Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/ Content Area: Standards for English Language Learners 3

Overview:

This course is designed to hone the grammatical skills of English language learners who are at level three 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 analyze how different topics, such as history, beliefs, immigration, and career choice affect the lives of many in different ways. Throughout the year, students will continue to build their ESL portfolio with an array of writing projects.

Unit 1
Grammar: Present Tense and Frequency Words
Context: Animals

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 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

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

- Students will increase their knowledge of the present tense and frequency words while studying the effect that animals can have on human lives.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• Why do people have pets? • How can animals be useful to humans? • What jobs can people have that involve animals? • What makes different animals unique? • Why do we use the present tense and frequency words?	• Many people have pets for emotional or health reasons. • Animals can be trained as service animals to assist humans with their daily lives. • There are many jobs that people can do that involve animals. • Animals have defining features that make them special. Some animals may be endangered for various reasons. • We use the present tense to speak about routines, facts, and repeated actions. We use frequency words to signify how often an action is completed.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	Students will… Reading: ● Analyze texts for explicit details about animals and infer how they affect human life using text evidence. ● Discern two or more central ideas in texts about animals and analyze how they develop and interact. ● Analyze how ideas about animals interact and develop throughout the text. ● Discern how present tense verbs and frequency words are used in a text. ● Identify key vocabulary. Discern meaning and function of the words in a text. ● Analyze the effectiveness of the structure of texts about animals. ● Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about animals. ● Evaluate reasoning of NJ Department of Health's Veterinary Public Health Laws regarding pet ownership. Writing: ● Write objective summaries of texts about animals. ● Compose written responses to explain how ideas about animals connect or develop. ● Construct claims about the role of animals in human lives using reasoning and text evidence. ● Complete written responses to explain details of pets, service animals, and animals as subjects of study. ● Complete narrative writing activities about animals. ● Complete daily journal entries about animals. ● Research animals from different countries. ● Complete vocabulary practice activities. ● Complete drills/activities to practice the use of present tense verbs and frequency words. Listening ● Evaluate multiple sources of advertisements about animals.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.2. 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. W.11-12.4. 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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.7. 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.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually,	• Participate in daily speed conversations using present tense verbs and frequency words. • Discern classmate's claims and reasoning in class discussions about animals. • Determine the main ideas of movies/news reports regarding animals. • Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in select movie scenes about animals. Speaking: • Spontaneously formulate claims and reasoning during class discussions. • Present ideas, opinions, and research about animals as pets, service helpers, and subjects of study. • Participate in daily speed conversations using present tense verbs and frequency words. • Utilize Prezi and Splice to support presentations about animals. • Complete vocabulary practice activities. • Complete daily pronunciation practice.

quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6. 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 zoology in their research of an animal in their native country.

Technology Integration

- Students will use Prezi to complete their animal presentations.
- Students will use Splice to create a video recording of their interviews with pet owners.

Media Literacy Integration

- Students will analyze advertisements for a zoo in comparison with advertisements for animal protection agencies.

Global Perspectives

- Students will study animals from various countries around the world.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners

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 complete an expository essay illustrating the effect that animals can have on human lives through the role of pets, service workers, and subjects for study.
- **Interview Project**: Students will complete an interview with a person who has a pet.
- **Presentation:** Students will complete a research project and presentation on an animal from their native country.

Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

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

Recommended Texts to Support Unit:

- Grammar in Context 2
- Various articles from *Newsela*
- Various TedEd videos
- NJ Department of Health - Veterinary Public Health Law
- Various Op/Ed articles
- Various movies: *Blackfish, A Dog's Purpose, The Art of Racing in the Rain, Really Wild Animals*

Unit 2
Grammar: Present Continuous and Future Tense
Context: Generations

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 and future tense while studying how age and the time period in which one was born can affect daily 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 Baby Boomers, Generation X, Millennials, and Generation Z unique? • What are the roles of each generation and how are the generations divided and viewed in different countries? • What lies ahead for each generation in the United States? • Why do we use the present continuous and future tenses?	• Each generation has defining features based on varying circumstances of the time in which they grew up. • Different countries may have different defining features for each generation based on specific time and place situations. • Each generation has a different future based on their values, expectations, and societal circumstances. • We use the present continuous and future tenses to speak about actions happening now and actions that will happen in the future.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	**Lesson 1:** Students will… Reading: ● Analyze texts for explicit details about generations and infer the values/perspectives/and influences of each using text evidence. ● Discern two or more central ideas in texts about generations and analyze how they develop and interact. ● Analyze how ideas about generations interact and develop throughout the text. ● Discern how present continuous and future tense is used in a text. ● Identify key vocabulary. Discern meaning and function of the words in a text. ● Analyze the effectiveness of the structure of texts about generations. ● Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about generations. ● Connect the First Amendment of the US Constitution with the beliefs of Generation Z. Writing: ● Write objective summaries of texts about generations. ● Compose written responses to explain how ideas about generations connect or develop. ● Construct claims about generations using reasoning and text evidence. ● Complete written responses to explain details of generations. ● Complete narrative writing activities about generations. ● Complete daily journal entries about thought processes, expectations, roles, and daily life. ● Research different generations around the world. ● Complete vocabulary practice activities. ● Complete drills/activities to practice the use of present continuous verbs and future verbs. Listening ● Evaluate multiple sources of advertisements

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.2. 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. W.11-12.4. 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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.7. 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.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually,	geared toward audiences of different ages. ● Participate in daily speed conversations using present continuous verbs and future verbs. ● Discern classmate's claims and reasoning in class discussions about generations. ● Determine the main ideas of news articles, song lyrics, and tv shows made for different ages or produced in different times. ● Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in advertisements geared toward audiences of different ages. Speaking: ● Spontaneously formulate claims and reasoning during class discussions. ● Present ideas, opinions, and research about generations. ● Participate in daily speed conversations using present continuous verbs and future verbs. ● Utilize Audacity and Padlet to support presentations about generations. ● Complete vocabulary practice activities. ● Complete daily pronunciation practice.

quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.6. 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 ● Students will study sociology regarding human behavior, social life, and social changes. **Technology Integration** ● Students will use Audacity to create a podcast to present their personal reflection about their fit into their generation. ● Students will use Padlet to create a timeline of generations for their native countries. **Media Literacy Integration** ● Students will analyze media with different intended audiences based on age. **Global Perspectives** ● Students will study the different perspectives and defining features of generations around the world.	**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 expository essays illustrating the defining features of the following generations in order to depict how the time period in which people were born affected their life: Baby Boomers, Generation X, Millennials, and Generation Z. Students will interview a Baby Boomer, a person from Generation X, a Millenial, and a person in Generation Z to add evidence to their essays. ● **Personal Reflection:** Students will explore the defining features of Generation Z, and they will explain how they are personally aligned or misaligned with them. ● **Presentation**: Students will research and present how generations are divided and regarded 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
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

- **Jigsaw Presentations**: Each group will present the future of each generation.

	activities previews, anticipatory guides, and semantic mapping		

Recommended Texts to Support Unit:

- Grammar in Context 2
- Various articles from *Newsela*
- Various TedEd videos
- 1st Amendment of the US Constitution
- "Generations around the Globe" Harvard Business Review
- Various Op/Ed articles
- Various TV shows

Unit 3
Grammar: The Simple Past Tense and Habitual Past Tense
Context: Defining Success

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 simple past tense and the habitual past tense while studying how an individual's view of success can affect the way they live their lives.

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 success? • How can someone's beliefs affect the way they live their life? • Why do we use the simple past tense and the habitual past tense?	• Students will create their own definitions of success after assessing their own values and gaining inspiration from various "success stories." • People's beliefs can greatly impact the decisions they make. • We use the simple past tense to speak about simple, short past actions, longer past actions, or repeated past actions. We use the habitual past tense to speak about a custom or habit that occurred over a past period of time but no longer exists.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	Students will… Reading: ● Analyze texts for explicit details about an individual's success story and infer how their values and beliefs shaped their actions using text evidence. ● Discern two or more central ideas in texts about a success story and analyze how they develop and interact. ● Analyze how people, beliefs, and decisions interact and develop throughout the text. ● Discern how simple past verbs and habitual past verbs are used in a text. ● Identify key vocabulary. Discern meaning and function of the words in a text. ● Analyze the effectiveness of the structure of texts about success stories. ● Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about individuals who have achieved success. ● Evaluate the reasoning of the Brown v.. Board of Education US Supreme Court decision and analyze Oliver Brown's beliefs and decisions leading him to this success. Writing: ● Write objective summaries of texts about success. ● Compose written responses to explain how ideas about individuals, beliefs, and decisions connect or develop. ● Construct claims about success using reasoning and text evidence. ● Complete written responses to explain details of an individual's success story. ● Complete narrative writing activities about achieving success after facing failure. ● Complete daily journal entries about success, failure, beliefs, values, decisions. ● Research successful individuals. ● Complete vocabulary practice activities. ● Complete drills/activities to practice the use of simple past tense and habitual past tense.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.2. 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. W.11-12.4. 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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.7. 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.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually,	Listening ● Evaluate multiple sources of media about successful individuals. ● Participate in daily speed conversations using simple past tense and habitual past tense. ● Discern classmate's claims and reasoning in class discussions about success. ● Determine the main ideas of TV shows, movies, news stories, and song lyrics about success. ● Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in debates about success. Speaking: ● Spontaneously formulate claims and reasoning during class discussions. ● Present ideas, opinions, and research about success. ● Participate in daily speed conversations using simple past and habitual past. ● Utilize Padlet and Bookcreator to support presentations about success. ● Complete vocabulary practice activities. ● Complete daily pronunciation practice.

quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.6. 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 ● Students will study the historical importance of various figures who achieved success. **Technology Integration** ● Students will use Padlet to create a timeline of the important events that led to the success of one of the individuals from this unit. ● Students will use Bookcreator to tell a story of when they learned from failure. **Media Literacy Integration** ● Students will analyze how "successful" individuals present themselves in the media. Students will discuss if their representation adds or detracts from their "success." **Global Perspectives** ● Students will discuss "success" as it is defined in various countries around the globe.	**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 complete a cause and effect expository essay illustrating how a person's beliefs about success affected their life. They will select someone who is personally connected to them who they believe is "successful" and conduct an interview for research. They will include their personal reflection and their own definition of "success." ● **Timeline:** Students will expand their knowledge of one of the individuals from this unit by creating a timeline of their life that led them to success using the course readings and outside research. ● **Narrative:** Students will complete a personal narrative depicting a situation where they learned from failure.

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

	activities previews, anticipatory guides, and semantic mapping		

Recommended Texts to Support Unit:

- Grammar in Context 2
- Various articles from *Newsela*
- Various TedEd videos
- "Brown v. Board of Education"
- Various Op/Ed articles
- Various TV shows

Unit 4
Grammar: There + Be and Quantity Words
Context: Thanksgiving, Pilgrims, and Native Americans

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 there+be and quantity words while studying how the history of Pilgrims and Native Americans affected the United States.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How did Pilgrims and American Indians influence American life? • How did American Indians influence the history of America? • How do indigienous languages and traditions affect American life today? • Why do we use there+be and quantity words?	• Pilgrims and American Indians had an impact on American food and the holiday of Thanksgiving. • American Indians used their dialects to create code languages to help in World War II. • Many indigineous languages and traditions are celebrated across the country. • We use there+be and quantity words to add specific quantity details to our language.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	Students will… Reading: ● Analyze texts for explicit details about the history of Pilgrims and American Indians and infer their effect on American life using text evidence. ● Discern two or more central ideas in texts about Pilgrims and/American Indians and analyze how they develop and interact. ● Analyze how historical events interact and develop throughout the text. ● Discern how there+be and quantity words are used in a text. ● Identify key vocabulary. Discern meaning and function of the words in a text. ● Analyze the effectiveness of the structure of texts about American Indians and Pilgrims. ● Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about the history and influence of American Indians. ● Evaluate reasoning of supreme court cases Ex Parte Crow Dog and Talton v Mayes. Writing: ● Write objective summaries of texts about the history of Pilgrims, American Indians, and how they affected American life.. ● Compose written responses to explain how ideas about Pilgrims and American Indians connect or develop. ● Construct claims about Pilgrims and American Indians using reasoning and text evidence. ● Complete written responses to explain details of the history of Pilgrims and American Indians. ● Complete narrative and poetic writing activities about American Indians, Pilgrims, and indigineous culture.. ● Complete daily journal entries about how historical events and ancestry affect our lives. ● Research American Indian tribes and other indigineous cultures. ● Complete vocabulary practice activities.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.2. 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. W.11-12.4. 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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.7. 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.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually,	• Complete drills/activities to practice the use of there+be and quantity words. Listening • Evaluate multiple sources of news articles about American Indians. • Participate in daily speed conversations using there+be and quantity words. • Discern classmate's claims and reasoning in class discussions about the impact of history on daily life. • Determine the main ideas of tv shows depicting Thanksgiving and news stories about American Indians. • Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in select videos about American Indians. Speaking: • Spontaneously formulate claims and reasoning during class discussions. • Present ideas, opinions, and research about indigineous cultures and the historical impact of Pilgrims and American Indians. • Participate in daily speed conversations using there+be and quantity words. • Utilize Photory to support presentations about poetry. • Complete vocabulary practice activities. • Complete daily pronunciation practice.

quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6. 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 American Indians and Pilgrims.

Technology Integration

- Students will use Photory to visually represent their poetry.

Media Literacy Integration

- Students will analyze how indigenous cultures are represented in American TV shows and movies.

Global Perspectives

- Students will study various indigineous cultures around the world.

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

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 cause and effect expository essay about how Pilgrims and American Indians affected American life using class readings and outside research.
- **Poetry:** Students will compose three poems about the experience and culture of American Indians.
- **Collage**: Students will research and create a collage filled with images that represent an indigineous culture in their native countries.

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

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

Recommended Texts to Support Unit:

- Grammar in Context 2
- Various articles from *Newsela*
- Various TedEd videos
- Ex Parte Crow Dog from the Library of Congress
- Talton v. Mayes from the Library of Congress
- Various Op/Ed articles
- Various TV shows like *Yellow Stone* and movies like *Pocahontas, Peter Pan, Twilight*

Unit 5
Grammar: The Past Continuous Tense
Context: The Immigrant and Refugee Experience

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 past continuous tense while studying how the immigrant and refugee experience affected many lives.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How did Ellis Island affect the immigrant experience? • How did the refugee experience affect many lives? • How did many immigrants and refugees affect American history? • Why do we use the past continuous tense?	• Ellis Island was seen by many as an "Island of Hope," but was also seen by some as an "Island of Tears." • Many people escaped from dangerous situations in their native countries to find safety in a new land. • Many refugees and immigrants have made major contributions to US history. • We use the past continuous tense to describe a long past action that is in progress at a specific moment or with the simple past to show the relationship between a long past action and a short past action.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	Students will… Reading: ● Analyze texts for explicit details about the history of Ellis Island and various immigrants and refugees and infer how these experiences affected lives using text evidence. ● Discern two or more central ideas in texts about Ellis Island or the immigrant/refugee experience and analyze how they develop and interact. ● Analyze how historical events and individuals interact and develop throughout the text. ● Discern how the past continuous tense is used in a text. ● Identify key vocabulary. Discern meaning and function of the words in a text. ● Analyze the effectiveness of the structure of texts about Ellis Island and the immigrant/refugee experience. ● Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about Ellis Island and the immigrant/refugee experience. ● Evaluate reasoning of various presidential speeches about immigration. Writing: ● Write objective summaries of texts about Ellis Island and the refugee/immigrant experience. ● Compose written responses to explain how ideas about Ellis Island and the immigrant/refugee experience connect or develop. ● Construct claims about Ellis Island and the immigrant/refugee experience using reasoning and text evidence. ● Complete written responses to explain details of the history of Ellis Island or the immigrant/refugee experience. ● Complete narrative writing activities about personal immigration or immigrant experience. ● Complete daily journal entries about immigration. ● Research the history of Ellis Island and notable refugees.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.2. 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. W.11-12.4. 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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.7. 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.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually,	• Complete vocabulary practice activities. • Complete drills/activities to practice the use of the past continuous tense. Listening • Evaluate multiple sources of documentaries about Ellis Island. • Participate in daily speed conversations using the past continuous tense. • Discern classmate's claims and reasoning in class discussions about Ellis Island and the immigrant/refugee experience. • Determine the main ideas of TV shows/movies/news clips/song lyrics that relate to the immigrant or refugee experience. • Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in clips about the history of Ellis Island. Speaking: • Spontaneously formulate claims and reasoning during class discussions. • Present ideas, opinions, and research about refugees. • Participate in daily speed conversations using the past continuous tense. • Utilize Google Slides to support presentations about famous refugees. • Complete vocabulary practice activities. • Complete daily pronunciation practice.

quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6. 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 immigration, Ellis Island, and various world history that caused refugees to flee to America.

Technology Integration

- Students will use Bookcreator to compose their personal narrative.

Media Literacy Integration

- Students will analyze how Ellis Island is presented from two different perspectives.

Global Perspectives

- Students will study immigrants and refugees from around the world.

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

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 analyzing two different perspectives of Ellis Island and how this island affected lives differently.
- **Research Project:** Students will research an important American immigrant or refugee that made a major impact on US history.
- **Personal Narrative**: Students will share their experiences of traveling to America or being an immigrant in the United States.
- **Interview**: Students will interview other students or teachers to discover their family's immigration story.

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

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

Recommended Texts to Support Unit:

- Grammar in Context 2
- Various articles from *Newsela*
- Various TedEd videos
- Various Op/Ed articles
- Various TV shows

Unit 6
Grammar: The Present Perfect Tense and the Present Perfect Continuous Tense
Context: Virtual Communities

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 perfect tense and the present perfect continuous tense while studying the effect that virtual communities have had on society.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How have virtual communities affected societies? • What are the possible disadvantages of virtual communities? • What virtual communities are still needed in today's world? • Why do we use the present perfect and the present perfect continuous tense?	• Virtual communities have given people tools to connect. • Virtual communities can have many disadvantages when compared to real communities. • Students will explore problems that need to be solved and create their own solutions through devising a new virtual community. • We use the present perfect tense to show that an action or repeated action started in the past and continues to the present, or that an action occurred at an indefinite time in the past. We use the present perfect continuous tense to show that an action started in the past and continues to the present.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	Students will… Reading: ● Analyze texts for explicit details about virtual communities like Google, Crowdfunding, Khan Academy, GoFundMe, and others and infer the effect they have had on society using text evidence. ● Discern two or more central ideas in texts about virtual communities and analyze how they develop and interact. ● Analyze how important individuals and events interact and develop throughout the text. ● Discern how the present perfect and present perfect continuous tenses are used in a text. ● Identify key vocabulary. Discern meaning and function of the words in a text. ● Analyze the effectiveness of the structure of texts about virtual communities. ● Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about virtual communities. ● Evaluate reasoning in an article about Virtual Civil Trials around the globe during the pandemic. ● Writing: ● Write objective summaries of texts about virtual communities. ● Compose written responses to explain how ideas about virtual communities connect or develop. ● Construct claims about virtual communities using reasoning and text evidence. ● Complete written responses to explain details of virtual communities. ● Complete narrative writing activities about virtual communities, real communities, and the general idea of community. ● Complete daily journal entries about community. ● Research various virtual communities. ● Complete vocabulary practice activities. ● Complete drills/activities to practice the use of the present perfect and present perfect continuous tenses.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.2. 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. W.11-12.4. 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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.7. 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.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually,	Listening ● Evaluate multiple sources of advertisements for virtual communities. ● Participate in daily speed conversations using the present perfect and present perfect continuous tenses. ● Discern classmate's claims and reasoning in class discussions about virtual communities. ● Determine the main ideas of TV shows, movies, and news clips about virtual communities . ● Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in presentations and clips involving virtual communities. Speaking: ● Spontaneously formulate claims and reasoning during class discussions. ● Present ideas, opinions, and research about virtual communities. ● Participate in daily speed conversations using the present perfect and present perfect continuous tenses. ● Utilize Prezi and Canva to support presentations about virtual communities. ● Complete vocabulary practice activities. ● Complete daily pronunciation practice.

quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6. 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 ● Students will study the sociological effect of virtual communities. ● Students will study business concepts to create their proposals. **Technology Integration** ● Students will use Canva to create a business proposal for a virtual community. **Media Literacy Integration** ● Students will analyze how different virtual communities are advertised differently based on the intended audience. **Global Perspectives** ● Students will analyze and discuss how virtual communities have been used in their native countries and how they use virtual communities to stay connected with their native 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 construct a problem and solution expository essay to explore how two different virtual communities have attempted to solve the same problem. ● **Virtual Community Creation:** Students will create a proposal for their own virtual community that they believe needs to exist using Canva. ● **Personal Presentation**: Students will create a Prezi presentation detailing their experience with virtual communities in their native countries and how they use virtual communities today to connect with 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		

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

	activities previews, anticipatory guides, and semantic mapping		

Recommended Texts to Support Unit:

- Grammar in Context 2
- Various articles from *Newsela*
- Various TedEd videos
- Virtual Civil Trials from the Library of Congress
- Various Op/Ed articles
- Various TV shows

Unit 7
Grammar: Gerunds and Infinitives
Context: Jobs

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 increase their knowledge of gerunds and infinitives while studying the effect of jobs on a person's life.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do we choose the best jobs for ourselves? • How do we find jobs that align with ourselves? • How do the jobs we choose affect our lives? • When do we use gerunds and infinitives?	• "Choose a job you love, and you will never have to work a day in your life." - Confucius • There are many tools and resources people can utilize when searching for a job. • Job satisfaction deeply affects quality of life. • We use gerunds to speak of actions as nouns and we use infinitives when we are speaking of two actions at once.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact	Students will… Reading: • Analyze texts for explicit details about careers and infer how careers affect lives using text evidence. • Discern two or more central ideas in texts about careers and analyze how they develop and interact. • Analyze how individuals and ideas about careers

to provide a complex analysis; provide an objective summary of the text. RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history. W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.2. 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. W.11-12.4. Produce clear and coherent writing in which	interact and develop throughout the text. ● Discern how gerunds and infinitives are used in a text. ● Identify key vocabulary. Discern meaning and function of the words in a text. ● Analyze the effectiveness of the structure of texts about careers. ● Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about careers. ● Connect the right to the "the pursuit of happiness" in the "Declaration of Independence" to discussions about career choice. Writing: ● Write objective summaries of texts about careers. ● Compose written responses to explain how ideas about careers connect or develop. ● Construct claims about careers using reasoning and text evidence. ● Complete written responses to explain details of careers. ● Complete narrative writing activities about careers. ● Complete daily journal entries about interests, goals, experiences, skills, and lifestyle. ● Research careers. ● Complete vocabulary practice activities. ● Complete drills/activities to practice the use of gerunds and infinitives. Listening ● Evaluate multiple sources of social media, websites, and Glassdoor reviews about companies. ● Participate in daily speed conversations using gerunds and infinitives. ● Discern classmate's claims and reasoning in class discussions about careers. ● Determine the main ideas of movies, TV shows, and news clips about careers. ● Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in videos and audio recordings about careers.

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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.7. 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.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2. 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.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.5. Make strategic use of digital media (e.g.,	Speaking: ● Spontaneously formulate claims and reasoning during class discussions. ● Present ideas, opinions, and research about careers. ● Participate in daily speed conversations using infinitives and gerunds. ● Utilize Google Slides to support presentations about careers. ● Complete vocabulary practice activities. ● Complete daily pronunciation practice.

textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.6. 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 engage in college and career readiness activities while researching careers and writing cover letters and resumes.

Technology Integration

- Students will use Google Slides to complete presentations about jobs in their native countries.

Media Literacy Integration

- Students will analyze how companies present themselves on their websites and social media and compare and contrast that representation with employee experiences on glassdoor.com

Global Perspectives

- Students will explore careers in various 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

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 research various jobs and select their ideal job. They will write a personal reflection for why this is their ideal job. They will write a process essay illustrating the steps they need to complete to gain employment in this position. Students will interview professionals with their ideal jobs, or other individuals at any stage of the process to achieve it. Then they will complete a persuasive cover letter and resume for the first step of that process detailing why they deserve the role.
- **Vision Board**: Students will create a vision board for their lives to illustrate how their ideal job could affect their lives.
- **Google Slides Presentation** - Students will teach the class about popular jobs in their native countries and explain how these jobs affect the lives of the workers.

Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

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

Recommended Texts to Support Unit:

- Grammar in Context 2
- Various articles from *Newsela*
- Various TedEd videos
- "The Declaration of Independence"
- *The Pursuit of Happiness*
- Various Op/Ed articles
- Various TV shows