Summit Public Schools
Summit, New Jersey

Summit High School
ESL Foundations
Length of Course: Full Year

Course Description:
This course is designed for immigrant students newly arrived to the country with limited or no English language skills or prior exposure to English instruction. The goals of this course are introducing English literacy skills, building vocabulary, and developing basic communication skills. Each unit explores social-emotional themes while acquiring English to communicate in social and academic environments. In addition, students will gain knowledge and understanding of American school system and U.S. culture. Port of Entry ESL corresponds to ACCESS levels 1.0 - 2.0. Student work will conform to WIDA Language Development Standards and New Jersey Student Learning Standards.

Unit 1: Awareness and Adaptation

Anchor Standard:
WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas:*Course Objectives/Content Statement(s)*

- Understanding and communicating our feelings
- Becoming aware of and adapting to our surroundings
- Identifying and reflecting on our strengths and areas of improvement
- Analyzing characters' feelings, strengths, and weaknesses

Essential Questions	Enduring Understandings
What makes someone self-aware? How do I communicate my feelings and needs? How do my surroundings affect my feelings? How do I adapt to my surroundings?	**Students will understand that:** ● having a deep understanding of our feelings, our strengths, and our areas of improvement promotes our self-awareness ● communicating our feelings and identifying their cause in English develops our emotional insight and our relationships ● surroundings can change someone's overall emotional wellbeing ● possessing a strong awareness of our surroundings can help us adjust to a new environment

How does analyzing character strengths and weaknesses enhance my awareness?	• analyzing characters facilitates our ability to recognize our own strengths and weaknesses
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. NJSLSA.W10. 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. RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**Instructional Focus:** Students will... Reading: • utilize reading strategies and graphic organizers to aid reading comprehension • gather information about learning styles and multiple intelligences • analyze character feelings • identify character traits using textual evidence • acquiring new vocabulary words to discuss feelings from nonfiction texts Writing: • create an identity chart for characters • create and curate personal dictionaries with sight words, key vocabulary, and academic terminology using sentences and visuals • write journal entries about feelings, surroundings, and intelligences • organize a personal portfolio relating to feelings, strengths, and areas of improvement • summarize other classmates' personal portfolio • create an acrostic poem using their names and adjectives that represent themselves Speaking & Listening: • conduct interviews with fellow classmates to create identity charts • discuss how the unit's theme of "Awareness and Adaptation" relate to various pieces of art during a Gallery Walk • listen to informational videos relating to self-awareness and social awareness • deliver a mini-presentation on the psychology of their given color • present a portfolio about feelings, strengths, and areas of improvement Grammar Skills & Word Work: • acquire English word order and syntax • use the English Alphabet • use possessive pronouns (My, your, his/her/their) • use the present tense of the verb "to be" • use questions asking for personal information

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	• use adjectives to describe people • capitalize and punctuate sentences • associating sight words with total physical responses • develop phonics & phonemic awareness (short vowels, blends, etc.) Literacy Skills: • establish reading procedure • discover reading strategies: previewing, predicting, monitoring, organizing, rereading • identify and describe characters in fictional texts • extract key information and vocabulary from nonfiction texts **Sample Assessments:** ***Formative:*** Journal Entry Prompts: *"I feel...when…"* *"When I feel…, I can…"* *"I am aware of how... makes me feel because…"* *"I am good at… because…"* *"I need to improve… because…"* *"I am grateful for…"* *"I am bothered by…"* Word Work: Writing sentences and selecting images for vocabulary words (Personal Dictionary) Associating sight words with total physical responses (TPR) Identifying words with corresponding sounds Diagnostic Tests: Literacyworks: Multiple Intelligences Native Language Literacy Test Learning Style Diagnostic Test Reading: Reading Graphic Organizers ***Summative:*** Sight Words & Vocabulary Quizzes Identity Charts Psychology of Colors Mini-Presentation **Projects/Post Assessment:** • Reading Comprehension Tests: Demonstrate reading, writing, listening, and speaking skills ○ Identifying characters in fictional text

- Analyze character feelings, strengths, and weaknesses
- Use textual evidence to justify character analysis

- Personal Portfolio:
  Present portfolio about feelings, strengths, and areas of improvement
  - Design your personal logo using the colors that represent you.
  - Include acrostic poem about yourself
  - Describe places, times, and colors that make you feel happy...
  - Describe places, times, or colors that make you feel uneasy/uncomfortable…
  - Describe what you are good at…
  - Describe your multiple intelligences…
  - Describe what you need to work on/areas of improvement…
  - Describe what you learned about yourself and others during this unit...

Instructional Strategies:

- Interdisciplinary Connections
  -Students will read and research about the Psychology of Colors (Psychology, Marketing, and Design).
  -Students will interpret various art forms representing the idea of awareness and adaptation (Painting, Drawing, Photography, etc.).

- Technology Integration
  -Students will navigate Google Suite- Google Classroom, Google Docs, Google Slides, etc.
  -Students will use Google Slides to create a Psychology of Colors Presentation and Personal Portfolio.
  -Students will use phonics websites to develop their reading skills.
  -Students will search for the psychology of their given color.
  -Students will record their readings and interviews on Screencastify Submit and Flipgrid.
  -Students will take an online assessment about their learning style and multiple intelligences.

- Media Literacy Integration
  -Students will connect themselves to the characters in their readings.

-Students will watch videos relating to the idea of self-awareness and discuss their messages.
-Students will create a personal portfolio about the information gathered about themselves from fiction, nonfiction, and diagnostic tests presented in class.

- Global Perspectives

-Students will compare their new environment to their previous environments.
-Students will read about characters that are experiencing a new culture for the first time.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group

Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 1: Awareness and Adaptation- Required Key Vocabulary/Syntax

Key Vocabulary/Syntax:	Academic Vocabulary/Syntax (Reading & Writing):
Vocabulary: Awareness Adaptation Influence Surroundings Alphabetic Feelings (happy, sad, frustrated, confused, lonely, excited, etc.) Colors (green, yellow, blue, red, orange, brown, etc.) Say Who Strength Weakness (Area for Improvement) **Syntax:** "I feel...when…" "When I feel…, I can…" "I am aware of how... makes me feel because…" "I am good at… because…" "I need to improve… because…" "I am grateful for…" "I am bothered by…"	**Vocabulary:** Dictionary Fiction Nonfiction Reading Strategy (preview, predict, monitor, reread) Fiction Nonfiction Psychology Character Acrostic Poem Title Author **Syntax:** "The character feels… when…" "The character's strength is…" "The character needs to improve… because…"

Recommended Texts:

Teacher Resources:

Leveled Text-Dependent Question Stems: Analyzing Characters- Debra J. Housel
Increase Your Self-Awareness with One Simple Fix- Tasha Eurich
How to Dominate Self-Awareness- Practical Psychology
Color Psychology and Color Therapy- Faber Birren

Suggested Student Texts:

Feelings- Aliki
Visiting Feelings - Lauren Rubenstein
Glad Monster, Sad Monster: A Book About Feelings - Anne Miranda & Ed Emberley
My Many Colored Days- Dr. Suess
How to Say What You're Feeling- ReadWorks
Me and My Habits- ReadWorks
Colors!- ReadWorks

Unit 2: Mindset and Motivation

Anchor Standard:
WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas:*Course Objectives/Content Statement(s)*

- Defining and cultivating happiness, confidence, and optimism
- Analyzing the theme or main idea of a text
- Examining and expressing our motivations
- Developing a growth mindset
- Connecting text to self

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How do I develop a growth mindset? What motivates us? How do we effectively articulate our unique perspective? How can main ideas or themes of text relate to us?	**Students will understand that:** • embracing our mistakes and accepting challenges as learning opportunities reframes our mindset • identifying our motivations informs us about ourselves, our mindsets, and our happiness • engaging in extended discussions, investigations, and writing helps us express our mindsets and motivations • texts have important themes and ideas that educates us about our individual lives
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid	**Instructional Focus:** Reading: • analyze the theme or main idea of a text (fiction/nonfiction) • connect themes or main ideas to self • utilize reading strategies and procedures to aid comprehension • interpret the meaning of motivational quotes Writing: • add to personal dictionaries with sight words, key vocabulary, and academic terminology using sentences and visuals • justify meaning of text or quote using textual evidence

reasoning and relevant and sufficient evidence. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W10. 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. RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	• explain how they can relate to the text • write journal entries about mindset and motivation Speaking & Listening: • discuss how the unit's theme of "Mindset and Motivation" relate to various pieces of art during a Gallery Walk • listen to motivational speeches relating to growth mindset, confidence, happiness, and optimism • interview a family member about happiness and motivation • reenact a motivational speech or record a reading of a motivational quote or writing Grammar Skills & Word Work: • acquire English syntax and word order • create yes no questions • use this/these • use there is/there are • use the correct words for family members • ask and answer questions using ¨ How old…?" • associating sight words with total physical responses • capitalize and punctuate sentences • develop phonics & phonemic awareness (short vowels, blends, etc.) Literacy Skills: • pratice and apply the visualization strategy when reading texts • identifying theme and justifying with textual evidence **Sample Assessments:** ***Formative:*** Journal Entry Prompts: *"I feel confident when…"* *"I don't feel confident when…"* *"I am happy when…"* *"Happiness is..."* *"This motivates me because…"* *"…is a challenge, but an opportunity because…"* *"I believe I can do… because…"* *"I am optimistic when…"* *"I am not optimistic when…"* *"This means…"* Word Work: Writing sentences and selecting images for vocabulary words (Personal Dictionary) Associating sight words with total physical responses (TPR) Identifying words with corresponding sounds

Diagnostic Test:
Mindset Quiz
Reading & Literacy Skills:
Reading Graphic Organizers

Summative:
Sight Words & Vocabulary Quizzes
Quote Interpretations
Motivation Speech or Quote Recording
Add to Personal Portfolio

Projects/Post Assessment:

- Reading Comprehension Test:
  Demonstrate reading, writing, listening, and speaking skills
  - Analyze theme or main idea of text
  - Connect text to self
- Motivational Box Project:
  Construct and present a Motivational Box
  - Add pictures or paintings that inspire or motivate you
  - Include 4 motivational quotes that inspire or motivate you
  - Write short explanation/description about each quote:
    - "This means…"
    - "This inspires me because…"

Instructional Strategies:

- Interdisciplinary Connections
  -Students will read nonfiction articles relating to mindset and its effect on the brain (Science and Math).
  -Students will choose pictures and paintings for their final project: Motivational Box (Art and Design).

- Technology Integration
  -Students will navigate News in Levels online platform to practice identifying the main idea of nonfiction texts.
  -Students will use LitQuote or BrainyQuote to find quotes for their Motivational Box Project.
  -Students will record a motivational speech reenactment on WeVideo and present to the class.

- Media Literacy Integration

-Students will create multimedia project including images and quotes.
-Students will view and comment on informational and motivational speeches.

- Global Perspectives
  -Students will share motivational quotes from multicultural perspectives.
  -Students will read multicultural texts and share themes about mindset and motivation.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations,	Graphs	Using cooperative

diagrams & drawings		group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 2: Mindset and Motivation- Required Key Vocabulary/Syntax

Key Vocabulary/Syntax:	Academic Vocabulary/Syntax (Reading & Writing):

Vocabulary: Fixed Growth Mindset Attitude Challenge Mistakes Opportunities Motivation Confidence Optimism Happiness Magnificent Beautiful Chance Place Why	**Vocabulary:** Analyze Interpret Quote Theme Main Idea Text Textual Evidence Connect Connection Relate
Syntax: "I feel confident when…" "I don't feel confident when…" "I am happy when…" "Happiness is..." "This motivates me because…" "…is a challenge, but an opportunity because…" "I believe I can do… because…" "I am optimistic when…" "I am not optimistic when…"	**Syntax:** "The theme of this text is… because..." "This quote means…" "I can relate to this text because…"

Recommended Texts:

Teacher Resources:

Mindset and Motivations in Adolescence- Kristen Elmore
Mindset: Youth and Mentor- Step It Up 2 Thrive

Suggested Student Texts:

Why Your Mindset Matters- Newsela
Words of Inspiration for the Unique Class of 2020- Newsela
Beautiful Oops- Barney Saltzberg
The Most Magnificent Thing- Ashley Spires
What Do You Do With A Chance? - Kobi Yomada
Oh, The Places You'll Go- Dr. Suess
Fire on the Mountain- Jane Kurtz
The Red Pencil- Andrea Davis Pinkey

Unit 3: Resilience and Regulation

Anchor Standard:
WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas:*Course Objectives/Content Statement(s)*

- Expressing and pursuing academic, emotional, and social goals
- Utilizing tools for impulse control and emotional regulation
- Defining and cultivating resilience
- Summarizing key details of a nonfiction text
- Identifying and organizing plot events in fiction texts

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How do we express and pursue academic, emotional, and social goals? What is resilience? How do we become resilient? What tools can we use to control our impulses and regulate our emotions? How do we organize key details or events from different types of text?	**Students will understand that:** ● framing our language and making coherent, attainable goals support us in achieving social, emotional, and academic success ● resilience is being able to adapt to stressful and difficult situations ● being self-aware, regulating emotions and controlling impulses develops our resilience ● practicing various tools to control impulses and regulate emotions pinpoints the best way to handle ourselves ● rereading, highlighting, and rephrasing develop our ability to organize key details or events from different texts
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**Instructional Focus:** Students will… Reading: ● organizing and summarizing information from nonfiction texts

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W10. 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. RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	• identify and sequence plot events from fictional texts • gather information about tools for regulating emotions and impulses • utilize reading strategies and procedures to develop reading comprehension Writing: • create a biographical project about someone who is known for resilience against discrimination • write about one tool that has helped you regulate your emotions • write journal entries about resilience and regulation • use paragraph frames to summarize nonfiction texts • express and plan out social, emotional, and academic goals Speaking & Listening: • discuss how the unit's theme of "Resilience and Regulation" relate to various pieces of art during a Gallery Walk • deliver a biographical project about a resilient person • listen to various fables and sequence plot events • present personal portfolio with social, emotional, and academic goals Grammar Skills & Word Work: • use prepositions of place (on, under, next to, in back of, in front of, between, above, over in) • use present progressive affirmative statements • use the present progressive in the negative form • ask and answer short answer questions with the present progressive • acquire paragraph structure • develop phonics & phonemic awareness (short vowels, blends, etc.) Reading Strategy: • apply reading strategy for comprehension: sequencing, organizing, and summarizing • identify plot and retelling events • summarize key details from a text **Sample Assessments:** ***Formative:*** Journal Entries: *"I am feeling…"* *"I am using…"* *"I am needing…"* *"I use my…tool… when…."* *"When I feel, I should use… tool."* *"I need to breathe when…"*

	"I need a safe place/time when…" *"I need to care for myself when…"* *"I need personal space when…"* *"I should use my words when…"* *"I need to let things go when…"* *"I apologize/forgive when…"* *"I need patience when…"* *"I am impulsive when…"* *"My goal is to…"* *"…tool works for me because…"* Word Work: Writing sentences and selecting images for vocabulary words (Personal Dictionary) Associating sight words with total physical responses (TPR) Identifying words with corresponding sounds Reading: Reading Graphic Organizer (Organizing, Summarizing, and Sequencing) ***Summative:*** Sight Words & Vocabulary Quizzes Biography Summaries (Paragraphs) Adding Tools and Goals to Personal Portfolio **Projects/Post Assessment:** ● Reading Comprehension Test: Demonstrate reading, writing, listening, and speaking skills ○ Summarizing key details (nonfiction) ○ Sequencing plot events (fiction) ○ Identifying text features ● Biographical Presentation: Create a biographical project about someone who is known for resilience against discrimination ● What is his/her name? ● Where does he/she live? ● What are his/her background? ● When is his/her birthday? ● What does he/she do?/ What is his/her job? ● What are his/her accomplishments? ● What is your favorite (quote/work) of his/hers? Explain his/her work in two sentences (What does it mean to you?). ● Why do you think he or she is resilient? **Instructional Strategies:**

	• Interdisciplinary Connections -Students will read historical texts about important figures that have experienced distcrimination (History). -Students will connect the unit's theme to artistic representations such as paintings and photography (Art, Design, and Photography). • Technology Integration -Students will use Storyboard That to retell the plot of a fictional text. -Students will watch videos about fables and sequence plot events on EdPuzzle. • Media Literacy Integration -Students will use various online platforms to read fiction and nonfiction texts. -Students will highlight key details from images, videos, and texts. • Global Perspectives -Student will read universal fables and multicultural texts. -Students will gather and present information about discriminated people with different perspectives.
Career Readiness, Life Literacies, and Key Skills Practices: • Act as a responsible and contributing community member and employee. • Attend to financial well-being. • Consider the environmental, social, and economic impacts of decisions. • Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. • Model integrity, ethical leadership, and effective management. • Plan education and career paths aligned to personal goals. • Use technology to enhance productivity, increase collaboration, and communicate effectively. • Work productively in teams while using cultural/ global competence.	

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Unit 3: Resilience and Regulation- Required Key Vocabulary/Syntax

Key Vocabulary/Syntax:	Academic Vocabulary/Syntax (Reading & Writing):
Vocabulary: Resilience Regulation Emotional Impulse Control Goals Regulate Discrimination Oppression Tools Breathe Listen Quiet Safe Personal Space Empathy Time Apology Forgiveness Patience **Syntax:** "I am feeling…" "I am using…" "I am needing…" "I use my…tool… when…." "I need to breathe when…" "I need a safe place/time when…" "I need to care for myself when…" "I need personal space when…" "I should use my words when…"	**Vocabulary:** Biography Summarize Details Fable Plot Events Organize Sequence Order Retell Paragraph **Syntax:** "The theme of this text is… because..." "This quote means…" "I can relate to this text because…"

"I need to let things go when…" "I apologize/forgive when…" "I need patience when…" "I am impulsive when…" "My goal is to…" "…tool works for me because…"	

Recommended Texts:

Teacher Resources:

Why Introspection Matters- The School of Life
Why Stoicism Matters- The School of Life
The Toolbox Project- Dovetail Learning

Suggested Student Texts:

When I Feel Angry - Cornelia Maude Spelman
When Sophie Gets Angry- Really, Really Angry…- Molly Band
Inside Out and Back Again- Thanhhà Lai
What do You do with a Problem?- Kobi Yamada
Androcles & The Lion- Aesop Fable
The Story of Martin Luther King, Jr., – Johnny Ray Moore

Unit 4: Connection and Collaboration

Anchor Standard:
WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas:*Course Objectives/Content Statement(s)*

- Developing empathy and respect towards others
- Appreciating diversity and becoming aware of cultural differences
- Identifying setting and interpreting the effect of time and place
- Comparing and contrasting two texts, perspectives, and experiences
- Making connections across texts

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
Why is it important to have empathy and respect towards others? How do we show empathy and respect towards others? How do we collaborate and connect with others? Why is it important to identify the setting of a text? How do we make connections across texts?	**Students will understand that:** ● **e**mpathy and respect are essential qualities in becoming a well-rounded member of a community ● appreciating diversity and acknowledging cultural differences help us demonstrate empathy and respect ● sharing our similarities, adapting to our differences. and working together facilitate connection and collaboration ● determining the context of a text develops our comprehension of the plot events and characters ● comparing and contrasting main ideas, text details, and text features strengthen our ability to make connections across texts
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**Instructional Focus:** Students will... Reading: ● determine setting of a fictional text ● analyze the importance of a text's historical and geographical context

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. NJSLSA.W10. 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. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	• make connections across texts • compare and contrast main ideas, text details, and text features Writing: • write journal entries about empathy, respect, diversity, and social cues • add to Personal Portfolio highlighting their empathy and appreciation for global issues or cultures • write one paragraph comparing texts using paragraph frame • write one paragraph contrasting texts using paragraph frame Speaking & Listening: • discuss how the unit's theme of "Connection and Collaboration" relate to various pieces of art during a Gallery Walk • deliver a presentation on a Community Service Research project • engage in collaborative activities requiring active listening skills Grammar Skills & Word Work: • identify major cities on a map of The United States • use "because" to give reasons and "and" to give more information • use prepositions of location (on the corner of, in front of, in back of, behind, next to, across from, between) • Identify regions in the United States (North, Sound, Midwest, etc.) • use adjectives to describe a city Literacy Skills: • use Venn Diagrams to organize information • identify settings in fables and short stories • make connections between texts • compare and contrast texts • determine type of text using text features **Sample Assessments:** ***Formative:*** Journal Entries: *"It is important to be kind because…"* *"I lend a hand when…"* *"People deserve respect because…"* *"If we work together, we can…"* *"If I had all the money in the world, I would…"* *"I empathize when…"*

"We should appreciate everyone because...:"
"I want to help my community to…"
"I know I should… when…"
Word Work:
Writing sentences and selecting images for vocabulary words (Personal Dictionary)
Associating sight words with total physical responses (TPR)
Reading:
Reading Graphic Organizer
Venn Diagram

Summative:
Sight Words & Vocabulary Quizzes
Compare & Contrast Paragraphs
Adding Empathy into Personal Portfolio

Projects/Post Assessment:

- Reading Comprehension Test:
  Demonstrate reading, writing, listening, and speaking skills
  - Identifying setting (fiction)
  - Comparing & contrasting texts (nonfiction & fiction)
  - Making connections across texts (nonfiction & fiction)
- Community Service Research Project Presentation:
  - What is the name of the project?
  - Who do the people help?
  - What mission do they have?
  - Where is their project located?
  - When do they help people?
  - Why is this project important?

Instructional Strategies:

- Interdisciplinary Connections
  -Students will identify the setting and its importance (History & Geography).
  -Students will discuss social issues affecting communities (Social Studies).
  -Students will present data during their Community Service Research Project (Mathematics).

- Technology Integration
  -Students will use Padlet to engage in collaborative activities and discussions.

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- Media Literacy Integration
  -Students will make connections across different forms of media including art, literature, and film.
  -Students will interpret information presented in graphs, maps, and timelines.

- Global Perspectives
  -Students will discuss nonprofit organizations from different countries in the world.
  -Students will engage in conversations about cultural norms across the globe.
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Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

<table>
<tr><th colspan="3">Supports for English Language Learners</th></tr>
<tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr>
<tr><td>Real life objects</td><td>Charts</td><td>In pairs or partners</td></tr>
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Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Key Vocabulary/Syntax:	Academic Vocabulary/Syntax (Reading & Writing):
Vocabulary: Connection Collaboration Share Environment Lend Hand Give Community Service Help Homeless Work Together Kindness Bully Empathy Appreciate Diversity Social Cue Respect Others **Syntax:** "It is important to be kind because…" "I lend a hand when…" "People deserve respect because…" "If we work together, we can…" "If I had all the money in the world, I would…" "I empathize when…" "We should appreciate everyone because...:" "I want to help my community to…" "I know I should… when…"	**Vocabulary:** Setting Compare Contrast Similar Different Venn Diagram Text Feature Illustrations Subheading Diagrams Pictures Maps Captions **Syntax:** "This text is… because…" "These texts are similar because…" "These texts are different because…" "The Venn Diagram contrasts…" "The Venn Diagram compares…"

Recommended Texts:

Teacher Resources:

Lend a Hand: Poems about Giving Teacher's Guide- Lee & Low Books

Suggested Student Texts:

Lend a Hand: Poems about Giving- John Frank
The Lorax- Dr. Suess
All the Colors We Are – by Katie Kissinger & Wernher Krutien
Do You Bully?- ReadWorks

Maggie and the Mission- ReadWorks
Chocolate Milk, Por Favor- Maria Dismondy
The Bundle of Sticks- Aesop Fables
Three Bullocks & a Lion- Aesop Fables

Unit 5: Decisions and Determination

Anchor Standard:
WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas:*Course Objectives/Content Statement(s)*

- Becoming responsible and informed decision-makers
- Analyzing conflict and resolution
- Understanding problems and finding appropriate solutions
- Assessing intentional and unintentional effects of actions
- Determining and reflecting on author's purpose
- Distinguishing between fact or opinion within nonfiction texts

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
What is responsibility, and how does it impact our decisions? How does analyzing conflict and resolutions enhance our reading comprehension and inform our decisions? How do we find solutions to problems? Why is it important to reflect on previous actions? What intentions do authors of nonfiction texts have? How do we distinguish between fact and opinion?	**Students will understand that:** • evaluating the impact of our actions and making positive decisions make us responsible citizens • determining conflict and resolution of text deepen our reading comprehension and relate to our personal lives • understanding a problem, brainstorming solutions, and choosing the best one help us become strong problem-solvers • reflecting on our previous actions highlights the intentional and unintentional effects of our decisions and help us make more informed decisions • determining whether the author's purpose is to entertain, inform, or persuade help us analyze the information presented • evaluating whether information is a proven statement or is a personal belief strengthen our ability differentiate between facts and opinions

Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which	**Instructional Focus:** Students will… Reading: ● identify and analyze conflict and resolution ● draw logical conclusions from textual evidence ● determine author's purpose, facts and opinions in nonfiction texts Writing: ● write journal entries about responsible decision-making, problem-solving, consequences, and social media ● write short stories about personal or fictional problems using sentence frames and models ● edit key journal entries to add to finalized Personal Portfolio ● write conclusions or solutions based on evidence and scenarios Speaking & Listening: ● discuss how the unit's theme of "Decisions and Determination" relate to various pieces of art during a Gallery Walk ● present finalized Personal Portfolio to friends and family ● reenact and deliver scenes from a play Grammar Skills & Word Work: ● read an advertisement for information ● use the simple present tense ● make negative statements with the simple present tense ● utilize the expressions "I like.." and "I don't like.." ● use adverbs of frequency (always, sometimes, never) ● make Wh- questions ● build sentences relating to responsibilities and requirements Literacy Skills: ● study the features of plays ● identify and analyze conflict and resolution ● Implement reading strategies: drawing conclusions, author's purpose, and fact vs. opinion **Sample Assessments:** ***Formative:***

the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W10. 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.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.10. 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. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.9-10.5. Make strategic use of digital media (e.g., textual,	Journal Entries: *"My problem is…"* *"This is a good/bad decision because.."* *"This decision has positive/negative results because.."* *"The action is responsible/irresponsible…"* *"A solution to a problem is…"* *"The best/worst decision I ever made is…"* *"Social media is good/bad because…"* *"It is important to reflect because…"* *"I make responsible decisions when…"* *"I choose this because…"* *"I did not choose this because…"* *"My decisions have positive/negative results because…"* Word Work: Writing sentences and selecting images for vocabulary words (Personal Dictionary) Associating sight words with total physical responses (TPR) Reading: Reading Graphic Organizer Conflict Resolution Drawing Conclusions ***Summative:*** Sight Words & Vocabulary Quizzes Short Story with Conflict & Resolution Play Performance **Projects/Post Assessment:** ● Reading Comprehension Test: Demonstrate reading, writing, listening, and speaking skills ○ Identifying conflict & resolution (fiction) ○ Drawing conclusion (fiction & nonfiction) ○ Determining author's purpose (nonfiction) ○ Distinguishing between fact & opinion ● Finalized Personal Portfolio: Present final portfolio to classmates, friends, and family: ○ Edit and publish 5 journal entries to your final portfolio ○ Add your favorite project into your portfolio ○ Include assessments that demonstrate growth ○ Write a reflective paragraph about your experience and growth **Instructional Strategies:** ● Interdisciplinary Connections

graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.	-Students will reenact scenes from a play (Drama & Theater). -Students will discuss types of problem-solvers and decision-makers (Psychology, Marketing, and Business). ● Technology Integration -Students will analyze various social media platforms such as Tik Tok, Snapchat, Facebook, and Instagram. -Students will publish their stories on My Storybook. ● Media Literacy Integration -Students will distinguish between fact and opinion among advertisements, informational texts, and social media posts. -Students will identify the author's purpose and impact in various forms of media. ● Global Perspectives -Students will present their portfolio to people with varying cultures and backgrounds. -Students will discuss their experiences with social media in their countries.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/ global competence.	

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Key Vocabulary/Syntax:	Academic Vocabulary/Syntax (Reading & Writing):
Vocabulary: Responsible Irresponsible Decision-making Decisions Determination Intent Impact Intentional Unintentional Positive Negative Result Consequences Social Media Following Fake News Reflect **Syntax:** "My problem is…" "This is a good/bad decision because.." "This decision has positive/negative results because.." "The action is responsible/irresponsible…" "A solution to a problem is…" "The best/worst decision I ever made is…" "Social media is good/bad because…" "It is important to reflect because…" "I make responsible decisions when…"	**Vocabulary:** Conflict Resolution Solution Problem Fact Opinion Draw Conclusions Conclude Evidence Author's Purpose Inform Persuade Entertain Believe Think Play Scene **Syntax:** "The conflict is…because… " "The resolution is…because… " "I can conclude that…" "The evidence indicates…" "The author's purpose is to… because…" "This is fact/opinion because…" "I believe…" "I think…"

"I choose this because…" "I did not choose this because…" "My decisions have positive/negative results because…"	

Recommended Texts:

Teacher Resources:

Teaching Media Literacy in the ESL Classroom- Arnie Cooper

Suggested Student Texts:

Are You Following the Herd- Holly Corbett
The Boys & the Frogs- Aesop Fables
The Monkey & the Dolphin- Aesop Fables
The Mysterious Mr. G- Reader's Theater
Three Little Pigs- Joseph Jacobs
Students are Learning How to be Better at Spotting Fake News- Newsela

Career-Ready Practices **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**:. Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	**Interdisciplinary Connections** ● Close Reading of works of art, music lyrics, videos, and advertisements ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes **Technology Integration** Ongoing: ● Listen to books on CDs, Playaways, videos, or podcasts if available. ● Use document camera or overhead projector for shared reading of texts. Other: ● Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts. ● Use available technology to create concept maps of unit learning.

Instructional Strategies:
Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group
Magazines & newspapers	Timelines	structures
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from https://wida.wisc.edu

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- The Global Learning Resource Library

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading