Summit Public Schools
Summit, New Jersey
ESL Novice
Length of Course: One academic year

Curriculum

Course Description:

English as a Second Language Novice is for students who have a basic understanding of English. Students will learn about the English language as an art form and as a tool to communicate using appropriate English conventions. Students will enhance English skills in all four domains: reading, listening, speaking and writing. Students will strengthen critical thinking skills as well as how to apply those skills for success in the classroom and beyond. Each unit includes both authentic and adapted materials and resources. Students will also produce work based on these models while conforming to both ELA Common Core and WIDA Language Development Standards.

Unit 1: IDENTITY

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: Identity ● **Defining who we are** ● **Identifying connections with nations** ● **Identifying sensory language** ● **Writing poetry with sensory language** ● **Reflecting on literature and personal experiences**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How can we define who we are? How do our names define who we are? How am I connected to my home country?	Students will understand that… ● Where we come from affects our identity

How does sensory language enhance writing? How can I enhance my writing with sensory language using the present simple?	• Living in another county also affects our identity • Students understand how sensory language enhances writings • How to use the present simple to describe themselves and others
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.L.9-10.2	Instructional Focus: • Students will use the present simple (Be, Do, Have, Like)to describe themselves and their interests • Students will make negative statements with present simple • Students will use present simple to describe their homeland • Students will use contractions • Students will use subject pronouns Sample Assessments: *Formative -* *Quickwrites, Do nows, Exit tickets* 1. *Where are your roots?* 2. *Write a reflection on the unit?* 3. *Where will your children have roots?* 4. *Write questions you still have about the unit* 5. *What will you name your child and why?* *Making connections* • *This part reminds me of...* • *This part is like...* *Summative* *Students will write a sensory poem to describe an emotion* *Students will write a paragraph about the origin of their names* *Grammar test* • *present simple "be"* • *present simple (be, do, have, like)* • *present simple with negative* • *contractions* • *write sentences using capital to start and punctuation to end.*

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	● *subject pronouns* ● *vocabulary* Instructional Strategies: **Reading** ● **Analyze a poem and a short story** ● **Students will identify theme and sensory language in "Growing Together" by Carmen Agra Deedy** ● **Students will read and analyze "Roots" by Alacran** ● **Students will use the visualization strategy** **Writing:** ● **Students write a bio poem** ● **Students will write a postcard to a friend** ● **Students write sensory poem** ○ The Feeling Poem ○ Line one: Name an emotion ○ Line two: "Smells like. . ." ○ Line three: "Tastes like. . ." ○ Line four: "Sounds like. . ." ○ Line five: "looks like. . . ." ○ Line six: "Feels like. . ." ○ Line seven: "Feels like. . ." ○ Line eight: Name the emotion ● **Students will write personal reflections of poems and missing home before, during and after reading** ● **Students write about text to self connections with poems** ● **Students will list the traits of their ideal spouse or friend using the present simple** **Speaking and Listening:** ● **Students will memorize and present a Langston Hughes poem to the class**

	• **Students will present their original poems to the class** • **Students will present slideshow of homeland (roots)** • **Students will work in partners to discuss questions about the text** • **Students will introduce themselves to partner and to the class** • **Class will engage in collaborative discussion of comparison of men's ideal spouse vs women's ideal spouse** Interdisciplinary Connections - • Students will learn how their bodies are unique through fingerprints eyes (biology) Technology Integration • Students will look up the meanings of their names on google and nameberry • Students will use google slides to create digital composition of homeland • Students use glogster to create bio poem Media Literacy Integration • Students will make text to self and text to text connections connections with current events • Students will compare and contrast homeland depiction in American media vs. media of homeland • Students will identify grammar structures using popular music Global Perspectives- • Students will compare their culture with others in the class as well as American culture

	Culturally Responsive Teaching- ● Understanding the different connections to different cultures my students have
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

UNIT 1 REQUIRED KEY VOCABULARY WORDS:

Thematic Vocabulary:	**Reading and Writing Vocabulary:**
• **unique** • **friend** • **different** • **everyone** • **everywhere** • **miss** • **similar** • **scientist** • **pattern** • **roots**	• **sensory language** • **adjectives** • **simile** • **Capitalize** • **punctuation** • **connections** • **Synonyms** • **Antonyms**

Texts and Resources:
Edge: Reading and Writing Chapter 1
First Names: Greta Gilbert
Act 2 scene ii of Romeo and Juliet: Shakespeare
Growing Together: Carmen Agra Deedy
Langston Hughes: Dreams, My People
Alacron: Roots
Ways to Know You: Mimi Mortezai
Queen: We Are the Champions
Teacher mentor text
Focus on Grammar 3

Unit 2: WISDOM

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:

Wisdom

- **Examining wisdom**
- **Identifying cause and effect**
- **Identifying conflict**
- **Making connections with texts**
- **Making connections between 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 makes a person wise? How do we gain wisdom? How do we draw conclusions from fables, folktales and myths? How do we learn? How can we describe what is happening right now using the present progressive? How is the present progressive different from the present simple? How does questioning while reading improve comprehension? How do problems in stories increase interest?	Students will understand that… ● Wisdom is attained through both various pathways ○ Other wise people ○ Direct education ○ Experience ○ Making mistakes ● Attaining wisdom can be an unpleasant process ● Story elements combine to create fiction ● Conflict makes plot more interesting ● Author's don't always give the reader information, instead readers must draw conclusions ● Questioning leads to comprehension
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus:

CCSS.ELA-LITERACY.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.9-10.3.D
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.9-10.6

- Students will use action verbs in the present simple (positive and negative forms)
- Students will use the present progressive
- Students will use the present progressive negative form
- Students will create questions using the present progressive
- Students will use helping verbs (Can, May Must, Should)
- Students will tell/retell stories of attaining wisdom using the present progressive tense

Sample Assessments:
Formative -
play charades to identify present progressive
Quickwrites, Do nows, Exit tickets
Various what would you do if….?
Explain what else the character could have done?
Play would you rather game

Summative
Students will create a comic strip of a folktale
Students will write a problem and advice column
Grammar test using grammar in unit
Students create cause and effect graphic

Instructional Strategies:
Reading:

- **Students will examine and identify conflicts/problems**
- **Students will identify cause and effect**
- **Students identify setting, characters and plot**
- **Students will make text to self connections**

Writing

- **Students will write a problem a typical teenager would have**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	● **Students will write a solution using modals to another student's problem** ○ **Modals include** ■ **He should** ■ **He must** ■ **He mustn't** ■ **He can** ■ **He could** ● **students create a comic of a folktale/myth/legend** ● **Students create story map** ● **Students summarize a story** **Speaking and Listening:** ● **Students will work in partners to discuss questions about the text** ***Why did...** ***What's this part about...** ***How is this (fill in detail) like this (fill in detail)...** ***What would happen if...** ***Why...** ***Who is...** ***What does this section (fill in detail) mean...** ***Do you think that...** ***I don't get this part here...** ● **Students will act out either a Fable by Aesop or by Lobel** ● **S will write comments on other students' presentations** ● **S view Aesop fable video and write problem and solution** Interdisciplinary Connections - ● Students will research different animals and their habitats (biology content term) to compare and

	contrast different evolutionary adaptations(biology content term) Technology Integration ● Students will post questions and advice on google classroom ● Students complete story maps digitally Media Literacy Integration ● Students will read a blog by a world traveler to compare and contrast the use the present progressive and present simple Global Perspectives- ● Students will share a folktale from their home country Culturally Responsive Teaching- ● Teacher will prepare for different perspectives of folktales ● Teachers will incorporate folktales from students' homelands
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy

	Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

REQUIRED KEY VOCABULARY WORDS:

Thematic Vocabulary: • **wisdom** • **wise** • **learn** • **selfish** • **lonely** • **simple** • **connect**	**Reading and Writing Vocabulary:** • **conflict** • **draw conclusions** • **problem** • **cause** • **effect** • **solution**
Texts and Resources: How Ananse Gave Wisdom to the World: Kofi Asare Opoku Aesop Fables: Tortoise and the Hare Arnold Lobel: The Camel Dances, The Ducks and the Fox Be Water, My Friend: The Early Years of Bruce Lee: Ken Mochizuki Hands by An Na One Way Ticket Stories: Girl with Green Eyes, South for the Winter When I See Her Face: Bruno Mars	

Unit 3: **Global Village**

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:

Global Village

- **Identifying similarities and differences**
- **Comparing nouns**
- **Examining cultural fusion**
- **Examining story elements**
- **Writing to inform**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How are we the same? How are we different? How can different cultures coming together be good? How can we describe examples of cultural fusion? How can we use comparative adjectives to compare nouns? Why are some famous people important in our culture? How can we describe a famous person from our country? How can we use superlative adjectives to describe people who are the best at what they do?	Students will understand that… ● Cultures differ in different ways ● Different cultures sometimes share similarities ● Comparative adjectives allow us to compare nouns ● Superlative adjectives allow us to compare more than two nouns ● Sports are an expression of culture ● How superlative and comparative adjectives are different
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus:

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.RI.9-10.5

- Students will use present simple
- Students will use comparative adjectives
- Students will use superlative adjectives
- Students will use possessive nouns (singular and plural)
- Students will use possessive adjectives (singular and plural)

Sample Assessments:
Formative -

- *S participate in ESL olympics*
  ex: Who is the tallest student?
- *Grammar test on unit grammar points*
- *S compare two nouns using a Venn Diagram*

Quickwrites, Do nows, Exit tickets,

- *Describe the best day of your life?*
- *Reflect on today's lesson and write a journal*
- *Rewrite a quote in your own words.*
- *Write 2 sentences using a vocabulary word.*
- *What surprised you about class today and why?*
- *Write about something that you have observed in American culture that has confused you.*

Summative

- *Students take a grammar test on the unit's vocabulary*
- *Students write explanatory essay about a famous person*
- *Students will complete digital essay*

Person's Name

•1. Date and place of birth:

•2. Family (parents, spouse, children, etc.):

•3. A chronological account of his/her life:

•4. Hardships or struggles s/he overcame:

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*•5. Major accomplishments:* *•6. How did the person demonstrate heroism?* *•7. What characteristics describe the person?* *•8. Are they still alive?* *•If so, what are they doing now?* *•9. Did the person pass away and if so, when?* *•10. What quote best describes this person?* Instructional Strategies: **Reading:** ● **Students will analyze setting** ● **Students will examine and compare characters** ● **Students will examine how description enhances writing** ● **Students will examine simile in a poem " The Same" by Francisco X. Alarcon** ● **Students will make judgements about "Freaky Food"** ● **Students will draw conclusions about texts in unit** **Writing:** ● **Students in groups, will prepare a poster comparing nouns "Comparatives in our lives"** ● **Students will write compliments to other students during gallery walk of projects** ● **Students write a biography about a famous person** **Speaking** ● **Students will engage in collaborative discussions about similarities and differences in different cultural celebrations** ● **Students will discuss personal reactions with classmates** ○ **I think…** ○ **I feel….** ○ **I like….**

	○ **I don't like….** ● **Students digital report/photo essay on a famous person based on a biography** **Listening** ● **Students will collaborate to create a presentation rubric** ● **Students will use a rubric to grade classmates' presentations** ● **Student complete cloze activity** ● **Students will react to videos on foods from other countries** Instructional Strategies: Interdisciplinary Connections/Global perspectives - ● Students will compare foods from different countries ● Students compare Halloween and Contrast Dia de Los Muertos ● Students will compare and contrast Christmas celebrations in different countries ● Students will compare and contrast wedding ceremonies in different countries ● Students will examine charts and graphics comparing different cultures/countries Technology Integration ● Students create a music video on Animoto about a famous person ● Students compare holidays around the world using internet Encyclopedia Britannica Online (though SHS library) ● Students use Forbes.com to compare the richest athletes/entertainers in the world ● Students use online currency convertors to compare values of different currencies

	Media Literacy Integration: ● Students use biography.com to research a famous person Culturally Responsive Teaching ● Teacher prepares for various answers regarding different celebration traditions ● Teacher prepares for questions students may have about different world religions
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy ● Examine voting rights in America ● Examine legal ages for various rights in America Health Literacy ● Students discuss Ronaldo's workout routine and discuss exercise S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) ● Students use online currency convertors compare values of different currencies

Required Vocabulary

Thematic Vocabulary	Reading and Writing Vocabulary
• **crowded** • **decide** • **Enough** • **instead** • **belief** • **experience** • **popular** • **religion** • **victory**	• **fusion** • **reflection** • **journal** • **observe** • **biography** • **key**

Texts and Resources:

David Beckham Biography
Rihanna Biography (Saddleback)
Edge Chapter 3
If The World Were a Village: David J. Smith
Francisco X. Alarcon: The Same
Freaky Food: Nancy Shepherdson
The Simple Sport: Sara Chiu
Ronaldo Reading
Fighter: Christina Aguilera

Unit 4: Survival

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:

Survival

- **Writing to persuade**
- **Exploring the writing process**
- **Reflecting on past experiences**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
What qualities help a person survive? How does luck play a role in survival? How do the mind and body work together for survival? How can we use the past tense to describe past actions? Why do authors sometimes choose to leave stories open ended? How does reflecting on past experiences help us gain greater insights? How can we write so that others agree with us? How can we identify text evidence to support a claim?	Students will understand that… ● the mind and body affect chances of survival ● the past simple allows us to talk about past experiences ● many factors affect a person's chances of survival ● open ended stories can be effective in making fiction more engaging ● reflecting can help us learn from past experiences ● In order to persuade, we must support our claims with evidence from the text
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 	Instructional Focus:

CCSS.ELA-LITERACY.W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 	
CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 	
CCSS.ELA-LITERACY.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.
 	
CCSS.ELA-LITERACY.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 	
CCSS.ELA-LITERACY.L.9-10.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 	
CCSS.ELA-LITERACY.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
	• Students will use past tense of "be"
	• Students will use regular past tense verbs
	• Students will use irregular past tense verbs
	• Students will write questions with the past tense
	• Students will give commands using the imperative
	• Students will make claims and support those claims with evidence
	
	Sample Assessments:
	Formative -
	• *students will play verb tense games differentiating among the verb tenses*
	• *students will take mini- quizzes on the irregular past*
	• *students will play "find someone who…" to practice irregular past questioning and answering*
	
	Quickwrites, Do nows, Exit tickets,
	• *Think of a person who is a survivor- what did they survive and how?*
	• *Reflect on today's lesson and write a journal*
	• *Rewrite a quote in your own words?*
	• *Write 2 sentences using a vocabulary word.*
	• *What surprised you about class today and why?*
	• *What was your favorite part of the story?*
	• *What was your least favorite part of the story?*
	• *Predict what will happen next*
	  ○ *I predict that...*
	  ○ *I bet that...*

with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	○ *I think that...* ○ *Since this happened (fill in detail), then I bet the next thing that is going to happen is...* ○ *Reading this part makes me think that this (fill in detail) is about to happen...* ○ *wonder if...* *Summative* ● *Students take a grammar test on the unit's vocabulary* ● *Students will write a book review of Dracula as a three paragraph composition* ○ *Do you think the novel Dracula by Bram Stoker is a good novel?* ○ *Support your claim if evidence from the text.* Instructional Strategies: **Reading:** ● **Students will make text to self connections and predictions with "Two Were Left"** ● **Students will read a current event article about survival and make text to text connections with texts from the unit** ● **Students analyze setting** ● **Students compare fiction and nonfiction using "Surviving Katrina"** ● **Students distinguish between fact and opinion** ● **Students examine suspense and mood in Dracula** ● **Students identify evidence in a text**

	Writing: ● **Students will write about current and or past challenges** ● **Students write the last 2 paragraphs completing the story of "Two Were Left"** ● **Students create a Summit High School Survival Guide** ● **Students will write letters from one character to another** ● **Students will write a book review of Dracula using claims and evidence to support those claims** ● **Students effectively quote from a text** **Speaking and Listening** ● **Students will create a living tableau from a scene in a reading** ● **Students will listen to a news report about Hurricane Katrina and Superstorm Sandy** ● **Students listen to various 911 conversations** ● **Students present emergency call conversations** ● **Students will create and present a commercial using imperatives** Interdisciplinary Connections/Global perspectives ● Connection with Biology and a human's physiological response to fear ● Students examine major natural disasters around the word (Earthquake in Ecuador) Technology Integration ● Students will use imovie to create a short film about a person facing a challenge

	• Students will use weather.com to research natural disasters • Students will play teacher created games on quizlet to review verb tenses Media Literacy Integration: • Students will use Newsela to find articles with which to make text to text connections Culturally Responsive Teaching • Teacher will be be sensitive that this unit may touch upon person and unsettling events in students' lives • Content may be adapted if students are too sensitive to content
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy • Health Literacy • Students will examine how to become CPR certified S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Required Vocabulary

Thematic Vocabulary	Reading and Writing Vocabulary
• **damage** • **defenseless** • **fear** • **injured** • **powerful** • **recover** • **weak** • **choice** • **disaster** • **obstacle** • **safety** • **victim** • **save** • **stranger** • **blood vessel** • **circumstances** • **perspire** • **physical** • **system**	• **opinion** • **guide** • **claim** • **evidence** • **support** • **persuade**

Texts and Resources:
Two Were Left: Hugh B. Cave
Tornado Survivor: Wes Johnson
Surviving Katrina: Daphne Liu
Test Your Survival Skills: Nick D'Alto Odyssey
Fight or Flight?: James E. Porter
Andrea Minarcek: Survivor Rulon Gardner: Hardheaded
Dracula (Cengage)

Unit 5: Values

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

Values

- Describing values
- Comparing and contrasting

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are values? • How do we develope values? • How can we behave according to our values? • How does point of view affect our values? • Is luck something objective? Why or why not? • Explain if cheating is always bad? • How can we talk about our goals using the future tense? • How can we use connecting words to write complex sentences?	Students will understand that… • Point of view affects how people view the same situation • People are motivated by values • It is important for teenagers to have goals • Comparing and contrasting different texts and aid in obtaining new insights • Using connecting words allows a writer to better express themselves

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

Students will:
 	
CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and
	Instructional Focus:
	• Students will use the future tense
	  ○ will+ base form of verb
	  ○ going to + base form of verb
	  ○ present progressive + time marker
	• Students will use time markers to talk about the future
	• Students will use future time clauses

style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by

    - I will graduate when I'm 18.
- Use Because, Since, When, Before, and After to write complex sentences
- Use various tenses to compare and contrast values from different cultures

Sample Assessments:

Formative:
- *Rank what you think is most important in life*
- *List what makes you happy*

Summative:
- *Grammar test on grammar points*
- *Illustrated timeline students' future goals*
- *Novel and chapter test*
- *Students write essay comparing and contrasting two texts*

Instructional Strategies:

Reading:
- **Identify themes in a story - Scholarship Jacket**
- **Compare themes- Young at Heart and Grandmothers by Margaret Walker**
- **Examine point of view in "Luck"**
- **Author story of O.Henry**

Writing:
- **Identify elements of a play**
- **Create a Venn Diagram comparing Young at Heart and Grandmothers by Margaret Walker**
- **Use a web to describe a grandmother or another family member**

particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	• **Students write an essay about how a theme is developed in "The Gift of the Magi"** • **Students write an essay comparing and contrasting two texts** **Listening and Speaking:** • **Students retell part of the story to the class** • **Collaborative discussion about what students value most and why** • **Students act out a modern version of "The Gift of the Magi"** • **Collaborative discussion of morality of cheating** • **Students complete cloze activity of We will Rock You** Interdisciplinary Connections • Social Studies connection-Students will examine media from New York City at the turn of the 20th century and compare it with NYC today Technology Integration • Students will use voicethread to post story summaries • students will complete guided questions via Google Classroom Media Literacy Integration: • Students will find newspaper articles on those unjustly jailed to connect with O. Henry stories Global Perspectives • Students will research (if needed) and discuss how their hometowns have changed in the past 100 years. • Students will discuss how the internet has changed the culture of

	their hometowns, both the positive and the negative Culturally Responsive Teaching ● Immigrants often have very close ties with a grandmother who is often back in the homeland. Therefore, the teacher will be sensitive that a discussion of a grandmother might make students upset. ● Teacher prepare to speak with guidance counselors in case students get too emotional ● Teacher will allow for a debriefing session to help students work through heavy emotions
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Required Vocabulary

Thematic Vocabulary	Reading and Writing Vocabulary
• **exchange** • **fair** • **inspire** • **offer** • **refuse** • **reveal** • **spirit** • **behavior** • **cheat** • **dishonest** • **standard** • **integrity** • **recognize** • **generosity** • **invent** • **precious** • **sacrifice** • **proud** • **sensitive**	• **point of view** • **perspective** • **drama** • **play** • **Acts** • **Props** • **compassion** • **morals** • **morality** • **laws** • **taboos**

Texts

White Death (Oxford novel)
Luck: Elena Castedo
Young at Heart: Huynh Quang Nhuong
Grandmothers: Margaret Walker
Youtube video of Grandmothers
The Scholarship Jacket: Marta Salinas
Eye on Cheaters: Magazine article
Gift of the Magi: O.Henry
Soapy's choice: O.Henry
We Will Rock You: Queen

Curricular Addendum

Career-Ready Practices	Interdisciplinary Connections
CRP1: Act as a responsible and contributing citizen and employee.	• Close Reading of works of art, music lyrics, videos, and advertisements

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.

- 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