Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: ESL
Course: ESL Advanced
Grade(s): 9-12

Course Overview

This course is designed for Multilingual Learners who have completed Intermediate ESL or achieved a minimum WIDA ACCESS/Screener score of 3.5, with a teacher recommendation. This advanced course refines academic language proficiency, critical literacy, and formal writing. Through the close reading of diverse literary genres, informational texts, and digital media, students analyze complex themes including individuality vs. community, tradition vs. modern technology, personal agency vs. institutional authority, and adversity vs. optimism.

Throughout the course, students cultivate advanced academic writing skills across multiple genres, including personal narratives for higher education, analytical expository essays, persuasive argument papers with rhetorical appeals, and creative portfolios rich in descriptive detail. By integrating critical thinking, digital literacy, and lively classroom discourse, students learn to articulate their unique voices, navigate modern global issues, and defend their perspectives with confidence in preparation for post-secondary success.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards,
Content Area Standards:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading Domain

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

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

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP.9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.AA.9–10.7. Analyze 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 fallacious reasoning.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical

and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate.

RI.CT.9–10.8. Analyze and reflect on documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history.

Writing Domain

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.NW.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.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. 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.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in 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.

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

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

SL.II.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.ES.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.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.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.

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

Interdisciplinary Standards:

ELD-SI.4-12.Narrate:
- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform:
- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain:
- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and
- effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular
- outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue:
- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

ELD-LA.9-12.Inform.Interpretive:
Multilingual learners interpret informational texts in language arts by
- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive:
Multilingual learners construct informational texts in language arts
that
- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive:
Multilingual learners interpret language arts arguments by
- Identifying and summarizing central ideas of primary or secondary sources

- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive:
Multilingual learners construct language arts arguments that:

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

ELD-LA.9-12.Narrate.Interpretive:
Multilingual learners interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text Analyzing how author choices about character attributes and actions relate to
- story elements (setting, event sequences, and
- context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs.implicit points of view

ELD-LA.9-12.Narrate.Expressive:
Multilingual learners construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

Career Readiness, Life Literacies and Key Skills Standards:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.2.12.CAP.4: Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

Computer Science and Design Thinking Standards:

8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

Career Ready Practices
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.

CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)
- Holocaust & Genocide Education (Grades K - 12)
- Amistad Act (Grades K - 12)
- Climate Change Education (Grades K - 12)
- Asian Americans and Pacific Islanders (Grades K - 12)
- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Unit 1: Community versus Individuality

- **Identify** and **analyze** story elements in short stories relating to community versus individuality
- **Quote** various types of media to provide evidence for written analyses and interpretations
- **Annotate** poetry and short stories to develop a deeper understanding of literature
- **Deconstruct** narratives and other literature to reflect on overarching themes of collective and personal identity
- **Examine** and **compare** characters and their values throughout literature
- **Compose** a personal statement that articulates individual voices, values, and narratives for higher education and beyond

Unit 2: Tradition versus Transformation

- **Identify** central ideas and supporting details from informational texts to gain a deeper understanding of themes
- **Gather** and **evaluate** informational resources for quality and accuracy to make informed decisions and judgements
- **Reflect** on various types of nonfiction texts including articles and biographies in relation to tradition and transformation
- **Debate** about their perspective on maintaining tradition or transforming with the modern world
- **Review** and **analyze** digital sources and multimedia to determine credibility, bias, and author perspective
- **Write** a research paper in relation to the theme of tradition versus transformation

Unit 3: Agency vs. Authority

- **Identify** and **analyze** theme in various works of literature throughout the unit
- **Quote** textual evidence to support persuasive writing
- **Annotate** and **comment** on literature relating to personal agency and institutional agency
- **Match** rhetorical appeals and **apply** rhetorical appeals to persuasive writing
- **Examine** and **connect** themes across texts to develop evidence-based claims

- **Compose** a persuasive essay by crafting claims, counterclaims, and rhetorical appeals

Unit 4: Hope versus Despair
- **Find** descriptive elements such as vivid imagery, sensory details, and motif within various types of literature
- **Infer** mood and tone after identifying descriptive elements within literature
- **Implement** descriptive techniques within their own creative writing to set a tone and mood
- **Reflect** on themes of hope and despair within a various texts
- **Collaborate** to **edit** and **publish** a class anthology with students' best writing pieces

Units of Study

Unit 1: Community versus Individuality (44 Days)
- How do story elements affect the development of a narrative?
- Why do we identify textual evidence to support a claim?
- Who are we as individuals?
- Who are we as a community?
- How does our culture affect our collective and individual identity?
- Is collective identity more important than individual identity?
- Why do we annotate literature?
- How can we analyze characters?
- How can we write a compelling personal statement that captures our voice, values, and history?

Unit 2: Tradition versus Transformation(30 Days)
- How do we deconstruct informational texts?
- What is critical thinking?
- How can we evaluate informational resources for quality and accuracy to make informed decisions and judgements?
- How do we preserve tradition?
- How do we maintain our voice in the contemporary world?
- Is tradition more important than transformation?
- How can we review digital sources and multimedia to determine credibility, bias, and author perspective?
- How can we write a research paper?
- How do we navigate modern technology?

Unit 3: Agency versus Authority (48 Days)
- What is personal agency?
- Do we have personal agency?
- What is authority?
- Why is authority important?
- What is theme?
- How do we select textual evidence for persuasive writing?
- What are rhetorical appeals?
- How do we use rhetorical appeals in our writing?
- How do we connect themes across texts?
- How do we persuade?

Unit 4: Hope versus Despair (40 Days)
- What are descriptive elements in literature?
- What is mood?
- What is tone?

- How do we analyze the tone and mood of a text?
- How do we use descriptive techniques in creative writing?
- What is despair?
- What is hope?
- Can despair transform into hope?
- How do we collaborate to publish an anthology?

Instructional Resources and Materials

Recommended Titles:

- “Nombres” by Julia Alvarez
- “Redefining Statistics and My Dreams: A Personal Essay from a Second-Generation Latina Immigrant” by Elizabeth Camarillo
- **“**Borders” by Thomas King
- "Phenomenal Woman" by Maya Angelou
- "Dreams" by Langston Hughes
- "The Road Not Taken" by Robert Frost
- "Identity" by Julio Noboa Polanco
- "The School Days of an Indian Girl" by Zitkála-Šá
- *Punching the Air* by Ibi Zoboi and Dr. Yusef Salaam
- *House on Mango Street* by Sandra Cisneros
- *The Great Gatsby: The Graphic Novel* by F. Scott Fitzgerald
- "Mother to Son" by Langston Hughes
- "Lineage" by Margaret Walker
- "History Teacher" by Billy Collins
- "Lost Generation" by Jonathan Reed
- "Indigenous Communities Are Using Tech to Save Endangered Languages”
- "An Indigenous View of the Digital Divide" by Native Journalists / Scholars
- "We Are Still Here" Excerpts & Modern Speeches (Deb Haaland / Native Activists)
- Digital stories from The Native Elder Storytelling Project (produced by the National Indian Council on Aging)
- The *Newest Americans* Media Project (Rutgers University-Newark)
- The *Immigrant Stories* Project (Immigration History Research Center)
- "The Paper Menagerie" by Ken Liu
- Articles on “Code-Switching and Digital Identity" (NPR / Pew Research)
- "Rules of the Game" by Amy Tan
- "Harrison Bergeron" by Kurt Vonnegut
- "The Ones Who Walk Away from Omelas" by Ursula K. Le Guin
- "The Stolen Party" by Liliana Heker
- "Girl" by Jamaica Kincaid
- *Persepolis* by Marjane Satrapi
- *Lady, or the Tiger?* by Frank R. Stockton
- *The Alchemist* by Paulo Coelho
- *Punching the Air* by Ibi Zoboi and Dr. Yusef Salaam
- *2% Way* by Dr. Myron L. Rolle
- *The Giver* by Lois Lowry
- "The Cask of Amontillado" by Edgar Allan Poe
- "The Masque of the Red Death" by Edgar Allan Poe
- “The Black Cat” by Edgar Allan Poe

- “The Tell-Tale Heart” by Edgar Allan Poe
- "A Very Old Man with Enormous Wings" by Gabriel García Márquez
- “The Most Dangerous Game” by Richard Connell
- *Romeo and Juliet* by William Shakespeare
- *Night* by Elie Wiesel
- *Solito* by Javier Zamora

Assessment Strategies

Assessment measures a student’s mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students’ interests and needs.

Formative:

- Do Nows
- Weekly Self-Assessments
- Think-Pair-Shares
- Exit Tickets
- Journal Writing
- Writing Check-Ins: Draft Submissions
- Peer-Editing Checklists

Summative:

- Mini-Assessments: Vocabulary and Comprehension Checks
- Assessment: Comprehension Test
- Writing Portfolio
- Research Paper
- Research Overview Presentation

Benchmark:

- WIDA Screener
- WIDA ACCESS

Alternative:

- Projects
- Individual Conferences

Suggested Strategies for Modification & Differentiation

Supports for English Language Learners

Sensory Supports:

Pictures, Illustrations, Diagrams, & Drawings, Physical Activities, Videos & Film, Broadcasts, Models & Figures

Graphic Supports:

Tables, Graphic Organizers, Graphs

Interactive Supports:

In pairs or partners, In triads or small groups, In a whole group, Using cooperative groups, Structures, Internet/ Software support, With mentors

Intervention Strategies

Accommodations:

Facilitation of verbal response options and frequent confirmation of instructional directions.

Interventions:

Employment of multi-sensory approaches, enhanced opportunities for active academic engagement, and implementation of pre-reading strategies including anticipatory guides and semantic mapping.

Modifications:

Adjustment of task expectations, differentiation of instructional materials, individualized assessment design, and modified evaluative grading criteria.

Modifications Chart

Ensuring access to precise notes; providing extended time for task completion with flexible due dates; adjusting the volume of items for completion or mastery; tailoring curriculum content to student proficiency; maintaining consistent classroom routines; partitioning tasks into manageable components; providing study organizers; requiring organized folders; color-coding essential data; simplifying complex directions; prioritizing hands-on learning and teacher modeling; offering guided instruction; pacing lessons for processing; delivering small-group support; repeating and clarifying instructions; pairing verbal cues with visuals; fostering metacognitive self-correction; allowing ample wait time; modifying testing formats and grading; announcing assessments with prep time; reading tests aloud; and implementing refocusing strategies during instruction.