establish and maintain a formal style/academic style, approach, and form.
    e. Provide a concluding statement or section that follows from and supports the argument presented.
- **W.WP.7.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- **W.WR.7.5.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **W.SE.7.6.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **SL.PE.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- **SL.ES.6.3.** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- **L.KL.7.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
b. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.8CI** Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- **9.4.8. TL** Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Interdisciplinary Connections and Standards: Social Studies

- **6.3.8. CivicsPR.5:** Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- **6.3.5. GeoGI.1:** Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- **6.2.8. HistoryCC.4.g:** Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit Understandings:

Students will understand that…

- Communities become stronger when people from diverse backgrounds work together toward common goals.(AAH, **AAPI**, **HG**, **LGBTQ/D**)
- Although communities around the world face different challenges, many solutions are built through cooperation, innovation, empathy, and perseverance. (AAH, **AAPI**, **HG**, **LGBTQ/D**)
- Literature allows readers to understand multiple cultural perspectives and develop empathy for people whose experiences differ from their own.
- Global citizens recognize their responsibility to care for their communities, respect cultural diversity, and contribute to solving local and global challenges.
- Individual actions, no matter how small, can inspire meaningful change within communities around the world.

Unit Essential Questions:

- What does it mean to be a global citizen? (AAH, **AAPI**, **HG**, **LGBTQ/D**)
- How do communities around the world solve problems together?
- How can learning about other cultures help us strengthen our own communities?
- What responsibilities do individuals have toward one another and the world?
- How can small actions create meaningful change?

Knowledge and Skills:

Students will know...

- Communities around the world face different challenges, but cooperation, empathy, and innovation help people create positive change.
- Authors use stories from diverse cultures to help readers understand different perspectives and global issues.
- Effective readers compare multiple texts and cultures to identify common themes and important differences.
- Responsible global citizens value diversity, respect multiple perspectives, and contribute to improving their communities.
- Research, collaboration, and communication are essential tools for understanding and solving real-world problems.

Students will be able to...

- Analyze how characters from different cultures respond to challenges within their communities.
- Compare themes, perspectives, and solutions across multiple literary and informational texts.
- Cite textual evidence to support comparisons and inferences.
- Analyze how community, culture, and environment influence characters' decisions.
- Synthesize ideas across literary and informational sources.
- Conduct short research projects on global issues.
- Develop action plans addressing community needs.
- Participate in collaborative discussions comparing global perspectives.
- Present research findings using multimedia tools.
- Explain how different communities solve similar challenges.
- Engage respectfully with multiple viewpoints.
- **Culminating Performance Assessment**
    - **Task: Global Citizenship Action Project**
      Students will identify a local or global issue and create a multimedia action proposal explaining how young people can contribute to a realistic solution. Possible topics may include water conservation, food insecurity, access to education, environmental sustainability, kindness and inclusion, neighborhood improvement, or community service.
    - **Students will:**
        - ➢ Define and explain the issue using information from reliable sources.
        - ➢ Connect the issue to *Seedfolks* and at least two companion texts.
        - ➢ Compare how different individuals or communities respond to related challenges.
        - ➢ Develop a clear claim about why the issue matters.
        - ➢ Propose a realistic action that students, schools, or communities could take.
        - ➢ Support ideas with relevant textual and research-based evidence.
        - ➢ Create a multimedia product such as a presentation, public service announcement, podcast, infographic, digital poster, or video.
        - ➢ Present the project to an audience and respond to questions.
        - ➢ Complete a written or oral reflection explaining how the project demonstrates global citizenship.

Language supports, graphic organizers, sentence frames, word banks, models, oral rehearsal, and teacher conferencing will be provided throughout the assessment process.

EVIDENCE OF LEARNING

Assessment:

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

- Character and community response trackers
- Central idea and supporting-details organizers
- Theme development charts
- Text-dependent questions
- Double-entry journals
- Cause-and-effect organizers
- Compare-and-contrast matrices
- Cross-text evidence logs
- Objective summaries of selected excerpts
- Annotated excerpts from literary and informational texts
- Exit tickets explaining connections among culture, challenge, response, and outcome
- Research notes and source-evaluation forms
- Project proposals
- Drafts, peer-review forms, and revision logs
- Final written explanation accompanying the multimedia project

Assessment Accommodations for ESL I

- Read directions aloud and restate them in simplified language.
- Provide extended time and frequent breaks.
- Reduce the number of items without reducing the assessed skill.
- Allow oral, visual, labeled, matched, or selected responses when appropriate.
- Provide word banks, sentence frames, bilingual dictionaries, and graphic organizers.
- Permit students to demonstrate understanding through drawing, sequencing, acting, or oral explanation.
- Separate content understanding from English language accuracy when scoring.
- Use rubrics that recognize communication, organization, use of evidence, and language growth.
- Assess students through multiple formats rather than relying only on independent written responses.

Learning Activities:

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

- Translanguaging Supports: Students may:
    - Brainstorm in their home language.
    - Discuss complex concepts with bilingual peers.
    - Annotate using both English and the home language.
    - Use bilingual dictionaries and glossaries.
    - Compare words and concepts across languages.

    - Draft initial notes in the home language before producing an English response.
    - Include multilingual words or phrases in projects when accompanied by explanations or translations.
- Explore the meaning of community and global citizenship through images, maps, short videos, and personal experiences.
- Complete an anticipation guide about community responsibility.
- Create a class concept map for the words *community*, *citizenship*, *culture*, *responsibility*, and *interdependence*.
- Locate the countries and regions represented in the unit on an interactive map.
- Examine photographs connected to community gardens, water access, renewable energy, education, work, and family life.
- Discuss prior knowledge in English or their home language before sharing ideas with the class.
- Read or listen to selected chapters using teacher read-alouds, partner reading, audio support, and independent reading.
- Track each narrator's culture, challenge, motivation, contribution, and growth.
- Create a character-community web showing how individual actions affect the garden.
- Sequence the transformation of the vacant lot into a community space.
- Analyze how the multiple-narrator structure develops the central idea of interconnectedness.
- Use visual storyboards to retell important events.
- Students will read carefully selected excerpts from the companion texts.

RESOURCES

Teacher Resources:

- Google Classroom
- CommonLit
- Newsela

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom