Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/ Content Area: Standards of English for Multilingual Learners 4

Overview:

This course is designed to hone the grammatical skills of English language learners who are at level four 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 different topics such as high school norms, housing, virtual communities, jobs, making connections, sports and athletes, and money . Throughout the year, students will continue to build their ESL portfolio with an array of writing projects.

Unit 1: Review Grammar Concepts and High School Norms	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will review the present, past, and future verb tenses of to be and regular verbs. ● Students will review question words, yes/no questions, positive and negative answers, and open-ended questions and answers. ● Students will review proper capitalization and punctuation rules. ● Students will review the four main sentence types: simple, complex, compound, and complex-compound.	
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 I use the verb to be in past, present and future forms? ● How do I use regular verbs in past, present, and future forms? ● What capitalization and punctuation rules do I need to follow when completing academic writing? ● What are the different types of sentence structures that will allow for more interesting writing? ● What are the cultural norms in Summit High School?	● I use the correct form of was/were for past tense, am/are/is for present, and will be/to be going to be for future tense. ● I use -ed ending for past tense, -s form or base form for present tense, and to be going to + base form/ will + base form for future tense. ● I must capitalize the first letter of the sentence, place a period at the end of the sentence, use commas appropriately, and indent at the beginning of a paragraph. ● I can use a simple, compound, complex, or compound-complex sentence to vary my writing. ● Students take rigorous classes, complete classwork and homework, conduct research, seek extra help, treat others with respect, and have school spirit.
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	**Students will…** Reading: ● Analyze texts for explicit details about Summit High School and other American high schools and infer the cultural norms using text evidence. ● Discern two or more central ideas in texts about Summit High School and other American high schools and analyze how they develop and interact. ● Analyze how ideas about cultural norms in

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 the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined	Summit High School and other American high schools interact and develop throughout the text. ● Discern how present, past, and future tenses are used throughout a text. ● Identify key vocabulary. Discern meaning and function of the words in a text. ● Analyze the effectiveness of the structure of texts about cultural norms in Summit High School and other American high schools. ● Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about norms in high schools in the United States. ● Analyze how Plessy v. Ferguson changed the norms in schools across the country. Writing: ● Write objective summaries of texts about American high school norms. ● Compose written responses to explain how ideas about high school norms connect or develop. ● Construct claims about high school norms using reasoning and text evidence. ● Complete written responses to explain details of high school norms. ● Complete narrative writing activities about high school norms. ● Complete daily journal entries about school life. ● Research different high schools around the world. ● Complete vocabulary practice activities. ● Complete drills/activities to practice the use of present, past, future verb tenses and the four sentence structures. Listening ● Evaluate multiple sources of advertisements for different schools around the world. ● Participate in daily speed conversations using present tense, past tense, future tense, and the four sentence types. ● Discern classmate's claims and reasoning in class discussions about high school norms. ● Determine the main ideas of podcasts, song lyrics, videos, and tv shows made for or about high school aged teens. ● Analyze a speaker's point of view and

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., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	use/effectiveness of rhetorical strategies in advertisements for various high schools. Speaking: ● Spontaneously formulate claims and reasoning during class discussions. ● Present ideas, opinions, and research about high school norms. ● Participate in daily speed conversations using present tense, past tense, future tense, and the four sentence types. ● Utilize Audacity and Padlet to support presentations about high school norms. ● Complete vocabulary practice activities. ● Complete daily pronunciation practice.

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 research how high school norms changed over the course of America's history.

Technology Integration

- Students will use Audacity to create a podcast.
- Students will visit other high schools' websites.

Media Literacy Integration

- Students will analyze different advertisements for various schools.
- Students will analyze how American high schools are portrayed in the media.

Global Perspectives

- Students will compare and contrast the norms of Summit, other American schools, and schools in students' native countries.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Assessments

Formative Assessments:

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

Summative Assessments, Projects, and Celebrations:

- **Quizzes:**
  - To Be - Present/Past/Future Tenses
  - Regular Verbs - Present/Past/Future Tenses
  - Sentence types, capitalization, punctuation
- **Unit Test**
- **Portfolio (Informative):** Students will write an essay about the norms of Summit High School using all unit concepts.
- **Podcast (Persuasive):** Students will create a podcast about their initial reaction to the norms of Summit High School and how they feel about these norms at this moment in their journey while giving advice to a future student and using all unit concepts.
- **Presentation (Creative):** Students will create their own high school with their own norms using unit concepts in a small group.

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:

- Summit High School Handbook and Code of Conduct
- Summit High School Yearbooks
- Summit High School Website
- Various articles about high school norms in American schools
- Various articles about Plessy v. Ferguson
- Various podcasts, songs, TV shows, and TED talks about high school norms

Unit 2: Modals and Where we Live

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

- Students will learn how to identify the meaning of modals and use modals in their speech and writing.
- Students will learn how to discuss housing options and tasks of a homeowner or renter.

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 I use modals? • How can I show obligation or necessity? • How can I show permission or prohibition? • How can I show expectation? • How can I show ability and permission? • How can I show advice? • How can I show conclusions or deductions? • How can I show possibility • How can I use modals for politeness? • What are important ideas to consider when buying or renting a home?	• Modals add meaning to the verbs that come after them. • Use the modals *must, have to, and got to* to show obligation or necessity. • Use the modals *may, be permitted to, and be allowed to* to show permission or prohibition. • Use the modal *be supposed to* to show expectation. • Use the modals *to be able to, to be permitted to, or to be allowed to* to show ability and permission. • Use the modals *should, ought to, and had better to* show advice. • Use the modal *must* to show conclusions or deductions. • Use the modals *may or might* to show possibility. • Use the modals *may, can, could, will, would, and would rather* for politeness. • There are many ideas to consider when buying or renting a home.
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	**Students will…** Reading: • Analyze texts for explicit details about leasing an apartment and infer the most important tasks to complete before signing a lease using text evidence. • Discern two or more central ideas in texts about recycling plastic in the home and analyze how they develop and interact. • Analyze how ideas about starting a new life in a

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 the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined	new country interact and develop throughout the text. ● Discern how modals are used throughout a text. ● Identify key vocabulary. Discern meaning and function of the words in a text. ● Analyze the effectiveness of the structure of texts about how to furnish a home cheaply. ● Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about housing in New Jersey. ● Analyze how the Mount Laurel Doctrine changed housing in New Jersey. Writing: ● Write objective summaries of texts about housing and home responsibilities. ● Compose written responses to explain how ideas about housing and home responsibilities connect or develop. ● Construct claims about housing and home responsibilities using reasoning and text evidence. ● Complete written responses to explain details of housing and home responsibilities ● Complete narrative writing activities about housing and home responsibilities ● Complete daily journal entries about housing and home responsibilities. ● Research different housing around the world. ● Complete vocabulary practice activities. ● Complete drills/activities to practice the use of modals. Listening ● Evaluate multiple sources of advertisements for different housing around New Jersey. ● Participate in daily speed conversations using modals. ● Discern classmate's claims and reasoning in class discussions about housing and home responsibilities. ● Determine the main ideas of podcasts, song lyrics, videos, and tv shows made displaying different housing options and home responsibilities. ● Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in

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., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	advertisements for various housing and home responsibilities. Speaking: ● Spontaneously formulate claims and reasoning during class discussions. ● Present ideas, opinions, and research about housing and home responsibilities. ● Participate in daily speed conversations using modals. ● Utilize Audacity and Padlet to support presentations about housing and home responsibilities. ● Complete vocabulary practice activities. ● Complete daily pronunciation practice.

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 use mathematics to complete a housing project following a budget.

Technology Integration

- Students will use Audacity to create a podcast.
- Students will use an online budget creator.

Media Literacy Integration

- Students will analyze different advertisements for various housing options.
- Students will analyze how different housing options are portrayed in the media.

Global Perspectives

- Students will compare and contrast the housing in Summit with the housing in students' native countries.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Assessments

Formative Assessments:

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

Summative Assessments, Projects, and Celebrations:

- **Quizzes:**
  - 8.3-8.4: Must, Have to, Got to, Permitted to, Allowed to, May
  - 8.5-8.6: Supposed to, Can, Able to, Could, Permitted to, Allowed to
  - 8.7-8.8: Should, Ought to, Had better, Negatives of Modals
  - 8.9-8.10: Must, May, Might
  - 8.11: Politeness
- **Unit Test**
- **Portfolio (Informative):** Students will write an essay about three different housing types using unit concepts.
- **Podcast (Persuasive):** Students will create a podcast about their housing journey while giving advice to someone who is looking for future housing using unit concepts.
- **Presentation (Creative)**: Students will create a poster of housing with furniture using a budget and unit concepts.

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: Chapter 8
- Various articles about the Mount Laurel Doctrine
- Various podcasts and TED Talks about housing
- Various songs and TV shows depicting different housing

Unit 3: The Present Perfect/Present Perfect Continuous and Virtual Communities	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will learn how to identify the meaning of the present perfect and present perfect continuous and use these verb tenses in their speech and writing. ● Students will learn how to discuss virtual communities.	
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 I use the present perfect verb tense? ● Why do I use the present perfect continuous verb tense? ● What are some examples of virtual communities? ● Am I an active participant in a virtual community? If so, how does my involvement impact my life?	● We use the present perfect verb tense to describe an action that started in the past and continues in the present. ● We use the present perfect continuous verb tense to describe a continuous action that started in the past and continues in the present. ● Google, Crowdfunding. Khan Academy, and the Genographic Project are some examples of virtual communities. ● Involvement in virtual communities can impact one's life in various ways.
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	**Students will…** Reading: ● Analyze texts for explicit details about virtual communities and infer the most important details about them using text evidence. ● Discern two or more central ideas in texts about virtual communities and analyze how they develop and interact. ● Analyze how ideas about virtual communities interact and develop throughout the text. ● Discern how the present perfect and present perfect continuous tenses are used throughout 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.

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 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	• Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about the benefits and drawbacks of virtual communities. • Analyze how Bill A5750 requires age verification and parent or guardian consent for minors' use of social media platforms and prohibits certain messaging between adults and minors on social media platforms in New Jersey. 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. • Complete daily journal entries about virtual communities. • Research different virtual communities around the world. • Complete vocabulary practice activities. • Complete drills/activities to practice the use of present perfect and present perfect continuous verb tenses. Listening • Evaluate multiple sources of advertisements for different virtual communities. • Participate in daily speed conversations using present perfect and present perfect continuous verb tenses. • Discern classmate's claims and reasoning in class discussions about virtual communities. • Determine the main ideas of podcasts, song lyrics, videos, and tv shows made displaying different virtual communities. • Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in advertisements for various virtual communities.

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., 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	Speaking: ● Spontaneously formulate claims and reasoning during class discussions. ● Present ideas, opinions, and research about virtual communities. ● Participate in daily speed conversations using present perfect and present perfect continuous verb tenses. ● Utilize Audacity and Padlet to support presentations about virtual communities. ● Complete vocabulary practice activities. ● Complete daily pronunciation practice.

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 research the history of virtual communities.

Technology Integration

- Students will use Audacity to create a podcast.
- Students will explore different virtual communities.

Media Literacy Integration

- Students will analyze different advertisements for various virtual communities.
- Students will analyze how different virtual communities are portrayed in the media.

Global Perspectives

- Students will compare and contrast the virtual communities that people in Summit use to the virtual communities that their native towns used.

Supports for English Language Learners

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

Assessments

Formative Assessments:

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

Summative Assessments, Projects, and Celebrations:

- **Quizzes:**
  - 9.1-9.2: Present Perfect and Past Participles
  - 9.3-9.5: Adverbs, Continuation
  - 9.6: Comparing Simple Past, Present Perfect, and Simple Present
  - 9.7-9.8: Repetition and Indefinite Time
  - 9.9: Comparing Present Perfect with Simple Past
  - 9.10-9.11: Present Perfect Continuous
- **Unit Test**
- **Portfolio (Informative):** Students will write an essay explaining three virtual communities.
- **Podcast (Persuasive):** Students will create a podcast about their opinion of how teens should be using virtual communities.
- **Presentation (Creative)**: Students will create their own idea for a virtual community with a small group.

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: Chapter 9
- Various articles about Bill A5750
- Various podcasts and TED Talks about virtual communities
- Various songs and TV shows depicting different virtual communities

Unit 4: Gerunds/Infinitives and Jobs	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will learn how to identify the meaning of gerunds and infinitives and use these forms in their speech and writing. ● Students will learn how to discuss jobs.	
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 I use gerunds? ● Why do I use infinitives? ● How can I find a job? ● What are important ideas to consider when looking for a job?	● We use gerunds to speak about verbs as nouns. ● We use infinitives in expressions with it, after adjectives, after verbs, and to show purpose. ● We can find jobs by writing a good resume, looking on the internet, networking, practicing interview skills, and asking businesses for information. ● It is important to consider the work environment, responsibilities, wages, benefits, schedules, and values when looking for a job.
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.	**Students will…** Reading: ● Analyze texts for explicit details about jobs and infer the most important details about them using text evidence. ● Discern two or more central ideas in texts about jobs and analyze how they develop and interact. ● Analyze how ideas about jobs interact and develop throughout 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 the development, organization, and style are appropriate to task, purpose, and audience.	• Discern how gerunds and infinitives are used throughout a text. • Identify key vocabulary. Discern meaning and function of the words in a text. • Analyze the effectiveness of the structure of texts about jobs. • Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about the benefits and drawbacks of various jobs. • Analyze how New Jersey's minimum wage has increased over the past five years. Writing: • Write objective summaries of texts about jobs. • Compose written responses to explain how ideas about jobs connect or develop. • Construct claims about jobs using reasoning and text evidence. • Complete written responses to explain details of various jobs for teens in Summit. • Complete narrative writing activities about various jobs. • Complete daily journal entries about jobs. • Research different jobs for teens around the world. • Complete vocabulary practice activities. • Complete drills/activities to practice the use of gerunds and infinitives. Listening • Evaluate multiple sources of advertisements for different jobs, companies, businesseses. • Participate in daily speed conversations using gerunds and infinitives • Discern classmate's claims and reasoning in class discussions about different jobs. • Determine the main ideas of podcasts, song lyrics, videos, and tv shows made displaying different jobs. • Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in advertisements for various jobs. Speaking: • Spontaneously formulate claims and reasoning

(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., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,	during class discussions. ● Present ideas, opinions, and research about jobs. ● Participate in daily speed conversations using gerunds and infinitives ● Utilize Audacity and Padlet to support presentations about jobs. ● Complete vocabulary practice activities. ● Complete daily pronunciation practice.

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 use mathematics to compare and contrast potential wages at various jobs with various schedules

Technology Integration

- Students will use Audacity to create a podcast.
- Students will use Padlet to create a discussion about teen jobs in their native countries.

Media Literacy Integration

- Students will analyze different advertisements for various jobs.
- Students will analyze how various jobs are portrayed in the media.

Global Perspectives

- Students will compare and contrast the jobs that teens in Summit have to the jobs that teens in their native towns have.

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

Assessments

Formative Assessments:

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

Summative Assessments, Projects, and Celebrations:

- **Quizzes:**
  - 10.2-10.4: Gerunds as Subjects/Objects and with Prepositions
  - 10.6-10.8: Infinitives with It, Adjectives, and Verbs
  - 10.9-10.10: Objects before Infinitives, Infinitives to show purpose
  - 10.11: Infinitives or Gerunds after verbs
- **Unit Test**
- **Portfolio (Informative):** Students will write an essay explaining three jobs that teens have in Summit using unit concepts.
- **Podcast (Persuasive):** Students will create a podcast giving advice to teens looking for jobs in Summit using unit concepts.
- **Presentation (Creative)**: Students will create their ideal jobs with a small group using unit concepts.

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: Chapter 10
- Various articles about the minimum wage in New Jersey and the cost of living
- Various podcasts and TED Talks about jobs
- Various songs and TV shows depicting different jobs

Unit 5: Adjective Clauses and Making Connections	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will learn how to identify the meaning of adjective clauses and use them in their speech and writing. ● Students will learn how to discuss making connections with other people.	
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 I use adjective clauses? ● How do people connect? ● Why is it important for people to connect with each other?	● We use adjective clauses to add more information to the noun in the sentence. ● People connect through the internet, apps, and sharing experiences and interests. ● It is important for people to connect with each other because it improves mental and physical health.
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	**Students will…** Reading: ● Analyze texts for explicit details about reunions, apps, and friendship and infer the most important details about them using text evidence. ● Discern two or more central ideas in texts about making connections and analyze how they develop and interact. ● Analyze how ideas about making connections interact and develop throughout the text.

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 the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined	• Discern how adjective clauses are used throughout a text. • Identify key vocabulary. Discern meaning and function of the words in a text. • Analyze the effectiveness of the structure of texts about making connections. • Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about the benefits and drawbacks of various ways to make connections. • Analyze how protests and political meetups have affected the government in New Jersey. Writing: • Write objective summaries of texts about making connections. • Compose written responses to explain how ideas about making connections connect or develop. • Construct claims about making connections using reasoning and text evidence. • Complete written responses to explain details of various ways for teens in Summit to connect with each other and with people from their native countries.. • Complete narrative writing activities about various ways to make connections. • Complete daily journal entries about making connections. • Research different connection methods for teens around the world. • Complete vocabulary practice activities. • Complete drills/activities to practice the use of adjective clauses. Listening • Evaluate multiple sources of advertisements for different platforms to make connections. • Participate in daily speed conversations using adjective clauses. • Discern classmate's claims and reasoning in class discussions about different ways to make connections. • Determine the main ideas of podcasts, song lyrics, videos, and tv shows made displaying connections.

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., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	• Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in advertisements for various platforms for connection making. Speaking: • Spontaneously formulate claims and reasoning during class discussions. • Present ideas, opinions, and research about making connections. • Participate in daily speed conversations using adjective clauses. • Utilize Audacity and Padlet to support presentations about making connections. • Complete vocabulary practice activities. • Complete daily pronunciation practice.

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 science of friendship and connections.

Technology Integration

- Students will use Audacity to create a podcast.
- Students will use Canva to create a flier for their created event.

Media Literacy Integration

- Students will analyze different advertisements for various connection platforms.

Global Perspectives

- Students will compare and contrast the connections that teens in Summit have to the connections that teens in their native towns have.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Assessments

Formative Assessments:

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

Summative Assessments, Projects, and Celebrations:

- **Quizzes:**
  - 11.2-11.3: Relative pronouns
  - 11.4-11.5: Objects of prepositions and Possession
  - 11.6: Place and Time
- **Unit Test**
- **Portfolio (Informative):** Students will write an essay explaining three ways for teens to make connections in Summit using unit concepts.
- **Podcast (Persuasive):** Students will create a podcast giving advice to teens looking to make connections in Summit using unit concepts.
- **Presentation (Creative)**: Students will create an event to organize a meetup for teens in Summit with a small group.

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: Chapter 11
- Various articles about protests and political meetups in New Jersey
- Various podcasts and TED Talks about making connections and friendship
- Various songs and TV shows depicting connections and friendship

Unit 6: Superlatives and Comparatives and Sports	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will learn how to identify the meaning of superlatives and comparatives and use these forms in their speech and writing. ● Students will learn how to discuss sports and athletes.	
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 I use superlatives? ● Why do I use comparatives? ● What qualities do some of the greatest athletes possess? ● Why do people love sports?	● We use superlatives to show the number one item or person out of a group. ● We use comparatives to show that one is greater than the other when comparing two. ● Some of the greatest athletes are disciplined, determined, and persevering. ● People love sports because they connect and entertain people.
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 sports and athletes and infer the most important details about them using text evidence. ● Discern two or more central ideas in texts about sports and athletes and analyze how they develop

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	and interact. ● Analyze how ideas about sports and athletes interact and develop throughout the text. ● Discern how superlatives and comparatives are used throughout a text. ● Identify key vocabulary. Discern meaning and function of the words in a text. ● Analyze the effectiveness of the structure of texts about sports and athletes. ● Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about the benefits and drawbacks of various sports. ● Analyze how the Supreme Court's ruling in NCAA v. Alston affected college athletes in America. Writing: ● Write objective summaries of texts about athletes and sports. ● Compose written responses to explain how ideas about sports connect or develop. ● Construct claims about jobs using reasoning and text evidence. ● Complete written responses to explain details of various sports for teens in Summit. ● Complete narrative writing activities about various sports. ● Complete daily journal entries about sports and athletes. ● Research different sports around the world. ● Complete vocabulary practice activities. ● Complete drills/activities to practice the use of superlatives and comparatives. Listening ● Evaluate multiple sources of advertisements for different sports and athletic brands. ● Participate in daily speed conversations using superlatives and comparatives. ● Discern classmate's claims and reasoning in class discussions about different sports and athletic brands. ● Determine the main ideas of podcasts, song lyrics, videos, and tv shows made displaying different

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.,	sports, athletes, and athletic brands.. ● Analyze a speaker's point of view and use/effectiveness of rhetorical strategies in advertisements for various sports and athletic brands. Speaking: ● Spontaneously formulate claims and reasoning during class discussions. ● Present ideas, opinions, and research about sports. ● Participate in daily speed conversations using superlatives and comparatives. ● Utilize Audacity and Padlet to support presentations about sports. ● 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 use mathematics to compare and contrast wages of professional athletes with the income of college athletes.

Technology Integration

- Students will use Audacity to create a podcast.
- Students will use Sutori to create timelines.

Media Literacy Integration

- Students will analyze different advertisements for various sports and athletic brands
- Students will analyze how different sports are portrayed in the media based on country.

Global Perspectives

- Students will compare and contrast the sports that teens in Summit play to the sports that teens in their native towns play as well as the sports that are most popular in each area.

Supports for English Language Learners

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

Assessments

Formative Assessments:

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

Summative Assessments, Projects, and Celebrations:

- **Quizzes:**
  - 12.1-12.2: Superlatives
  - 12.3-12.4: Comparatives
  - 12.5-12.7: Comparisons
  - 12.8: Similarities
- **Unit Test**
- **Portfolio (Informative):** Students will write an essay explaining three athletes or sports using unit concepts.
- **Podcast (Persuasive):** Students will create a podcast giving advice to teens looking to join a sport or watch a sport.
- **Presentation (Creative)**: Students will create a timeline of an imagined athlete using unit concepts.

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: Chapter 12

- Various articles about NCAA v. Alston
- Various podcasts and TED Talks about sports and athletes
- Various songs and TV shows depicting different sports and athletes

Unit 7: Articles and Money	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will learn how to identify the meaning of articles and use them in their speech and writing. ● Students will learn how to discuss money.	
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 I use indefinite articles? ● Why do I use definite articles? ● How do money habits differ across geographic locations? ● Why is it important to manage our money?	● We use indefinite articles before a noun that is general or when its identity is not known. ● We use definite articles to indicate that the identity of the noun is known to the reader. ● Money habits differ greatly across geographic locations. ● It is important to manage our money to be able to afford our basic needs and plan for our 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	**Students will…** Reading: ● Analyze texts for explicit details about money and infer the most important details about them using

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. 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	text evidence. ● Discern two or more central ideas in texts about money and analyze how they develop and interact. ● Analyze how ideas about money interact and develop throughout the text. ● Discern how articles are used throughout a text. ● Identify key vocabulary. Discern meaning and function of the words in a text. ● Analyze the effectiveness of the structure of texts about money. ● Determine the author's point of view and use/effectiveness of rhetorical strategies in texts about the benefits and drawbacks of various money habits. ● Analyze how federal income tax has changed over the past ten years. Writing: ● Write objective summaries of texts about money. ● Compose written responses to explain how ideas about money connect or develop. ● Construct claims about money using reasoning and text evidence. ● Complete written responses to explain details of various money habits for teens in Summit. ● Complete narrative writing activities about money. ● Complete daily journal entries about money. ● Research different money habits for teens around the world. ● Complete vocabulary practice activities. ● Complete drills/activities to practice the use of articles. Listening ● Evaluate multiple sources of advertisements for different money management services. ● Participate in daily speed conversations using articles. ● Discern classmate's claims and reasoning in class discussions about different money habits. ● Determine the main ideas of podcasts, song lyrics, videos, and tv shows made displaying different views on money. ● Analyze a speaker's point of view and use/effectiveness of rhetorical strategies when

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, 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,	discussing money management advice.. Speaking: ● Spontaneously formulate claims and reasoning during class discussions. ● Present ideas, opinions, and research about money. ● Participate in daily speed conversations using articles. ● Utilize Audacity and Padlet to support presentations about money. ● Complete vocabulary practice activities. ● Complete daily pronunciation practice.

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 use mathematics to devise money management plans.

Technology Integration

- Students will use Audacity to create a podcast.
- Students will use the online budget tool.

Media Literacy Integration

- Students will analyze different advertisements for various money management services.
- Students will analyze how money is portrayed in the media.

Global Perspectives

- Students will compare and contrast the money habits that teens in Summit have to the money habits that teens in their native towns have.

Supports for English Language Learners

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

Assessments

Formative Assessments:

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

Summative Assessments, Projects, and Celebrations:

- **Quizzes:**
  - 142.-14.3: Generalizations, Classifications, Definitions
  - 14.4-14.6: Non-Specific/Specific Nouns, Quantity Words
  - 14.7-14.8: Other/Another
  - 14.9: Definite/Indefinite Pronouns
- **Unit Test**
- **Portfolio (Informative):** Students will write an essay explaining the life of a self-made millionaire.
- **Podcast (Persuasive):** Students will create a podcast giving advice to teens who are interested in managing their money more effectively.
- **Presentation (Creative)**: Students will create a money management plan for an imagined teen with a small group.

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: Chapter 14

- Various articles about federal income tax in the US
- Various podcasts and TED Talks about money
- Various songs and TV shows depicting money