Summit Public Schools
Summit, New Jersey

Summit High School
ESL Intermediate
Length of Course: Full Year

Course Description:
This course is designed for students who score between a 2.5 and a 3.5 on the WIDA ACCESS test for English Language Learners. This course continues the process of developing ELLs' English speaking, listening, reading and writing skills. Specifically, this course highlights the various writing styles: narrative, expository, persuasive, poetry, and descriptive. After students analyze and evaluate rich and rigorous mentor texts for each style, they will craft their own and present it to their peers. In addition, this class has a special focus on reading, writing, and discussing literature to learn about ourselves and each other and reflect on our own personal experiences in connection with each text.

Unit One: Narrative

Anchor Standards:

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:
- Understanding the influences on the behavior, thoughts, and beliefs of ourselves and others
- Analyzing and creating character motivation and development and theme in a short story
- Learning about each other and reflecting on our 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?*
1. What influences my thoughts, feelings, and behaviors? 2. What influences the thoughts, feelings, and behaviors of others? 3. How do authors craft theme and character development in their narratives? 4. What can I learn through my past experiences and the stories of others?	**Students will understand that:** ● People are influenced by relationships, cultures, past experiences, personal and societal expectations, and the media. ● Authors use various literary elements to establish a theme and character development throughout their narratives. ● Through reading and discerning the theme of a text,

	or listening to a peers personal story, students can learn moral lessons.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. 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 and provide an objective summary of the text. 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. RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). 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. 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 W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly	**Instructional Focus:** Students will… Reading: ● Recount the main idea and supporting details of a text. ● Form inferences and defend claims with text evidence. ● Discern the theme of a short story. ● Analyze character motivation and character development throughout a story. ● Evaluate the effectiveness of literary elements such as pacing, suspense, imagery, foreshadowing, dialogue, theme, and characterization. Writing: ● Write an objective summary for each text. ● Complete journal entries based on central ideas and themes from each text. ● Compose text-based short constructed responses to defend a claim with text evidence. ● Complete brainstorming guides, graphic organizers, and dialogue logs to prepare for a short story. ● Craft a short story inspired by the mentor texts in this unit. ● Compose short constructed responses based on their literary analysis of course texts. Listening and Speaking: ● Complete text-based and personal interviews with classmates. ● Discuss various literary elements with classmates in a whole class, partner, or small group setting. ● Verbally summarize main ideas of a text and argue literary analysis claims. ● Deliver cultural presentations and discern the main details of classmates' presentations. ● Complete a read aloud of their short story and

and persuasively. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	discern details and literary elements from classmates' stories. **Sample Assessments:** *Formative:* ● Personal journal prompts: ○ What do you want to do as a profession? ○ What steps have you taken to accomplish a goal? ○ Who has inspired you to accomplish a goal? ○ Who or what has tried to stop you from accomplishing a goal? Did you do anything about it? ○ What is your most valued possession? Why? ○ What does freedom mean to you? ○ Have you ever gone along with a crowd? ○ Have you ever dealt with someone who didn't treat you nicely? ○ Describe your family. Who are you the closest with? Why? ○ What does your family value? ○ What does it mean to "feel like a zero"? ● Class discussions ● Double-entry journal to analyze quotations for literary elements ● Station work to practice vocabulary and literary analysis and to practice writing dialogue for different pictures/situations ● Speed meetings to compare and contrast characters and/or overall texts ● Independent reading conferences *Summative:* ● Vocabulary Quizzes and Tests ○ Pronunciation ○ Identifying in speech ○ Meaning ○ In context ● Reading Quizzes and Tests ○ Reading: Students will answer text-based analysis questions. ○ Writing: Students will answer text-based analysis questions. ○ Speaking: Students will read aloud sections of

unit texts and answer corresponding questions verbally.
    - Listening: Students will listen to sections of unit texts and answer corresponding questions.

Projects/Post Assessment:

- Writing Portfolio:
    - Narrative: short story
    - Literary Analysis: one short constructed response for each text

Instructional Strategies

- Interdisciplinary Connection
    - Social Studies: Prior to reading each text, students will complete a Google scavenger hunt to find information about the setting/native country presented in each text.
    - Psychology: Students will research and learn about the psychology of bullying and peer pressure.
    - Restorative Circle Topics: goals, influences, peer pressure, freedom, assimilation

- Technology Integration
    - Google Classroom: Students will become fluent in this platform to complete various tasks.
    - Padlet: Students will participate in text-based and/or personal class discussions.
    - Storyboardthat: Students will create a representation of their narrative.
    - IXL: Students will practice literacy skills.
    - Quizlet and Quizizz: Students will practice vocabulary and literary analysis.

- Media Literacy Integration
    - Social Media Reflection & Unit Theme Connection: how does **social media** influence students?
    - Students will create survey questions for their classmates about social media usage in the US and native countries, then compile their findings in a canva graphic to present in a gallery walk.

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Students will compose a personal reflection about their use of social media and how it affects them.

Global Perspectives

Students will deliver presentations during the first week of school to introduce the class to their native country and culture.
Students will read about characters from various cultures and make inferences using their own background knowledge, feelings, and beliefs.
Students will interview each other about their personal experiences with topics presented in the texts.

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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.

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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,	Modified assessment grading

	anticipatory guides, and semantic mapping		

Recommended Texts:

Teacher Resources:

- *Edge Level A* (Teacher's Edition), National Geographic
- *Teaching the Story* by Carol Baldwin
- *Writing Constructed Responses,* Glencoe
- *Standardized Test Preparation and Practice,* Glencoe
- esl-lab.com
- *ESL Games for the Classroom* by Michael DiGiacomo
- *Techniques & Principles in Language Teaching* by Diane Larsen-Freeman and Marti Anderson

Suggested Student Texts:

- "Building Bridges" by Andrea Davis Pinkney
- "One in a Million" Middle Eastern Folk Tale
- "The Pale Mare" by Marian Flandrick Bray
- "I Go Along" by Richard Peck
- "Jump Away" by Rene Saldana Jr.
- "Abuela Invents the Zero" by Judith Ortiz Cofer

Unit Two: Expository

Anchor Standards:

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:

- Differentiating between various types of nonfiction texts
- Analyzing articles for nonfiction elements and objective language
- Learning about each other and reflecting on our 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?*
1. Why is it important to read and write non-fiction articles? 2. Why is it important to read or listen to various sources about the same topic? 3. How do authors begin to craft interesting and objective articles? 4. How can we connect with the nonfiction articles so as to continue our own personal growth?	**Students will understand that:** ● It is important to read and write non-fiction articles to become well-informed global citizens. ● It is important to read and/or listen to various sources about the same topic so we can detect bias. ● Authors begin to craft interesting and objective articles through developing powerful interview or research questions. ● Through reading and learning about different events, people, and ideas we can reflect on how those topics may appear in our own lives.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide	**Instructional Focus:** Students will… Reading: ● Practice using text evidence to defend their analysis of unit texts. ● Discern the central idea of unit texts. ● Analyze authors' choices to structure their articles in specific ways. ● Analyze an authors' word choice and purpose. ● Analyze the differences between a news article

an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4. Present information, findings, and supporting

and a video about the same topic from different sources.

Writing:

- Compose journal responses reflecting on topics presented in unit texts and interviews.
- Write objective summaries of course texts.
- Complete analyses of nonfiction elements in short constructed responses.
- Craft news, feature, and research articles.
- Revise and edit personal work and the work of peers.

Listening and Speaking:

- Argue their analysis of nonfiction text in small group or class discussions.
- Listen to and watch news clips and evaluate the objectivity and effectiveness.
- Compose and complete interviews with students, teachers, and family members.
- Deliver presentations based on the media in their native countries.

Sample Assessments:

Formative:

- Personal journal prompts:
    - How would you feel if someone wanted to interview you?
    - What school events have you been to? Did you enjoy them? Why or why not?
    - How involved should parents be with extracurricular activities?
    - What does body image mean to you?
    - How might a violent situation affect a person?
    - What superstitions do you or your family members believe in?
    - Do you have any family traditions that relate to cooking or eating together?
    - Should people help others? How much help should a person offer?
- Class discussions on the effectiveness of quotations and the order of details in unit texts

evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	• Double-entry journal with text evidence and inferences, analysis of tone/bias, and/or nonfiction elements
	• Station work to analyze main idea, word choice, structure, quotations
	• Speed meetings for interview practice
	• Writing professional emails to request interviews
	• Independent reading conferences
	
	Summative:
	• Vocabulary Quizzes and Tests
	  ○ Pronunciation
	  ○ Identifying in speech
	  ○ Meaning
	  ○ In context
	• Reading Quizzes and Tests
	  ○ Reading: Students will answer text-based analysis questions.
	  ○ Writing: Students will answer text-based analysis questions.
	  ○ Speaking: Students will read aloud sections of unit texts and answer corresponding questions verbally.
	  ○ Listening: Students will listen to sections of unit texts and answer corresponding questions.
	
	Projects/Post Assessment:
	• Writing Portfolio:
	  ○ News Article: Students will compose an article about something currently affecting students at Summit High School.
	  ○ Feature Article: Students will interview a classmate and write a feature article on a particular area of interest,
	  ○ Research Article: Students will develop a class survey, distribute the survey, collect and analyze the data, and write a research article.
	  ○ Short constructed responses for analysis of unit texts
	Instructional Strategies
	
	• Interdisciplinary Connection
	  ○ Social Studies: Students will read articles connected to current events around the world.
	  ○ Music and Physical Education: Students will read high interest articles about people in

	these fields. ○ Restorative Circle Topics: bias, current events, personal reflection and growth ● Technology Integration ○ Google Classroom: Students will complete various assignments. ○ Newsela: Students will find and analyze news and feature articles. ○ Canva: Students will create a newsletter with their three articles. ○ VoiceThread: Students will record their interviews. ○ Quizizz ○ Quizlet ● Media Literacy Integration ○ Print vs. Video Analysis: Students will read a series of articles and watch a series of corresponding clips to analyze the differences and similarities and to detect any possible bias. ● Global Perspectives ○ Media in Your Native Country Project: Students will teach the class about different news outlets and sources in their native country as well as how the nation views the media.
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	Differentiated materials

	for understanding, feedback	
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

Recommended Texts:

Teacher Resources:

- *Edge Level A* (Teacher's Edition), National Geographic
- *Writing Constructed Responses,* Glencoe
- *Standardized Test Preparation and Practice,* Glencoe
- esl-lab.com
- *ESL Games for the Classroom* by Michael DiGiacomo
- *Techniques & Principles in Language Teaching* by Diane Larsen-Freeman and Marti Anderson

Suggested Student Texts:

- News Articles:
  - high-interest articles from newsela
  - "Working Toward Peace, One Square at a Time" (demo text, pg. 167)
  - "Fundraising Dance Raises Roof" (demo text, pg. 171)
  - "Injury Spoils Tiger Win" (demo text)
  - "Calling a Foul" by Stan Simpson
- Feature Articles:
  - "Behind the Bulk" by Cate Baily (cause & effect - pg. 203)
  - "Superstitions: The Truth Uncovered" by Jamie Kiffel
- Research/Informational Articles:
  - "Do Family Meals Matter?" by Mary Story and Dianne Neumark-Sztainer
  - "Enabling or Disabling?" by Sandra R. Arbetter
- Functional Documents:

- "Getting a Job" (demo text pg. 513)

Unit Three: Persuasive

Anchor Standards:

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:

- Analyzing persuasive texts and videos for effective rhetorical strategies
- Honing the rhetorical skills necessary to feel empowered to share our thoughts and beliefs
- Learning about each other and reflecting on our 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?*
1. What persuasive techniques are the most effective? 2. Why is it important to voice our opinions in an eloquent and thoughtful manner? 3. What topics and issues are worth talking about? 4. How can we learn from orators of the past?	**Students will understand that:** ● Authors effectively use persuasive techniques when they select the best strategies for their given audience and purpose. ● It is important to voice our thoughts, beliefs, and concerns in an eloquent and thoughtful manner so our audience can understand and respect our purpose. ● Any topic that affects you or your society is worth talking about. ● We can learn how to effectively employ rhetorical strategies, and we can reflect on the topics they presented in their speeches.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide	**Instructional Focus:** Students will… Reading: ● Analyze persuasive texts for implications and persuasive strategies by making claims using textual evidence. ● Discern the central focus, purpose, and intended audience of various persuasive texts. ● Evaluate the purpose and effectiveness of word choice in persuasive texts. ● Examine the differences in a persuasive speech

an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

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.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in and a news article reporting about that speech.

- Evaluate the strength of arguments in persuasive texts.

Writing:

- Write an objective summary of each persuasive text.
- Compose arguments to explain and defend literary analysis of rhetorical strategies in persuasive texts.
- Craft an original persuasive speech and essay using valid reasoning and text evidence from outside sources.

Listening and Speaking:

- Listen to arguments from famous orators and classmates and discern their main points, purpose, and rhetorical strategies.
- Speak fluently and persuasively to effectively argue a point.

Sample Assessments:

Formative:

- Personal journal prompts:
    - What is the purpose of voting? Do you feel like you are ready to participate in this process?
    - Do you have a curfew? Do you believe you should have one? Why or why not?
    - What does responsibility mean to you?
    - Describe a responsible adult and child you have encountered. What made them responsible?
    - Describe an irresponsible adult and child you have encountered. What made them irresponsible?
    - Why is it important to learn and remember historical events?
    - What dreams do you have for yourself, your family, and society as a whole?
    - What rhetorical strategies affect you the most? Why?
- Class discussions on rhetorical analysis, comparing and contrasting different styles, and strength of arguments
- Double-entry journal to analyze rhetorical techniques

answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

and evaluate the strength of arguments
- Station work to analyze and craft persuasive elements
- Speed meetings for debate practice
- Independent reading conferences

Summative:
- Vocabulary Quizzes and Tests
    - Pronunciation
    - Identifying in speech
    - Meaning
    - In context
- Reading Quizzes and Tests
    - Reading: Students will answer text-based analysis questions.
    - Writing: Students will answer text-based analysis questions.
    - Speaking: Students will read aloud sections of unit texts and answer corresponding questions verbally.
    - Listening: Students will listen to sections of unit texts and answer corresponding questions.

Projects/Post Assessment:
- Writing Portfolio:
    - Persuasive Essay and Speech on personal topic
    - Literary Analysis Essay of unit text of choice

Instructional Strategies

- Interdisciplinary Connection
    - Social Studies: Students will read articles connected to historical events around the world.
    - Restorative Circle Topics: bias, current events, personal reflection and growth

- Technology Integration
    - Google Classroom: Students will complete various assignments.
    - Padlet: Students will discuss topics and their analysis of unit texts.
    - Canva: Students will create a graphic to support their persuasive speech.
    - Youtube: Students will include a short clip to enhance their speeches.
    - Quizizz

	○ Quizlet ● Media Literacy Integration ○ Print vs. Video Analysis: Students will read a transcript of a speech and watch a live recorded version to compare and contrast the effectiveness of rhetorical strategies in each. ○ Compare and Contrast Media Outlets: Students will compare and contrast the tone and details given about Abraham Lincoln and Dr. Martin Luther King Jr. in different sources. ● Global Perspectives ○ Rhetoric in Your Native Country Project: Students will select a famous speech that was given in their native country. They will describe the historical context of the speech, and they will analyze it for rhetorical strategies and translate key parts into a presentation.
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**
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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	Increase opportunities to	Individualized assessment tools

computer or electronic device	engage in active academic responding	based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

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- *Techniques & Principles in Language Teaching* by Diane Larsen-Freeman and Marti Anderson

Suggested Student Texts:

- "16: The Right Voting Age" by National Youth Right Association
- "Should Communities Set Teen Curfews" by Barbara Bey
- "Curfews: A National Debate" (demo text, p. 495)
- "What Does Responsibility Look Like" by Louise Bohmer Turnbull
- "Why We Must Never Forget" by Norman Y. Mineta
- Selected sections of "The Gettysburg Address,""Letter from Birmingham Jail,:
- "I Have a Dream" by Dr. Martin Luther King Jr. (text and video)

Unit Four: Poetry

Anchor Standards:

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:

- Analyzing and understanding literary devices
- Evaluating and comprehending the elements of a drama
- Learning about each other and reflecting on our 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?*
1. How are poems and dramas different from short stories and novels? 2. How can poems and dramas evoke emotion and reflection? 3. How can I learn about myself, my classmates, the United States, and my native country through poetry?	**Students will understand that:** ● Poems and dramas have their own unique styles, and poets and playwrights include literary devices and elements of drama to make them unique. ● Poems use powerful language and dramas use realistic situations to evoke emotion and reflection in their audience. ● Poets often provide emotional insight to historic events.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. 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 and provide an objective summary of the text. RL.9-10.4. Determine the meaning of words and phrases	**Instructional Focus:** Students will… Reading: ● Develop inferences about implied meaning in poetry using text evidence. ● Discern the themes of poems and plays. ● Evaluate poets' word choice and inclusion of other literary devices. ● Analyze poetry from their native countries. Writing: ● Write objective summaries of poems and plays. ● Compose literary analysis short constructed paragraphs to argue claims about unit texts using text evidence.

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).

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.

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.

W.9-10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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.

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

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

- Create a skit by crafting thoughtful dialogue to establish characterization.
- Publish poetry that includes vivid language and literary devices.

Listening and Speaking:

- Participate in class, partner, or small group discussions using text evidence to orally defend their points.
- Discern the differences in spoken poetry compared to written poetry.
- Analyze the differences in an actor's performance versus reading their lines.
- Perform dramatic readings of poetry and skits.

Sample Assessments:

Formative:

- Personal journal prompts:
    - Have you ever felt like your voice couldn't be heard?
    - If you could go anywhere in the world, where would you go? Why?
    - What is one challenge you have faced in your life?
    - Have you ever tried to impress someone?
    - Is it important to leave a legacy behind?
- Class discussions comparing and contrasting themes in unit texts
- Double-Entry journal to analyze literary devices and elements of drama
- Station work to analyze and craft different literary devices, structural techniques, and detailed descriptions
- Speed meetings to practice dramatic readings of poetry
- Independent reading conferences

Summative:

- Vocabulary Quizzes and Tests
    - Pronunciation
    - Identifying in speech
    - Meaning
    - In context
- Reading Quizzes and Tests

- Reading: Students will answer text-based analysis questions.
- Writing: Students will answer text-based analysis questions.
- Speaking: Students will read aloud sections of unit texts and answer corresponding questions verbally.
- Listening: Students will listen to sections of unit texts and answer corresponding questions.

Projects/Post Assessment:

- Writing Portfolio:
  - Two poems
  - One skit
  - Literary Analysis Essay comparing two unit texts of choice

Instructional Strategies

- Interdisciplinary Connection
  - Social Studies: Students will learn the historical contexts of unit texts and their selected text for their project.
  - Art: Students will compare and contrast themes and ideas in artwork with the themes and ideas presented in course text.
  - Restorative Circle Topics: personal challenges, impressing others, sharing opinions, personal reflection and growth

- Technology Integration
  - Google Classroom: Students will complete various assignments.
  - Padlet: Students will discuss topics and their analysis of unit texts.
  - FlipGrid: Students will record a dramatic reading of a unit text.
  - Quizizz
  - Quizlet

- Media Literacy Integration
  - Compare and Contrast: Spoken Poetry
    - Students will write a compare and contrast essay analyzing the similarities and differences of various speakers reciting the same poem.

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- Global Perspectives
  - Poetry in Your Native Country Project: Students will select, research, and analyze three poems from their country that speak to the same theme to present to the class.

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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.

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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

Recommended Texts:

Teacher Resources:

- *Edge Level A* (Teacher's Edition), National Geographic
- *Writing Constructed Responses,* Glencoe
- *Standardized Test Preparation and Practice,* Glencoe
- esl-lab.com
- *ESL Games for the Classroom* by Michael DiGiacomo
- *Techniques & Principles in Language Teaching* by Diane Larsen-Freeman and Marti Anderson

Suggested Student Texts:

- "Caged Bird" by Maya Angelou
- "Theme for English B" by Langston Hughes
- "My Horse, Fly Like a Bird" by Virginia Driving Hawk Sneve
- "Hard Times" by Ray Charles
- "Oranges" by Gary Soto
- "Your World" by Georgia Douglas Johnson
- "Helen Keller" by Langston Hughes
- "Marked" by Carmen Tafolla
- "Dusting" by Julia Alvarez
- "I Believe in All That Has Never Been Spoken" by Rainer Maria Rilke
- "Make Music with Your Life" Bob O'Meally
- Student Selected High-Interest Poetry from poetry.org
- Sections of *Novio Boy* by Gary Soto

Unit Five: Descriptive

Anchor Standards:

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:

- Sharing personal stories and experiences
- Using emotional language, vivid description, and dialogue to bring experiences to life for the readers
- Learning about each other and reflecting on our 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?*
1. Why do people choose to write about their personal experiences? 2. Why is it important to listen to and/or read the personal stories of others? 3. How can writers make their stories engaging, realistic, and powerful for a reader?	**Students will understand that:** ● Authors write about their personal experiences to experience catharsis, to connect with their readers, and to inspire their readers. ● It is important to read or listen to the stories of others to gain a deeper sense of community with citizens of the world, and in turn, gain a deeper sense of self. ● Writers can make their personal stories engaging, realistic, and powerful by including vivid description, dialogue, and emotional language.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. 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.	**Instructional Focus:** Students will… Reading: ● Analyze unit texts using text evidence to support their claims. ● Identify the central idea of each essay and analyze how the author makes it clear to the audience. ● Analyze the structure the authors use to make their essay engaging and powerful. ● Evaluate the effectiveness of the author's choice of tone in each essay. Writing: ● Write objective summaries of unit texts.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

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.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- Devise literary analysis essays that analyze the effectiveness of the author's techniques to build a powerful essay.
- Craft a personal essay explaining an event or multiple events that led to their personal beliefs.
- Contribute to discussion boards on various online platforms.

Listening and Speaking:

- Participate in class discussions by orally presenting their points and listening, adding to, and questioning their classmates points.
- Present projects for narrative essays.
- Present important findings from their interview projects.

Sample Assessments:

Formative:

- Personal journal prompts:
    - What are your favorite foods from your native country?
    - Are you eager and proud to share your culture with people that were born in different countries?
    - Who has helped you this year? How?
    - Have you ever felt put down by someone? How did you deal with it?
    - What are your core beliefs? Who/what has helped you form them?
- Class discussions about themes and author's choices in unit texts.
- Double-Entry journal to analyze the effectiveness and/or ineffectiveness of author's choices
- Station work to discern the main ideas of sections of unit texts.
- Speed meetings to practice interviewing skills and build community.
- Independent reading conferences

Summative:

- Vocabulary Quizzes and Tests
    - Pronunciation
    - Identifying in speech
    - Meaning

	○ In context ● Reading Quizzes and Tests ○ Reading: Students will answer text-based analysis questions. ○ Writing: Students will answer text-based analysis questions. ○ Speaking: Students will read aloud sections of unit texts and answer corresponding questions verbally. ○ Listening: Students will listen to sections of unit texts and answer corresponding questions. **Projects/Post Assessment:** ● Writing Portfolio: ○ Full Literary Analysis Essay ○ Personal Narrative "This I Believe" Essay **Instructional Strategies** ● Interdisciplinary Connection ○ Art & Music: Students will create a soundtrack and picture/art collage to represent the themes/ideas in their personal essays. ○ Restorative Circle Topics: cultural differences, influences, personal interests, self-esteem, goals, personal growth ● Technology Integration ○ Google Classroom: Students will complete various assignments. ○ Padlet: Students will discuss topics and their analysis of unit texts. ○ Class Spotify account: Students will create and share their playlists ○ Fotorcollage.com: Students will create their art collages. ○ Quizizz ○ Quizlet ● Media Literacy Integration ○ Lyric and video analysis of "This is Me" by Keala Settle ○ Lyric and video analysis of other high-interest songs that connect to theme

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- Global Perspectives
  - Interview/Guest Speaker Project: Students will interview someone at home to learn about their journey in the student's native country. What shaped this person to be the person they are today? What are this person's beliefs now?

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- *Techniques & Principles in Language Teaching* by Diane Larsen-Freeman and Marti Anderson
- *College Essay Essentials* by Ethan Sawyer

Suggested Student Texts:

- High-Interest Selected Essays from *This I Believe* edited by Jay Allison and Dan Gediman
- High-Interest Selected Essays from *The Best American Essays 2014* edited by John Sullivan
- High-Interest Selected Essays from *The Best American Essays 2015* edited by Ariel Levy
- "Fish Cheeks" by Amy Tan
- "Brother Ray" by Ray Charles and David Ritz
- "This I Believe" by Isabel Allende
- "The Right Words at the Right Time" by John Leguizamo
- "The Color of Water" by James McBride
- "Showdown with BIg Eva" by Laila Ali
- "Karate" by Huynh Quang Nhuong