Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/
Content Area: Standards for English Language Learners 2

Overview:

This course is designed to hone the grammatical skills of English language learners who are at level two of the English as a Second Language program. Through meaningful listening, reading, writing, and speaking activities that focus on grammatical concepts in context, students will develop their skills which will support their language acquisition and development. Along with grammar, students will study American culture and build critical thinking skills by comparing and contrasting American culture with that of their native culture, and by inferring what each culture values based on the individual tenets of their cultures. Throughout the year, students will continue to build their ESL portfolio with an array of writing projects.

Unit 1
Grammar: Present Tense To Be, Prepositions of Place, Demonstrative Adjectives
Context: School Life

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

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

- Students will refine their ability to use the verb to be in present tense, prepositions of place, and demonstrative adjectives while analyzing school life in America and their native countries.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How is school life in America similar and different to the school life in your native country? • What is unique and special about secondary education in America? • Why do schools use specific tools? Which tools are the most useful? • Why do we use the present tense of to be? • Why do we use prepositions of place and demonstrative adjectives?	• Cultural norms and resources can affect daily school life. • There are multiple options for secondary education in America that can lead to various opportunities. • Different tools can be useful depending on the school's resources and the students' needs. • We use the present tense of to be to describe, explain location or place of origin, and to speak about age, time, and weather. • We use prepositions of place and demonstrative adjectives to add location details.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: 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. 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. 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. 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.9-10.3. Evaluate a speaker's point of view, reasoning,	**Lesson 1:** Students will… Reading: ● Identify the central idea and supporting details of texts. ● Discern how the verb to be, prepositions of place, and demonstrative adjectives are used in texts. ● Identify various authors' perspectives of their school lives in different countries. ● Identify vocabulary words in texts in order to define and record in independent dictionaries. Writing: ● Construct independent objective summaries of texts or complete with a partner using write pass write. ● Complete venn diagrams to compare and contrast a text about colleges/universities with promotional videos. ● Complete drills and activities to practice present tense of to be, prepositions of place, and demonstrative adjectives. ● Compose daily reflective writing prompts in personal journals about school life, tools, and secondary education. ● Create sentences, stories, and conversations with independent vocabulary lists. Listening ● Discern the central idea and supporting details of videos, conversations, and classmates' presentations about school life and secondary education. ● Identify the central idea and supporting details of presentations, recordings, and teacher'/classmates' speech. ● Complete daily speed conversation activities with Yes/No and Wh- Word Questions. ● Analyze the use of present tense to be, prepositions of place, and demonstrative adjectives in speech. Speaking:

and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. 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. 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. SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.	• Ask and answer spontaneous questions about texts, videos, recordings, and presentations. • Verbally explain central ideas and supporting details of texts. • Complete daily speed conversation activities with Yes/No and Wh- Word Questions. • Spontaneously use independent vocabulary words in sentences. • Participate in daily pronunciation practice.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments

Interdisciplinary Connections

- Teachers/students from various disciplines will explain the purpose of equipment/tools for their classes/clubs/sports.

Technology Integration

- Students will research a college or university in America and create a presentation using Google Slides.

Media Literacy Integration

- Students will analyze promotional videos for various colleges and universities in America.

Global Perspectives

- Students will compare and contrast school life, school tools, and secondary education in various countries.

Formative Assessments:

- Daily writing prompts, independent vocabulary practice, pronunciation practice, reading activities, speed conversations
- Grammar drills and practice exercises
- Vocabulary/Grammar Quizzes

Summative Assessments, Projects, and Celebrations:

- **Portfolio:** Students will compose an essay comparing and contrasting school life in America and school life in native country using the present tense of to be.
- **Presentation**: Students will research two colleges/universities in America. Then they will teach the class about them and evaluate and defend which institution would be best for them using the present tense of to be.
- **Poster**: Students will create a poster with one side illustrating their classrooms in their native countries and the other depicting their American classroom using all three grammar focuses.

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

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

- **Debate, Design, and Defend**: Students will evaluate and debate the purpose and usefulness of our classroom objects and tools using all three grammar focuses. They will then design the ideal classroom and defend their reasoning.

	activities previews, anticipatory guides, and semantic mapping		

Recommended Texts to Support Unit:

- Grammar in Context 1
- Various articles from *Newsela*
- Various videos and articles from colleges/universities
- Various TedEd videos

Unit 2
Grammar: The Simple Present Tense
Context: Capital Cities & Museums

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.
WIDA Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in Social Studies.

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

- Students will improve their ability to use the present simple tense while exploring our nation's capital.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is unique and special about Washington D.C.? • What is similar and different about the capital of the United States and the capitals of students' native countries? • Why are museums important? • Why do we use the present tense?	• Washington D.C. is full of culture, history, and national importance. • Capital cities include culture, history, and national importance. • Museums preserve culture and history for future generations to appreciate and study. • We use the present tense to speak about facts and routines.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: 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. 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.9-10.1. 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.9-10.7. 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.9-10.1. 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. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and	**Lesson 1:** Students will… Reading: ● Identify the central idea and supporting details of texts. ● Discern how present tense verbs are used in texts. ● Identify various authors' perspectives of the capital cities of different countries. ● Identify vocabulary words in texts in order to define and record in independent dictionaries. Writing: ● Construct independent objective summaries of texts or complete with a partner using write pass write. ● Compose written responses with text evidence to demonstrate understanding of explicit details and to infer what the country values based on what is present in the capital. ● Complete venn diagrams to compare and contrast museums and capitals. ● Complete drills and activities to practice present tense verbs. ● Compose daily reflective writing prompts in personal journals about government, nationalism, museums, history, and culture. ● Create sentences, stories, and conversations with independent vocabulary lists. Listening ● Discern the central idea and supporting details of videos, conversations, and classmates' presentations about Washington D.C., museums, and other capitals. ● Identify the central idea and supporting details of presentations, recordings, and teacher'/classmates' speech. ● Complete daily speed conversation activities. ● Analyze the use of present tense verbs in speech. Speaking: ● Ask and answer spontaneous questions about texts, videos, recordings, and presentations.

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.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.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.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	• Verbally explain central ideas and supporting details of texts. • Complete daily speed conversation activities. • Spontaneously use independent vocabulary words in sentences. • Participate in daily pronunciation practice.

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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Local Museum Field Trip **Technology Integration** ● Students will use Bookcreator to create a pamphlet for a local museum with their own reflection on the importance of museums. **Media Literacy Integration** ● Students will analyze interviews with American Indians to make connections with what is displayed in the National Museum of the American Indian in Washington D.C.	**Formative Assessments:** ● Daily writing prompts, independent vocabulary practice, pronunciation practice, reading activities, speed conversations ● Grammar drills and practice exercises ● Vocabulary/Grammar Quizzes **Summative Assessments, Projects, and Celebrations:** ● **Portfolio:** Students will compose an essay comparing and contrasting with text evidence to identify explicit connections or disparities between Washington D.C. and their native nation's capital and inferentially determine the differences

Global Perspectives

- Students will compare and contrast capital cities and museums in their native countries and America.

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

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response	Increase	Individualized

or commonalities between the nations' values based on their capital cities using present tense verbs.

- **Bookcreator**: Students will use Bookcreator to create a pamphlet for a local museum with their own reflection on the importance of museums using present tense verbs.
- **Interview**: Students will create and record an interview to learn about a classmates' customs using present tense verbs. Then they will record a feature segment on their subject.

provided via computer or electronic device	opportunities to engage in active academic responding	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 to Support Unit:

- Grammar in Context 1
- Various articles from *Newsela*
- The University of Oklahoma: Western History Collections
- Various TedEd videos

Unit 3
Grammar: Frequency Words with the Simple Present Tense and Prepositions of Time
Context: American Holidays

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.
WIDA Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in Social Studies.

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

- Students will refine their use of present tense verbs with frequency words and prepositions of time alongside exploring American Holidays.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is unique and special about American Holidays? • What is similar and different about holidays in the United States and holidays in students' native countries? • Why are holidays important? What can we learn about people from studying the meaning of the holidays they celebrate and how they celebrate them? • Why do we use frequency words and prepositions of time?	• There are many different holidays that are celebrated in the United States that are celebrated in different ways. • Holidays can vary based on location, cultural values, and societal expectations. • Holidays can show others what people value and how they show their appreciation. • We use frequency words and prepositions of time to add time details to our speech and writing.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
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. 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. 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.9-10.5. 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). 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	**Lesson 1:** Students will… Reading: ● Use text evidence to infer what a culture values based on holiday traditions and significance. ● Identify the central idea and supporting details of texts. ● Analyze how an author chooses to describe holidays. ● Discern how present tense verbs, frequency words, and prepositions of time are used in texts. ● Analyze an author's strategies to persuade an audience to practice certain traditions for certain holidays. ● Identify various authors' perspectives of different holidays. ● Analyze the perspectives of a holiday in a short story and a TV episode. ● Identify vocabulary words in texts in order to define and record in independent dictionaries. ● Evaluate the argument and claims in a text about an American holiday. ● Analyze and reflect on "The Declaration of Independence," "I Have a Dream," and/or "Letter from Birmingham Jail." Writing: ● Construct written responses with evidence to explain inferences about what cultures value based on their holiday traditions. ● Compose informative texts about different holiday traditions. ● Complete narrative pre-writing and creative writing activities. ● Complete drills and activities to there is/are, singular/plural nouns, and quantity words. ● Compose daily reflective writing prompts in personal journals about experiences with housing, finances, goals, and dreams. ● Create sentences, stories, and conversations with independent vocabulary lists. ● Research the history of an American holiday.

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.9-10.2. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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. W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8. Gather relevant information from multiple	Listening ● Discern the central idea and supporting details of videos, discussions, and classmates' presentations about holidays. ● Analyze the purpose of the order of the information that a speaker is presenting. ● Evaluate a speaker's point of view as they try to convince the audience about holiday traditions. ● Complete daily speed conversation activities. ● Analyze the use of present tense verbs, frequency words and prepositions of time in speech. Speaking: ● Present research, ideas, and opinions. ● Design digital media to support presentations. ● Ask and answer spontaneous questions about texts, videos, recordings, and presentations. ● Verbally explain central ideas and supporting details of texts. ● Complete daily speed conversation activities. ● Spontaneously use independent vocabulary words in sentences. ● Participate in daily pronunciation practice.

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 (MLA or APA Style Manuals). W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. 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.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.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.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	

Differentiation

Interdisciplinary Connections

- Students will research the history of various holidays and the progression of the celebration customs.

Technology Integration

- Students will use Bookcreator to construct a short story that takes place on a holiday.
- Students will use Padlet to create a timeline to show the progression of celebrations for a particular holiday.

Media Literacy Integration

- Students will analyze how various sources speak about the same holiday.

Global Perspectives

- Students will compare and contrast the values and traditions of two cultures based on the holidays they celebrate.

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

Assessments

Formative Assessments:

- Daily writing prompts, independent vocabulary practice, pronunciation practice, reading activities, speed conversations
- Grammar drills and practice exercises
- Vocabulary/Grammar Quizzes

Summative Assessments, Projects, and Celebrations:

- **Portfolio:** Students will construct an essay comparing and contrasting American holidays and holidays in their native countries.
- **Short Story**: Students will use Bookcreator to construct a short story that takes place on a holiday using all grammatical concepts.
- **Timeline**: Students will use Padlet to create a timeline to show the progression of celebrations for a particular holiday using all grammatical concepts.

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 to Support Unit:

- Grammar in Context 1
- Various articles from *Newsela*
- Various TedEd videos
- The Declaration of Independence," "I Have a Dream," and/or "Letter from Birmingham Jail."
- Various Op/Ed articles about American holidays

Unit 4
Grammar: Singular and Plural, There + Be, Articles and Quantity Words
Context: American Housing

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.
WIDA Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in Social Studies.

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

- Students will refine their use of singular and plural nouns, there + be structure, articles and quantity words while studying American Housing.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is unique and special about American Housing? • What is similar and different about housing in the United States and housing in students' native countries? • Why is it important to ask questions when leasing an apartment or buying a house? • Why do we use singular and plural nouns, there + be structure, articles and quantity words?	• There are many different options for housing in America based on location, income, and preference. • Housing norms can vary based on location, income, and cultural values and expectations. • It is important to ask as many questions as possible before signing any binding agreements in order to understand all necessary information. • We use singular and plural nouns, there + be structure, articles and quantity words to specify quantity details in our language.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: 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. 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. 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. 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	**Lesson 1:** Students will… Reading: ● Identify the central idea and supporting details of texts. ● Discern how there is/are, singular/plural nouns, and quantity words are used in texts. ● Identify various authors' perspectives of different types of housing to define what makes a home. ● Identify vocabulary words in texts in order to define and record in independent dictionaries. Writing: ● Construct independent objective summaries of texts or complete with a partner using write pass write. ● Compose written responses with text evidence to demonstrate understanding of explicit details and to infer what the country values and needs based on their housing. ● Complete venn diagrams to compare and contrast housing options in America. ● Complete drills and activities to there is/are, singular/plural nouns, and quantity words. ● Compose daily reflective writing prompts in personal journals about experiences with housing, finances, goals, and dreams. ● Create sentences, stories, and conversations with independent vocabulary lists. Listening ● Discern the central idea and supporting details of videos, conversations, and classmates' presentations about housing and budgets. ● Analyze the order of the information that a speaker is presenting. ● Complete daily speed conversation activities. ● Analyze the use of there is/are, sin gular/plural nouns, and quantity words in speech. Speaking: ● Ask and answer spontaneous questions about texts, videos, recordings, and presentations.

presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. 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.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.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.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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	• Verbally explain central ideas and supporting details of texts. • Complete daily speed conversation activities. • Spontaneously use independent vocabulary words in sentences. • Participate in daily pronunciation practice.

word or phrase important to comprehension or expression.

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections ● Students will practice math skills to plan budget and architectural design skills to design their dream home. **Technology Integration** ● Students will use planner5d.com/ to design their dream home. **Media Literacy Integration** ● Students will explore the way different sources describe various housing types in order to determine bias. Then students will determine what components make a house versus what makes a home. **Global Perspectives** ● Students will study the differences in housing	**Formative Assessments:** ● Daily writing prompts, independent vocabulary practice, pronunciation practice, reading activities, speed conversations ● Grammar drills and practice exercises ● Vocabulary/Grammar Quizzes **Summative Assessments, Projects, and Celebrations:** ● **Portfolio:** Students will construct an essay comparing and contrasting American housing and housing in their native countries. ● **Script**: Students will compose a script between a college student and a landlord using all grammatical concepts. ● **Budget**: Students will create a budget for a college student using all grammatical concepts. ● **Dream Home Creation**: Students will design

norms worldwide.

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

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

their dream home and give their classmates a tour using all grammatical concepts.

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

Recommended Texts to Support Unit:

- Grammar in Context 1
- Various articles from *Newsela*
- Various TedEd videos

Unit 5
Grammar: Possession, Object Pronouns, Questions about the Subject
Context: Families and Names

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.
WIDA Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in Social Studies.

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

- Students will enhance their understanding of possession, object pronouns, and questions about the subject while examining the concepts of the family and names.

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 families unique? • What are the differences and similarities between name norms in America and the students' native countries? • Is family important in all cultures? What can we learn about a culture by studying the role of the family within it? • Why do we use possessives and object pronouns?	• Families can consist of different people with different relationships with each other and may have set values, traditions or norms that they follow. • Different cultures follow different norms regarding names. • Different cultures value the role of family differently. We can learn about a culture's values by studying the role of the family. • We use possessives to show ownership or relation, and we use object pronouns to signify the recipient of an action.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
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. 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. 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.9-10.5. 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). 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	**Lesson 1:** Students will… Reading: ● Use text evidence to infer what a culture values based on naming norms and family significance. ● Identify the central idea and supporting details of texts. ● Analyze how an author chooses to describe the family and names. ● Discern how possessives and object pronouns are used in texts. ● Analyze an author's strategies to present their family in a particular way. ● Identify various authors' perspectives of different naming norms. ● Analyze the role of American families in different TV shows. ● Identify vocabulary words in texts in order to define and record in independent dictionaries. ● Evaluate the argument and claims in a text about an American family. ● Analyze and reflect on how the "U.N. Universal Declaration of Human Rights" speaks of all humans as a "human family." Writing: ● Construct written responses with evidence to explain inferences about what cultures value based on their familial systems and naming norms. ● Compose informative texts about different families and names. ● Complete pre-writing and descriptive activities to prepare for poetry writing. ● Complete drills and activities to practice using possessive and object pronouns. ● Compose daily reflective writing prompts in personal journals about experiences with names and families. ● Create sentences, stories, and conversations with independent vocabulary lists. ● Research the history of the roles within the typical American family.

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.9-10.2. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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. W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8. Gather relevant information from multiple	Listening ● Discern the central idea and supporting details of videos, discussions, and classmates' presentations about names and families. ● Analyze the purpose of the order of the information that a speaker is presenting. ● Evaluate a speaker's point of view as they try to shape the audience perception of their family. ● Complete daily speed conversation activities. ● Analyze the use of possessive and object pronouns in speech. Speaking: ● Present research, ideas, and opinions. ● Design digital media to supplement poems. ● Ask and answer spontaneous questions about texts, videos, recordings, and presentations. ● Verbally explain central ideas and supporting details of texts. ● Complete daily speed conversation activities. ● Spontaneously use independent vocabulary words in sentences. ● Participate in daily pronunciation practice.

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 (MLA or APA Style Manuals). W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. 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.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.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.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	

Differentiation

Interdisciplinary Connections

- Students will use art to visually represent the values of their families.

Technology Integration

- Students will use allpoetry.com to research poems about family.
- Students will use Photory to create their poems with images.

Media Literacy Integration

- Students will compare and contrast the messages in an Instagram post and the messages in a diary entry.

Global Perspectives

- Students will compare and contrast the values and traditions of two cultures based on naming norms and familial values.

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

Assessments

Formative Assessments:

- Daily writing prompts, independent vocabulary practice, pronunciation practice, reading activities, speed conversations
- Grammar drills and practice exercises
- Vocabulary/Grammar Quizzes

Summative Assessments, Projects, and Celebrations:

- **Portfolio:** Students will compose a descriptive essay detailing each member of their family and the roles they play within it.
- **Collage:** Students will create a graphic design that represents the meaning of their name and the values of their family to present and explain to the class.
- **Poem**: Students will construct a poem to supplement their essay that highlights the values of their family.

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 to Support Unit:

- Grammar in Context 1
- Various articles from *Newsela*
- Various TedEd videos
- "U.N. Universal Declaration of Human Rights"
- Various Op/Ed articles
- Various TV shows

Unit 6
Grammar: The Present Continuous Tense
Context: Observations about American Life

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.
WIDA Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in Social Studies.

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

- Students will increase their knowledge of the present continuous tense through making observations about American life.

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 American life unique? • What are the differences and similarities between American life and life in students' native countries? • Why do we use the present continuous tense? • What is the difference between action and nonaction verbs?	• American life is unique because people have the freedom to pursue their interests, goals, and desires. • Different countries and cultures participate in various daily activities based on their locations, jobs, goals, etc. • We use the present continuous tense to speak about actions that are happening now. • Action verbs denote an activity while nonaction verbs represent a state of being, need, opinion, sense, or preference.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
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. 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. 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.9-10.5. 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). 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	**Lesson 1:** Students will… Reading: ● Use text evidence to infer what a culture values based on daily activities. ● Identify the central idea and supporting details of texts. ● Analyze how an author chooses to describe daily activities. ● Discern how the present continuous tense is used in texts. ● Analyze an author's strategies to present their daily lives in a particular way. ● Identify various authors' perspectives of different daily activities. ● Analyze daily lives in different TV shows. ● Identify vocabulary words in texts in order to define and record in independent dictionaries. ● Evaluate the argument and claims in a text about daily lives. ● Analyze and reflect on how American daily life is connected to Roosevelt's "Four Freedoms" speech. Writing: ● Construct written responses with evidence to explain inferences about what cultures value based on their daily activities. ● Compose informative texts about different daily activities ● Complete pre-writing and descriptive activities to prepare for descriptive essays. ● Complete drills and activities to practice using the present continuous tense. ● Compose daily reflective writing prompts in personal journals about experiences with daily life. ● Create sentences, stories, and conversations with independent vocabulary lists. ● Research the history of the typical American daily life. Listening ● Discern the central idea and supporting details of

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.9-10.2. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple

videos, discussions, and classmates' presentations about daily life.
- Analyze the purpose of the order of the information that a speaker is presenting.
- Evaluate a speaker's point of view as they try to shape the audience's perception of their daily life.
- Complete daily speed conversation activities.
- Analyze the use of the present continuous tense speech.

Speaking:
- Present research, ideas, and opinions.
- Design digital media to supplement presentations.
- Ask and answer spontaneous questions about texts, videos, recordings, and presentations.
- Verbally explain central ideas and supporting details of texts.
- Complete daily speed conversation activities.
- Spontaneously use independent vocabulary words in sentences.
- Participate in daily pronunciation practice.

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 (MLA or APA Style Manuals). W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. 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.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.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.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	

Differentiation

Interdisciplinary Connections

- Students will explore geography to complete their map/time zone project.
- Students will practice their photography skills to create their video documentary.

Technology Integration

- Students will use Splice to create video documentaries about American Life.
- Students will use Padlet to create their daily life map.

Media Literacy Integration

- Students will explore how different actions presented in social media posts may be interpreted in different ways based on beliefs, norms, and experiences.

Global Perspectives

- Students will compare and contrast the daily life they experience in America with the daily life they experienced in their native countries.

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

Assessments

Formative Assessments:

- Daily writing prompts, independent vocabulary practice, pronunciation practice, reading activities, speed conversations
- Grammar drills and practice exercises
- Vocabulary/Grammar Quizzes

Summative Assessments, Projects, and Celebrations:

- **Portfolio:** Students will write a then and now descriptive essay illustrating the details of their daily lives in America and their native culture using the present continuous tense.
- **Documentary:** Students will create a video that illustrates American life at Summit High School and downtown Summit with captions using the present continuous tense.
- **Padlet Map**: Students will create a map displaying the different time zones. They will write what people in the different time zones are doing using the present continuous tense.

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 to Support Unit:

- Grammar in Context 1
- Various articles from *Newsela*
- Various TedEd videos
- Roosevelt's "Four Freedoms"
- Various Op/Ed articles
- Various TV shows

Unit 7
Grammar: The Future Tense
Context: American Weddings

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.
WIDA Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in Social Studies.

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

- Students will increase their knowledge of the future tense while studying American wedding traditions.

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 American weddings unique? • What are the differences and similarities between weddings in America and students' native countries? • How can one's native country's traditions be celebrated alongside American traditions? • Why do we use the future tense?	• Weddings may vary based on the cultural, religious, and familial expectations. • Healthy relationships require mutual respect, trust, communication, and love. • One's native traditions can be celebrated alongside American traditions based on the individual's preferences, beliefs, and values. • We use the future tense to speak about actions that will happen in the future.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
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. 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. 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.9-10.5. 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). 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	**Lesson 1:** Students will… Reading: ● Use text evidence to infer what a culture values based on wedding traditions. ● Identify the central idea and supporting details of texts. ● Analyze how an author chooses to describe wedding traditions. ● Discern how the future tense is used in texts. ● Analyze an author's strategies to present wedding traditions/plans in a particular way. ● Identify various authors' perspectives of different wedding plans/traditions. ● Analyze wedding traditions/planning styles in different TV shows and movies. ● Identify vocabulary words in texts in order to define and record in independent dictionaries. ● Evaluate the argument and claims in a text about weddings. ● Analyze and reflect on how American weddings are impacted by the 14th Amendment of the U.S. Constitution. Writing: ● Construct written responses with evidence to explain inferences about what cultures value based on their weddings traditions. ● Compose informative texts about different wedding plans/traditions. ● Complete pre-writing and descriptive activities to prepare for descriptive essays. ● Complete drills and activities to practice using the future tense. ● Compose daily reflective writing prompts in personal journals about experiences with weddings/planning. ● Create sentences, stories, and conversations with independent vocabulary lists. ● Research the history of the typical American wedding. Listening

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.9-10.2. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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. W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.8. Gather relevant information from multiple	• Discern the central idea and supporting details of videos, discussions, and classmates' presentations about weddings/planning. • Analyze the purpose of the order of the information that a speaker is presenting. • Evaluate a speaker's point of view as they try to shape the audience's perception of weddings/planning. • Complete daily speed conversation activities. • Analyze the use of the future tense speech. Speaking: • Present research, ideas, and opinions. • Design digital media to supplement presentations. • Ask and answer spontaneous questions about texts, videos, recordings, and presentations. • Verbally explain central ideas and supporting details of texts. • Complete daily speed conversation activities. • Spontaneously use independent vocabulary words in sentences. • Participate in daily pronunciation practice.

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 (MLA or APA Style Manuals). W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. 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.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.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.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	

Differentiation

Interdisciplinary Connections

- Students will use math skills to budget their wedding plan.

Technology Integration

- Students will utilize the Wedding Budgeter on theknot.com to plan and budget their wedding plans.

Media Literacy Integration

- Students will analyze advertisements for various wedding venues and vendors.

Global Perspectives

- Students will compare and contrast American weddings and weddings in other countries.

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		

Assessments

Formative Assessments:

- Daily writing prompts, independent vocabulary practice, pronunciation practice, reading activities, speed conversations
- Grammar drills and practice exercises
- Vocabulary/Grammar Quizzes

Summative Assessments, Projects, and Celebrations:

- **Portfolio:** Students will write an expository essay explaining their future goals and plans.
- **Wedding Plan:** Students will plan and budget a wedding in New Jersey by researching venues and vendors in the area.
- **Movie Analysis**: Students will compare and contrast select scenes from *Wedding Season* and *My Big Fat Greek Wedding* to analyze Indian-American and Greek-American experiences.

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 to Support Unit:

- Grammar in Context 1
- Various articles from *Newsela*
- Various TedEd videos
- The Fourteenth Amendment of the U.S. Constitution
- Various Op/Ed articles
- Various TV shows
- Select scenes from *Wedding Season*
- Select scenes from *My Big Fat Greek Wedding*

Unit 8
Grammar: The Past Tense
Context: A Great American Invention - Flight

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WIDA Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in Social Studies.

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

- Students will increase their knowledge of the past tense while studying the invention of flight.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is the history of the invention of flight? • What are the differences and similarities between the role of flight in American life and in students' native countries' lives? • How does flying make a person feel? • Why do we use the past tense?	• Flight was invented in 1903 and has continued to evolve since then. • The role of flight may vary throughout the world due to economic resources, needs, and geography. • Flying can make a person feel a sense of wonder, freedom, and/or opportunity. • We use the past tense to speak about actions that happened in the past.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
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. 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. 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.9-10.5. 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). 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	**Lesson 1:** Students will… Reading: ● Use text evidence to infer what a culture values based on the role of flight. ● Identify the central idea and supporting details of texts. ● Analyze how an author chooses to describe various flight machines and/or flight services. ● Discern how the past tense is used in texts. ● Analyze an author's strategies to present a flight invention/service in a particular way. ● Identify various authors' perspectives of different flight machines/services. ● Identify vocabulary words in texts in order to define and record in independent dictionaries. ● Evaluate the argument and claims in a text about flight machines/services. ● Analyze and reflect on how the pandemic affected flight services in "Air Travel Consumer Report: Consumer Complaints Down from April, Still More Than 200 Percent Above Pre-Pandemic Levels." Writing: ● Construct written responses with evidence to explain inferences about what cultures value based on the role of flight. ● Compose informative texts about different flight machines/services. ● Complete pre-writing and descriptive activities to prepare for compare and contrast essays. ● Complete drills and activities to practice using the past tense. ● Compose daily reflective writing prompts in personal journals about experiences with flying. ● Create sentences, stories, and conversations with independent vocabulary lists. ● Research the history of various flying machines/services. Listening ● Discern the central idea and supporting details of

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.9-10.2. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple

videos, discussions, and classmates' presentations about flying.
- Analyze flight machines/services in different TV shows, news clips, commercials.
- Analyze the purpose of the order of the information that a speaker is presenting.
- Evaluate a speaker's point of view as they try to shape the audience's perception of a particular flying machine or service.
- Complete daily speed conversation activities.
- Analyze the use of the past tense speech.

Speaking:
- Present research, ideas, and opinions.
- Design digital media to supplement presentations.
- Ask and answer spontaneous questions about texts, videos, recordings, and presentations.
- Verbally explain central ideas and supporting details of texts.
- Complete daily speed conversation activities.
- Spontaneously use independent vocabulary words in sentences.
- Participate in daily pronunciation practice.

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 (MLA or APA Style Manuals). W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. 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.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.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.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	

Differentiation

Interdisciplinary Connections

- Students will study the history of various flight related inventions.

Technology Integration

- Students will use Padlet to create a timeline.
- Students will use Bookcreator to detail their first time on an airplane.

Media Literacy Integration

- Students will analyze advertisements for different airlines.

Global Perspectives

- Students will compare and contrast the role of flight in America and their native countries.

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		

Assessments

Formative Assessments:

- Daily writing prompts, independent vocabulary practice, pronunciation practice, reading activities, speed conversations
- Grammar drills and practice exercises
- Vocabulary/Grammar Quizzes

Summative Assessments, Projects, and Celebrations:

- **Portfolio:** Students will write a compare and contrast essay illustrating the role of flight in American life and life in their native country that includes the history of flight in their native country.
- **Padlet Timeline:** Students will create a timeline of the history of a specific form of flight.
- **Personal Narrative:** Students will construct a narrative that illustrates their first time on an airplane.

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 to Support Unit:

- Grammar in Context 1
- Various articles from *Newsela*
- Various TedEd videos
- "Air Travel Consumer Report: Consumer Complaints Down from April, Still More Than 200 Percent Above Pre-Pandemic Levels" from transportation.gov
- Various Op/Ed articles
- Various TV shows