



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	English as a Secondary Language Beginning
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Grade Level(s):	Grade 9
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Duration:	Full Year:	x	Semester:		Marking Period:	
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Course Description:	<p>The English as a Second Language program is designed to improve the receptive and expressive English communication skills of the English language learners of Washington Township High School. Since we welcome students from a wide variety of nations with varying degrees of English proficiency instruction is individualized and always encompasses aural comprehension, verbal communication, reading, writing and American culture. The English as a Second Language, Grades 9-12 Course of Study was developed as a resource to meet the individual needs of the ELLs in all four-language domains with a foundation in the content areas. It is a comprehensive standards-based English as a Second Language curriculum that balances the language of Social and Instructional Language, the language of Language Arts and Literacy, the language of Science and the language of Social Studies. 21st Century skills and Web 2.0 tools are incorporated to ensure greater engagement of the students with the reading selections and activities. Drawing from a bank of informational texts, as well as classic and contemporary literature, students will acquire a wealth of new vocabulary through key words, academic words and literary words. Explicit instruction in reading strategies will foster reading comprehension skills. Attention to grammar points and the writing process complete the plan and the comprehensive scope of the integrated curriculum. Student progress will be monitored through teacher observation, written assessments, student portfolios and a wide variety of projects and writing tasks evaluated according to individual rubrics.</p> <p>All ESL students will:</p> <ul style="list-style-type: none">▪ Listen and gain meaning from spoken English from a variety of sources including but not limited to the teacher, classmates, guest speakers, audio recordings, audiovisual presentations, and songs.▪ Speak to express their opinion, share information, question and discuss in person and in recorded situations.▪ Read and gain meaning from all types of written English including but not limited to fiction, nonfiction, essays, poetry, newspaper and magazine articles, editorials, short stories, novels, resource materials and Internet articles.▪ Write to express their opinion, share information, persuade, question and record their memories and thoughts via handwriting and word processing on the computer <p>EDGE Fundamentals integrates language and grade level content while providing access to English Language Arts Standards. The four language domains are integrated with reading / writing strategies and scaffolds to enable</p>					
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	<p>students to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction is integrated in each unit. Units begin with an essential question related to the theme, literature and extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation. Each unit concludes with a writing project and “Workplace Workshop.” The latter is included to assist students with career exploration. Edge units are designed to be completed in 8 week intervals. Nevertheless, schools teams should determine the most appropriate time frame for each unit to ensure teachers are able to incorporate the range of materials such as the close readings, Leveled Readers, Writing Project, Unit Project, and Workplace Workshop. Depth may be more appropriate than breadth of coverage.</p>
<p>Grading Procedures:</p>	<ul style="list-style-type: none"> English Learners (EL) have special language acquisition needs which must be addressed through core content instruction as well as instruction in the English as a Second Language (ESL) classroom. To facilitate academic success and development of positive self worth, English Learners shall be entitled to modifications in content and grading as outlined in the following guidelines and in coordination among the English Learner’s ESL teacher and his regular classroom teacher(s). Upon an EL’s entry into the Washington Township Public Schools, the student will immediately be assessed by the appropriate ESL teacher, who will employ the World Class Instructional Design and Assessment – WIDA Model). Based on the student’s performance on the WIDA Model), as well as the student’s academic performance, reading level in English, NJ State Assessment and/or standardized test results in English, teacher recommendation, and interview with one of our English as a Second Language (ESL) teachers, the student’s eligibility to receive instruction in our district’s English Language Learner (ELL) program will be determined. The goal of the ESL program is to help children learn English and meet age-appropriate academic standards. Based on the student’s WIDA Model score as well as his/her previous school record, length of time in the United States, and family dynamics, the ESL teacher, the school principal (or his designee) and, if applicable, the student’s guidance counselor, will confer with the student’s parent(s) to determine the appropriate grade placement and course schedule. In regard to grade placement, it is also imperative that the calendar year of the EL entrant’s previous school be considered, since not all school’s follow a September to June calendar. In addition, within the first month of arrival or school year, the content teachers, ESL teacher, guidance counselor and CST member (if applicable) will meet to review the education plan of the EL and the WIDA proficiency levels along with the Can Do descriptors and necessary modifications. Based on the student’s performance on the WIDA Model, the ESL teacher will develop a list of instructional accommodations for implementation by the EL’s regular education teacher(s). The ESL teacher will communicate this information in writing and also through an initial meeting with the EL’s regular education teacher(s) and guidance counselor. Recognizing that English Learners are continually developing English proficiency, ESL students may be considered for enrichment if their academic performance indicates successful participation. So that we may best address the individual needs of each English Learner, the practices outlined above are intentionally flexible, with the ultimate

goals being facilitation of the English Learner's positive self worth and promotion of English language development as well as understanding of specific subject matter content.

- It is very likely that a student may need modified grading for CORE subjects, such as language arts, math, science, technology education, health or social studies, but not for others, such as art, music or physical education depending on the required reading and writing activities as outlined by the NJSLS.
- At least once per marking period, the EL's regular education teacher(s) and his ESL teacher shall communicate in writing (and as much as practicable, in person) in regard to the student's progress toward English language proficiency and understanding of core subject content. Based on those assessments, the teachers may alter the modifications applicable to the specific EL student.
- Along with the issuance of a traditional school-issued report card, each EL and his parent(s) shall have complete access to ESL grades on Powerschool to view student progress in the ESL classroom.
- It is noted that Kindergarteners receive a standard- based report card. However, please keep in mind these practices below as you rate students along the proficiency continuum as these are practices at the upper levels:
- If an EL is capable of earning a "C" or better on our traditional grading scales with prescribed ESL modifications, then the earned letter grade(s) should be issued to the EL. Otherwise, an EL should be issued a passing grade of "P" (instead of a "D") if he demonstrates basic understanding of the subject matter, even if his ability to express his understanding in clear and accurate English is limited. If the student's limited English proficiency prevents even basic understanding of subject matter, then the student shall be issued a grade of "LB," representing "language barrier."
- While a grade of "LB" (Language barrier) may be issued during any quarter, it may only be used as a final grade at the elementary and middle school levels.
- Whenever an EL's regular education classroom progress is congruent with his level of English language proficiency, he may not be issued a failing grade. In other words, if an EL is sincerely trying his best, then he should not be issued a failing grade.
- At the same time, an EL who intentionally puts forth no effort may be issued a grade of "F," but only after consultation among the student's ESL and regular education teacher(s) as well as his parent, the school principal (or his designee) and, if applicable the student's guidance counselor. Documentation must be provided that lack of language proficiency is not the cause of the EL's academic failure. In effect, an EL should not be issued a failing grade solely on the basis of lack of language proficiency.
- In general, an EL's promotion from one grade to the next shall be contingent upon the same promotion guidelines set for by the Board of Education for promotion of regular education students. However, the EL's building principal, ESL teacher, and guidance counselor, if applicable, will also confer with the

	<p>student's parent(s) to review and consider the student's academic progress and level of language acquisition over the course of the school year.</p> <ul style="list-style-type: none"> • SEE ASSESSMENT SECTION FOR GRADE LEVEL BENCHMARKS
Primary Resources:	Edge: Reading, Writing, and Language (Cengage Learning, 2014)

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Liani Dillard
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Under the Direction of:	Rosemarie Armstrong, Supervisor of World Languages & ESL, K-12
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Written: _____ Summer 2020
Revised: _____
BOE Approval: _____

Unit 1 Title: Personal Identity- Reading Personal Narratives/ Writing Narrative pieces**Unit Description:**

This unit seeks to emphasize the importance of the ability to tell one's own story and hear and honor the stories of others. The students will recognize the vast similarities across societies and cultures and the importance they hold in validating shared experiences. Students will also hear the personal stories of individuals, understanding the defining and transformative effect their own experiences have had on them and their worldview. The students will explore the mode of narrative writing. The students will write their own narrative, choosing to focus on a large or small moment in their own lives or continuing the narrative of an individual read in class. In addition, students will learn, recall, and apply new vocabulary using various activities to practice and reinforce skills and strategies. Throughout this unit, independent reading will be encouraged to allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

Unit Duration: 45 days (First Marking Period)

Desired Results

Learning Objectives and Standards:

Grade 9

<https://www.state.nj.us/education/modelcurriculum/ela/9u1.pdf>

NJ SLS and WIDA Standards

Edge Level Fundamentals Units	NJ SLS Standards	WIDA Standards
Unit 1 All About Me	RL/RI.9-10.2 RL/RI.9-10.4 RL/RI.9-1.7 W.9-10.7 W.9-10.9a-9b L.9-10.2 L.9-10.4	WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 6 What Matters Most	RL/RI.9-10.1 RL/RI.9-10.2 RL/RI.9-10.4 RL/RI.9-10.7 W.9-10.3a-3e L.9-10.1 L.9-10.2 L.9-10.4	WIDA ELP Standard 1 WIDA ELP Standard 2

Language Objectives:

Grades 9-10

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf>

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
<ul style="list-style-type: none"> - Understanding key vocabulary - Listening for main ideas - Listening for details - Taking notes - Synthesizing - Using your knowledge to predict content - Predicting content using visuals 	<ul style="list-style-type: none"> - Introducing and starting a talk - Vocabulary for the unit & school - Countries and nationalities - Word stress in sentences - Tell your group about a famous person from your country - Asking for and giving opinions and reasons 	<ul style="list-style-type: none"> - Previewing - Understanding key vocabulary - Skimming - Scanning to find information - Reading for details - Reading for details - Reading for main ideas - Using your knowledge - Synthesizing 	<ul style="list-style-type: none"> - Writing simple sentences - Write a profile of someone in your family using descriptive sentences - Joining ideas with <i>and</i> - Simple sentences - Writing compound sentences with <i>and</i>

	- Weak sounds in comparatives		
WIDA Can-Do Descriptors: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf			
Acquired Knowledge and Skills Visualize while reading Identify text structure Analyze characters in a play Analyze patterns in poetry Grammar: Verbs Phonics review: short vowels, blends long vowels Expressive writing Make inferences Analyze a memoir Analyze setting and its impact on plot Connect character to theme Grammar: Compound and complex sentences Phonics review: compound words; multi-syllabic words Narrative writing		Essential Questions How does one's culture help shape one's identity, values, and worldview? How do people negotiate living in a multi-cultural society? What are the benefits and drawbacks of acculturation and cultural assimilation? How does identifying cause and effect increase the comprehensibility of text? How is a poem constructed? How do you write with expression? What is a topic sentence? What are supporting details? What is a closing sentence?	
Learning/Instructional Strategies Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English proficiency level of each student and his/her immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what the students bring to class, so lessons and teaching methods are student-centered, based on each student's individual English language needs. Instruction of ELs may include any or all of the following: <u>Sheltered English Instruction (SEI):</u> Sheltered English Instruction (SEI) is a planning process that helps teachers provide English learners with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students" (NJDOE). Through the use of SEI, English learners can be integrated into classrooms with their English-speaking peers and work toward meeting expectations outlined in the New Jersey Student Learning Standards and Next Generation Science Standards. SEI promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. SEI activities require teachers to analyze lesson content to determine the academic language that must be taught to make content accessible for ELs. SEI methods require teachers to build background knowledge, connect new content to students' prior knowledge, provide time for interaction and collaboration among students, integrate explicit language and vocabulary instruction relevant to content learning, and emphasize the use of many types of instructional strategies including cooperative learning, differentiated instruction, and thematic study. The GO TO Strategies Matrix: http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf			

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roving Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Scaffolds Support (WIDA)

Sensory	Graphic
<ul style="list-style-type: none"> ○ Real life objects (Realia) / concrete objects / Physical models ○ Manipulative (measurement tools, models, scientific instruments, etc.) ○ Pictures / photos ○ Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons ○ Videos / broadcasts / audio books ○ Newspapers / magazines ○ Gestures / Physical movement ○ Music / songs / chants ○ Posters / display 	<ul style="list-style-type: none"> ○ Charts / Tables ○ Graphs ○ Timelines ○ Number lines ○ Graphic organizers ○ Graphing paper ○ Number lines ○ Timelines ○ Maps ○ Rubrics ○ Study guides / Guided Notes
Interactive	Verbal and Textual
<ul style="list-style-type: none"> ○ Whole group ○ Small group ○ Partner (turn-&-talk) ○ Cooperative groups (think/write/pair/share) ○ Triads ○ Interactive websites / software ○ Mentor / coach ○ L1 (home or first language) ○ Word to Word Dictionary / Picture Dictionary ○ Jigsaw activities 	<ul style="list-style-type: none"> ○ Labeling ○ Teacher Modeling / Monitoring ○ Repetition ○ Paraphrasing / Summarizing ○ Guiding, clarifying, probing questions ○ Leveled questions (5Ws) ○ Questioning prompts / cues ○ Word banks / phrase banks / word walls ○ Sentence starters / sentence frames / discussion frames / formulaic expressions ○ Cloze paragraphs / sentences ○ Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time) ○ Wait time

Cooperative Learning:

Cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELs develop social and oral language skills. It motivates ELs to learn English, which helps them become an integral part of the class community, and it has the ability to help students become more confident in social situations.

Differentiated Instruction:

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources and assessments are modified as needed.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. ESL teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



*Adopted by the New Jersey State Board of Education in August 2017

Thematic Approach:

ESL teachers include topics or themes in their lesson planning that incorporate the WIDA standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

Reader's Workshop for ELs:

Reader's workshop blends whole group instruction, small needs-based groups, and individual conferring to guide students through the application of basic reading comprehension strategies. Teachers of ELs are familiar with the reader's and writer's workshop. Although setting up a reader's workshop classroom in the ESL classroom may not be feasible, ESL teachers can adapt some of the best practices present within the workshop framework.

These strategies are as follows:

- Determining what is Important - Identifying themes and diminishing focus on less important ideas or pieces of information (i.e., ten minute mini-lesson focused on one specific topic or strategy).
- Immediate Application – Provide time for students to independently apply the skill of focus from the mini-lesson, at which time the ESL teacher can float among students and provide guidance as needed.
- Small Group Instruction – While students work independently, the teacher can work with a small group to re-teach a skill, pre-teach something, reinforce a previous concept, or accelerate learning for students ready to move ahead.
- Immediate Targeted Feedback – As students work independently or in small groups, the ESL teacher can provide praise, redirection, or feedback immediately.

Academic Vocabulary	Vocabulary for Vocabulary Strategies	Grammar
Visualize	Word categories	The verb Be
Making connections	Concept clusters	Complete sentences
Analyze	Synonyms	The verb Do
Interpret	Antonyms	The verb Have
Explain	Simile	

	Idioms	
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Vocabulary Words

1	2	3
Call Different Everyone Everywhere Friend Like Other Unique	Beautiful Grow Hard Home Leave Miss Together Wait	Find Idea No one Pattern Scientist Similar Special Study
4	5	6
Exchange Fair Inspire Luck Offer Refuse Reveal Spirit	Behavior Cheat Dignity Honest Integrity Recognize Standard Tradition	Generosity Invent Precious Proud Reflect Sacrifice Sensitive Wish

Content Area Vocabulary

Some words needed to understand Science, Social Studies and Mathematics

Analyze
 Answer
 Complete
 Describe
 Evaluate
 Examine
 Explain
 Find
 Graph
 Investigate
 Mark
 Observe
 Research
 Resolve
 Ruler
 Solve
 Study
 Survey

Language of Science	Language of Social Studies	Language of Mathematics
<u>Biology</u> 1. evolution 2. cell 3. homeostasis 4. haploid 5. tissue 6. natural selection 7. biotic 8. amino acid 9. organ 10. DNA 11. artificial selection 12. prokaryote 13. homozygous 14. meiosis 15. Linnean taxonomy 16. mitosis 17. eukaryote 18. diploid 19. abiotic 20. heterozygous <u>Chemistry</u> 1. thermodynamics 2. aqueous 3. heterogenous 4. base 5. atomic theory 6. atom 7. stoichiometry 8. physical property 9. acid 10. Avogadro's number 11. periodic table 12. law of conservation of mass 13. chemical property 14. homogenous 15. compound 16. hypotonic 17. electron configuration 18. abiotic 19. anhydrous 20. hypertonic <u>Earth Science</u> 1. plate boundaries 2. erosion 3. fossil record 4. mineral 5. geosphere 6. radioactive decay 7. topography 8. atmosphere 9. pangea 10. biosphere 11. rock cycle 12. gravitational effects 13. nutrient cycle 14. watershed 15. hydrologic cycle 16. weathering 17. convection currents 18. hydrosphere 19. continental shelf 20. Climate <u>Ecology</u> 1. keystone species 2. nitrogen cycle 3. potable 4. reclamation 5. ozone layer 6. urbanization 7. smog 8. recycling 9. CFC 10. eutrophication 11. watershed 12. greenhouse effect 13. point source pollution 14. ecosystem 15. water pollution 16. pioneer species 17. biome 18. global warming 19. ecology 20. solid waste <u>Integrated Science</u> 1. scientific method 2. dependent variable 3. accuracy 4. technology 5. genetic engineering 6. law	<u>World History</u> 1. Civilization 2. Imperialism 3. Industrialization 4. Culture 5. Judeo-Christian heritage 6. Renaissance 7. Humanism 8. Democracy 9. Reformation 10. Government 11. Empire 12. Civilization 13. Caste System 14. Hinduism 15. Alexander 16. Treaty 17. Napoleon 18. Marxism 19. Black Death 20. Communism 21. City-State 22. Humanism 23. Hegemony 24. The Enlightenment 25. Buddhism 26. Totalitarianism 27. Revolution 28. Great War 29. War 30. Cultural Diffusion 31. Holocaust 32. Peace 33. Age of Exploration 34. Facism 35. Renaissance 36. Feudalism 37. Religion 38. Trade 39. Democracy 40. Empire 41. Middle Passage/ Triangular Trade 42. Crusades 43. Human Rights 44. Absolutism 45. Values 46. Imperialism 47. Genocide <u>US History</u> 1. Immigration 2. Imperialism 3. Civil rights 4. Progressivism 5. Trusts/Monopolies 6. Conscientious objector 7. Propaganda 8. Socialism 9. Genocide 10. Communism 11. Religion 12. Americanization 13. Social Movement 14. Urbanization 15. Reform 16. Segregation 17. Nativism 18. Conservative 19. Constitutionalism 20. Industrialism 21. Militarism 22. Social Darwinism 23. Integration 24. Liberal 25. Isolationism 26. Nationalism 27. Political 28. Revolution 29. Culture 30. Economy 31. Interventionist 32. Democracy 33. Internationalism 34. Capitalism	Above Addition Area Behind Below Between Cardinal number Chance Circle Coin Decrease 2-dimensional shape Acute angle Addend Addition algorithm Angle Angle unit Area Associative property Bar graph Basic number combinations Capacity 3-dimensional shape Addition of fractions Algebraic expression Alternate interior angle Angle bisector Area model Array Axis of symmetry Circle formula Circumference formula Combining like terms Absolute value Acceleration Add radical expressions Addition Algebraic function Angle depression Arc Area Asymptote of function Binary system Cartesian coordinates Difference Direction Estimate Foot (measurement) Graph Greater than Grouping Guess and check Height Hour In front Inch Increase Inside Left Length Less than Location Measuring cup Minute Model Money Near Centimeter Circumference Classes of triangle Cluster Common denominator Common fractions Commutative property Constant Corresponding angles Corresponding sides Cube Cylinder Data Data collection Decimal Diagram Different Distributive property Dividend Divisibility Division Equation Equilateral triangle Complementary angle Composite number Congruence Conjecture Constant difference Constant rate of change Constant ratio Convert Coordinate Counter example Counting Cube number Cube root Cubic unit Data Deductive Defining Dilation Distance Enlarging transformation Equal ratios Equation Experiment Central angle Chord Circle Circular Classes of functions Combination Compound interest Conditional Continuous Control group Correlation Cosine Curve Dependent Dilation Discrete Divide Divide radical expressions Domain function Equivalent Expected value Exponent Exponential function Number Number line Numeral Numeric pattern Ordinal number Orientation Outcome Outside Pattern Pound Prediction Rectangle Right Ruler Second (time) Set Shape Similarity Size Square Subtraction Sum Table Equivalent fractions Estimation Even numbers Event likelihood Expanded notation Extreme value Factors Fraction Function Geometric pattern Greatest common factor Growing pattern Histogram Horizontal axis Identity pattern Improper fraction Inequality Intersection Irrelevant Isosceles triangle Less common multiple Line graph Linear pattern Exponent Exponential notation Fair chance Frequency Graphic representation

7. bias 8. Fahrenheit 9. deductive reasoning 10. GIS 11. precision 12. prediction 13. independent variable 14. hypothesis 15. SI unit 16. inductive reasoning 17. control 18. Celsius 19. GPS 20. Theory

Physics

1. force 2. hydroelectric energy 3. equilibrium 4. Ohm's law 5. nuclear energy 6. potential energy 7. energy 8. velocity 9. thermal energy 10. gravitational force 11. nonrenewable resources 12. law of conservation of energy 13. inertia 14. entropy 15. renewable resources 16. action-reaction pair 17. friction 18. Doppler effect 19. kinetic energy 20. Acceleration

Space Science

1. solstice 2. lunar phases 3. light year 4. eclipse 5. meteoroid 6. solar system 7. constellation 8. pulsating theory 9. Big Bang Theory 10. astronomy 11. star cycle 12. equinox 13. meteor impact 14. astronomical distance 15. galaxy 16. satellite 17. comet 18. gravitational force 19. Asteroid

of function Growth rate Input/output table Integer Intercept Intercepting lines Irregular polygon Large sample Line symmetry Linear arithmetic sequence Linear equation Mathematical expression Maximum Minimum Multiple Number property Odds Ordered pairs Factorial Finite graph Fraction Function notation Geometric function Imaginary number Isometry Law of probability Limit Line equation Line segment Line segment congruence Line segment similarity Linear Minimum/maximum of function Monomial Multiply radical expressions Natural number Negative exponent Parallel Pi Polynomial Postulate Temperature Time Triangle Under Volume Week Whole number Width Year Zero Mass Mean Measurement Median Meter Metric system Midpoint Mixed numbers Mode Multiple Multiplication Negative number Number of faces Number pairs Number sentence Obtuse angle Odd numbers Order of operations Parallel lines Parallelogram Part to whole Pattern Percent Parallel figures Percent Perimeter Perpendicular Plane Polygon Prime factor Problem Projection Proportional Quadratic equation Quadrilateral Random Range Rate Rational number Rectangle Rectangular Recursive sequence Reflection Root Rotation symmetry Sample Powers Probability Proof Protractor Pythagorean theorem Radical expression Radius Range of function Rational function Real numbers Reciprocal Recursive Reflection Regression Relative Right triangle Roots and real numbers Rotation Sample Series Similar Similar figures Speed Perimeter Perpendicular lines Pie chart Positive number Prime factorization Prime number Prism Probability Process of elimination Product Proof Pyramid Quotient Rectangle Rectangle prism Reduced form Relative distance Relevant information Remainder Repeating pattern Restate a problem Rhombus Right angle Scale Scatter plot Scientific notation Sequence Similar Similarity vs. congruence Simplification Slope Slope intercept formula Solid figure Solution Square number Square root Square units Substitution Supplementary angle Table representation Thermometer Trapezoid formula Tree diagram model Triangle sides Underestimation Unit size Standard Statistic Strategy Subtract Summary Surface area Systems of equations Systems of inequalities Tangent Term Theorem Transversal Trigonometric Two-way tables Unit Vector Velocity Vertex Rotation Rounding Same size units Sample Scale Shape Sphere Standard

		Studies Subtraction Surface area Survey Symbolic representations Tallies Time zone Triangle formula Unit Unlike terms Venn diagram Verification Vertical axis Volume Variable Vertex Volume formula Volume of cylinder, prism, and pyramid Work backward Written representation
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Resources:

Edge: Reading, Writing, and Language (Cengage Learning, 2014)

Edge Level Fundamentals- Unit 1

Edge Level Fundamentals- Unit 6

Novels from the Edge Library to support each thematic unit of study

Edge Level Fundamentals

Photo Essay

- *First names* by Greta Gilbert

Play Excerpt/Play

- *From Romeo & Juliet, Act 2, Scene 2* by William Shakespeare
- *Luck* by Elena Castedo

Short Story/ Memoir

- *Growing Together* by Carmen Agra Deedy
- *Young at Heart* by Huynh Quang Nhuong
- *The Scholarship Jacket* by Marta Salinas
- *The Gift of the Magi* adapted by O'Henry

Poem

- *My People* by Langston Hughes
- *Shoulders* by Naomi Shihab Nye

Expository Nonfiction/ Nonfiction

- *Ways to Know You* by Mimi Mortezaei
- *The Marketplace* by Davene Wasser

Magazine Article

- *Who is She?* By Greta Gilbert
- *Eye on Cheaters* from Current Events

Edge Library

- *Houses* by Harley Chan
- *Families* by Ann Morris
- *Maasai Dreamer* by Adrienne Frater
- *Any Small Goodness* by Tony Johnston

Core Novels from High school English curriculum

Grade 9

- *The Odyssey* by Homer supplemented with World Mythology
- *I Know Why the Caged Bird Sings* by Maya Angelou
- *Things Fall Apart* by Chinua Achebe
- *"My Children! My Africa!"* by Athol Fugard
- *I Am Malala* by Malala Yousafzai and Christina Lamb
- *The Bluest Eye* by Toni Morrison
- *Great Expectations* by Charles Dickens
- *To Kill a Mockingbird* by Harper Lee
- *The Miracle Worker* by William Gibson
- *The Tragedy of Romeo and Juliet* by William Shakespeare
- *Into the Wild* by Jon Krakauer
- *Persopolis* by Marjane Satrapi

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Scaffolding

Year Long Standard(s):
Grade 9
<https://www.state.nj.us/education/modelcurriculum/ela/9.pdf>

Level 1 Entering	WIDA CAN DO's BY MODE: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf Model Curriculum Scaffold with ELA Unit 1 Grade 9
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	https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf
Level 2 Beginning	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 6 Reaching	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Performance Tasks:

The students will be able to:

Develop listening and speaking skills.
 Critically read and analyze narrative text.
 Identify and analyze narrative, thematic and characterization elements in text.
 Make cultural and interdisciplinary thematic connections linguistically.
 Engage in collaborative peer discussions for the generation and exchange of ideas.
 Generate expository essays, specifically character portraits and cause and effect essays
 Develop and strengthen writing skills through process. Generate and publish text using technology.
 Develop research skills, evaluate sources both print and digital, and present findings utilizing technology.
 Identify and employ effective language adhering to standard convention usage.
 Develop, enhance, recognize and employ vocabulary in critical reading and writing.

Other Evidence

Independent Reading: annotations and journal
 Grammar activities
 Phonics assessment Vocabulary acquisition and reading comprehension
 Writing: poem (expressive writing)
 Graphic organizers
 Close reading, annotating, and notetaking
 Grammar activities
 Phonics assessment
 Vocabulary acquisition and reading comprehension
 Writing: Personal Narrative

Benchmarks and assessments:

Entry Criteria for the ESL Program

Eligibility for ESL program is based on the results of the following measures:

- WIDA Measure of Developing English Language (WIDA MODEL) assessments are approved by the New Jersey Department of Education and can be administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
- ACCESS 2.0 test results from the previous school year
- Content area teacher recommendations
- Content area performance and grades
- ESL teacher recommendations
- Participation in an ESL program in another school district
- Arrival to the United States from a country where Standard English is not the first language Monitor Criteria for the ESL Program Students who meet the criteria for exit from the ESL program are placed on a monitor status for a minimum of two years and offered support with content area classes.
- ESL teachers work with content area teachers to ensure a successful transition from the ESL program. In the event that a teacher wants to recommend re-entry into ESL, that request must be submitted to the district
- ESL supervisor for review. Re-entry into ESL can only be granted by the county superintendent.

Exit Criteria for the ESL Program

- Students enrolled in the ESL Program will be tested annually with the ACCESS 2.0 language proficiency assessment to determine their level of English language proficiency.
- The district goal, as determined by the State, is for all students to show growth of at least one proficiency level.
- Students who score at or above 4.5 are evaluated for exit from the ESL program.
- Furthermore, the WIDA MODEL assessments are used as one criterion upon which a student's exit from the program is based.
- Other criteria are student report cards, scores on the district provided assessments, and teacher recommendation.

State Required Assessment

- ESL State Assessment: ACCESS- ACCESS for ELLs scores have many potential uses, from determining student placement to guiding the creation of new curricula. Test scores work best as a way to aid decision-making, in cases such as:

- Establishing when multilingual learners have attained English language proficiency according to state criteria
- Making decisions about program entry and exit
- Informing classroom instruction and assessment
- Which domains teachers could focus on
- What the WIDA ELD Standards say about students' current proficiency levels
- How teachers can scaffold using the next level up
- Monitoring student progress by comparing current scores to previous scores

District Required Assessments

- STAR
- IXL
- SUCCESS
- ELA benchmark

Link to NJ Literacy Assessment:

Username: Model

Password: Curriculum

Grade 9

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/9u1.pdf>

Grade 9 Scoring Guide

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/9u1.pdf>

Interdisciplinary Connections

Mathematics

Numerical data such as graphs and sequential information provide an opportunity for cross-curricular study.

WIDA English Language Proficiency Standard 3- English language learners communicate information, ideas and concepts for academic success in the content area of Mathematics

Social Studies

Many of the books within the classroom collection are historical fiction novels, which provide for the opportunity of cross-curricular study.

WIDA English Language Proficiency Standard 5 – English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies

Social Studies NJSLs: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

Science NJSLs: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Science

Informational reading connected to science content will be made available to help students build background knowledge in specific units (e.g., Survival)

WIDA English Language Proficiency Standard 4 – English language learners communicate information, ideas and concepts for academic success in the content area of Science

English Language Arts

This curriculum is designed to supplement and work in partnership with the ELA curriculum.

WIDA English Language Proficiency Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. See link:

<https://www.nj.gov/education/cccs/instructionalunits/ela/>

Unit Modifications for Special Population Students

Student assignment in ESL-English classes will be based upon the number of years of high school English or ESL completed, so the English Language Proficiency levels of students in any class may vary.	
The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.	
Differentiation in materials, assignments, and assessments can be provided (e.g., 99 Ideas and Activities for Teaching English Learners with the SIOP Model)	
Advanced Learners	Gifted and Talented EL Guidance link. https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf
Struggling Learners	Tiered Systems of Support link: https://www.state.nj.us/education/njtss/
English Language Learners	<p>This entire curriculum is designed for ELs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</p> <p>English Language Learner Toolkit. https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf</p> <p>The central mentor texts chosen were based on the following criteria: Lexile. Even though some of the texts do not have a Lexile level, the teacher will read the texts aloud, and scaffold by defining vocabulary words, paraphrasing and simplifying complex sentences and using all visuals for support. They represent both literature and informational texts on the same topic aligned to the standards assessed in Unit 1.</p>
Special Needs Learners	ELLs with Special and diverse needs link: https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 12:](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf)

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Computers or iPads can be integral in providing ELs with valuable language experiences as they learn a new language. ESL teachers should offer English learners a language-rich environment in which students are constantly engaged in language activities. The computer or iPad can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school. Interactive whiteboards can also play a major part of hands-on interactive ESL instruction. Interactive whiteboards provide students with visual support that all ESL students need. In addition, they provide a way for teachers to anonymously survey students' understanding of the material being taught.

Technology Connections

- E-textbooks (Classlink)
- Collections (Houghton Mifflin Harcourt)
- Edge (National Geographic Cengage Learning, 2014)
- Microsoft Office, One Note, Schoology, FlipGrid and One Drive will be used to assign tasks, submit work, and provide feedback
- Microsoft Apps will be used to promote collaboration through technology
- Websites
- Online resources will be used to supplement curricular materials.
- Ted Talks will be provided when relevant to curriculum content.
- Immersive Reader will be used to help students build academic vocabulary knowledge.

Unit 1 – Narrative (In the U.S.A) Newcomer Supplemental Support

Vocabulary

1	2	3
Good Morning Hello Hey Hi Hi there Bye Good-Bye Have a nice day See you later See you soon I am from Now I live in My name is	A book A calculator An eraser A notebook A pair of scissors A pen A pencil A piece of paper A ruler A stapler Black Blue Brown Green Orange Pink Purple Red White Yellow Big Little Long short	What time is it? Do you have the time? What time do you have? Can you please tell me the time? Morning Noon Afternoon Evening Night What day is it? What day is tomorrow? What day was yesterday? Monday Tuesday Wednesday Thursday Friday Saturday Sunday Science class Social Studies class/ History class Math class Language Arts class Physical Education class (P.E) ESL class Library Lunch Who is not at school?

Language Functions

Give personal information
Make Introductions
Give information
Ask and answer questions

Grammar

Sentence Capitalization

Sentence punctuation

Capitalize the pronoun I

Capitalize Proper Nouns: City, State, and Country names

Unit 1 Project

Create an All about me multimedia project

Unit 2 Title:**Empathy and Understanding- Reading Information Text and Writing informative/explanatory pieces****Unit Description:**

This unit will continue to encourage students to understand and appreciate the experiences of others and the extent to which those experiences have shaped and defined them in their home countries as well as here in America, as well as explore the potential damage to individuals and society when those perspectives are ignored. Students will also choose individual areas of research and create a research based informational text which adds context or a deeper understanding of one of the core or supplemental texts covered. In addition, students will learn, recall, and apply new vocabulary using various activities to practice and reinforce skills and strategies. Throughout this unit, independent reading will be encouraged to allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

Unit Duration: 45 days (Second Marking Period)**Desired Results****Learning Objectives and Standards:**

Grade 9

<https://www.state.nj.us/education/modelcurriculum/ela/9u2.pdf>**NJ SLS and WIDA Standards**

Edge Level Fundamentals	NJ SLS Standards	WIDA Standards
Unit 3- Global Village	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.5 L.9-10.1	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 4- Survival	RL/RI.9-10.2 RL.9-10.3 RL/RI.9-10.7 W.9-10.2 W.9-10.7 L.9-10.1	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4

Language Objectives:

Grades 9-10

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf>

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
-Understanding key vocabulary - Using your knowledge - Listening for main ideas - Listening for details - Synthesizing	-Tell your group about an informational topic -Adjectives - Sentence stress - Describe photos and text details - Introducing a report	- Scanning to find information - Using your knowledge - Understanding key vocabulary - Reading for details - Previewing	- Writing simple sentences - Write using descriptive sentences - Joining ideas with and - Simple sentences

<ul style="list-style-type: none"> - Using visuals to predict content - Synthesizing 	<ul style="list-style-type: none"> - Talking about surveys - Report the results of a survey -Asking for and giving facts 	<ul style="list-style-type: none"> - Synthesizing - Taking notes - Reading for main ideas 	<ul style="list-style-type: none"> - Writing compound sentences with and -Write concluding sentences -Writing words with -ed and -ing
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WIDA Can-Do Descriptors:

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>

Acquired Knowledge and skills:

Analyze text features
 Analyze settings
 Elements of poetry
 Grammar: Adjectives
 Phonics review: Verbs with -ed and -ing
 Descriptive writing
 Make predictions
 Compare fiction and nonfiction
 Analyze plot
 Grammar: Irregular past tense verbs; adverbs
 Phonics review: r-controlled vowels
 Expository essay writing

Essential Questions:

What are text features?
 How to analyze the setting?
 What are the elements of poetry?
 What are adjectives?
 How are adjectives used?
 How to make predictions?
 What is fiction?
 What is nonfiction?
 How to analyze plot?
 What are verbs ?
 What are adverbs?
 How do you write irregular verbs in past-tense?
 How to create an expository essay?

Learning/Instructional Strategies

Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English proficiency level of each student and his/her immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what the students bring to class, so lessons and teaching methods are student-centered, based on each student's individual English language needs. Instruction of ELs may include any or all of the following:

Sheltered English Instruction (SEI):

Sheltered English Instruction (SEI) is a planning process that helps teachers provide English learners with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students" (NJDOE). Through the use of SEI, English learners can be integrated into classrooms with their English-speaking peers and work toward meeting expectations outlined in the New Jersey Student Learning Standards and Next Generation Science Standards.

SEI promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. SEI activities require teachers to analyze lesson content to determine the academic language that must be taught to make content accessible for ELs. SEI methods require teachers to build background knowledge, connect new content to students' prior knowledge, provide time for interaction and collaboration among students, integrate explicit language and vocabulary instruction relevant to content learning, and emphasize the use of many types of instructional strategies including cooperative learning, differentiated instruction, and thematic study.

The GO TO Strategies Matrix:

http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roving Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Scaffolds Support (WIDA)

Sensory	Graphic
<ul style="list-style-type: none"> ○ Real life objects (Realia) / concrete objects / Physical models ○ Manipulative (measurement tools, models, scientific instruments, etc.) ○ Pictures / photos ○ Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons ○ Videos / broadcasts / audio books ○ Newspapers / magazines ○ Gestures / Physical movement ○ Music / songs / chants ○ Posters / display 	<ul style="list-style-type: none"> ○ Charts / Tables ○ Graphs ○ Timelines ○ Number lines ○ Graphic organizers ○ Graphing paper ○ Number lines ○ Timelines ○ Maps ○ Rubrics ○ Study guides / Guided Notes
Interactive	Verbal and Textual
<ul style="list-style-type: none"> ○ Whole group ○ Small group ○ Partner (turn-&-talk) ○ Cooperative groups (think/write/pair/share) ○ Triads ○ Interactive websites / software ○ Mentor / coach ○ L1 (home or first language) ○ Word to Word Dictionary / Picture Dictionary ○ Jigsaw activities 	<ul style="list-style-type: none"> ○ Labeling ○ Teacher Modeling / Monitoring ○ Repetition ○ Paraphrasing / Summarizing ○ Guiding, clarifying, probing questions ○ Leveled questions (5Ws) ○ Questioning prompts / cues ○ Word banks / phrase banks / word walls ○ Sentence starters / sentence frames / discussion frames / formulaic expressions ○ Cloze paragraphs / sentences ○ Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time) ○ Wait time

Cooperative Learning:

Cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELs develop social and oral language skills. It motivates ELs to learn English, which helps them become an integral part of the class community, and it has the ability to help students become more confident in social situations.

Differentiated Instruction:

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources and assessments are modified as needed.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. ESL teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



*Adopted by the New Jersey State Board of Education in August 2017

Thematic Approach:

ESL teachers include topics or themes in their lesson planning that incorporate the WIDA standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

Reader's Workshop for ELs:

Reader's workshop blends whole group instruction, small needs-based groups, and individual conferring to guide students through the application of basic reading comprehension strategies. Teachers of ELs are familiar with the reader's and writer's workshop. Although setting up a reader's workshop classroom in the ESL classroom may not be feasible, ESL teachers can adapt some of the best practices present within the workshop framework.

These strategies are as follows:

- Determining what is Important - Identifying themes and diminishing focus on less important ideas or pieces of information (i.e., ten minute mini-lesson focused on one specific topic or strategy).
- Immediate Application – Provide time for students to independently apply the skill of focus from the mini-lesson, at which time the ESL teacher can float among students and provide guidance as needed.
- Small Group Instruction – While students work independently, the teacher can work with a small group to re-teach a skill, pre-teach something, reinforce a previous concept, or accelerate learning for students ready to move ahead.
- Immediate Targeted Feedback – As students work independently or in small groups, the ESL teacher can provide praise, redirection, or feedback immediately.

Academic Vocabulary	Vocabulary for Vocabulary Strategies	Grammar
Determine Importance Make judgements Interpret Draw Conclusions Plan and monitor Explain Summarize Make comparisons	Word Parts Prefixes Suffixes Compound Words Multiple-Meaning Words	Use adjectives before nouns Use adjectives that compare Use possessive nouns Use past tense verbs Use past tense verbs: Had Use Commands Use irregular verbs Use irregular verbs past tense

Vocabulary Words

1	2	3
Crowded Decide Enough Hungry Instead Meal Safe Village	Belief Experience Forget Popular Religion Sport Truth Uncomfortable	Become Dream Easy Practice Respect Succeed Try Victory
4	5	6
Damage Defenseless Die Fear Injured Powerful Recover Weak	Choice Disaster Neighborhood Obstacle Safety Save Stranger Victim	Blood Vessel Circumstances Danger Energy Escape Perspire Physical System

Content Area Vocabulary

Some words needed to understand Science, Social Studies and Mathematics

Analyze
Answer
Complete
Describe
Evaluate
Examine
Explain
Find
Graph
Investigate
Mark
Observe
Research
Resolve
Ruler
Solve
Study
Survey

Language of Science	Language of Social Studies	Language of Mathematics
Biology 1. evolution 2. cell 3. homeostasis 4. haploid 5. tissue 6. natural selection 7. biotic 8. amino acid 9. organ 10. DNA 11. artificial selection 12. prokaryote 13. homozygous 14. meiosis 15. Linnean taxonomy 16. mitosis 17. eukaryote 18. diploid 19. abiotic 20. heterozygous Chemistry	World History 1. Civilization 2. Imperialism 3. Industrialization 4. Culture 5. Judeo-Christian heritage 6. Renaissance 7. Humanism 8. Democracy 9. Reformation 10. Government 11. Empire 12. Civilization 13. Caste System 14. Hinduism 15. Alexander 16. Treaty 17. Napoleon 18. Marxism 19. Black Death 20. Communism 21. City-State 22. Humanism 23. Hegemony 24. The Enlightenment 25. Buddhism 26. Totalitarianism 27. Revolution	Above Addition Area Behind Below Between Cardinal number Chance Circle Coin Decrease 2-dimensional shape Acute angle Addend Addition algorithm Angle Angle unit Area Associative property Bar graph Basic number combinations Capacity 3-dimensional shape Addition of fractions Algebraic expression Alternate interior angle Angle bisector Area model Array Axis of symmetry Circle formula Circumference formula Combining like terms Absolute value Acceleration Add

<p>1. thermodynamics 2. aqueous 3. heterogenous 4. base 5. atomic theory 6. atom 7. stoichiometry 8. physical property 9. acid 10. Avogadro's number 11. periodic table 12. law of conservation of mass 13. chemical property 14. homogenous 15. compound 16. hypotonic 17. electron configuration 18. abiotic 19. anhydrous 20. hypertonic</p> <p>Earth Science</p> <p>1. plate boundaries 2. erosion 3. fossil record 4. mineral 5. geosphere 6. radioactive decay 7. topography 8. atmosphere 9. pangea 10. biosphere 11. rock cycle 12. gravitational effects 13. nutrient cycle 14. watershed 15. hydrologic cycle 16. weathering 17. convection currents 18. hydrosphere 19. continental shelf 20. Climate</p> <p>Ecology</p> <p>1. keystone species 2. nitrogen cycle 3. potable 4. reclamation 5. ozone layer 6. urbanization 7. smog 8. recycling 9. CFC 10. eutrophication 11. watershed 12. greenhouse effect 13. point source pollution 14. ecosystem 15. water pollution 16. pioneer species 17. biome 18. global warming 19. ecology 20. solid waste</p> <p>Integrated Science</p> <p>1. scientific method 2. dependent variable 3. accuracy 4. technology 5. genetic engineering 6. law 7. bias 8. Fahrenheit 9. deductive reasoning 10. GIS 11. precision 12. prediction 13. independent variable 14. hypothesis 15. SI unit 16. inductive reasoning 17. control 18. Celsius 19. GPS 20. Theory</p> <p>Physics</p> <p>1. force 2. hydroelectric energy 3. equilibrium 4. Ohm's law 5. nuclear energy 6. potential energy</p>	<p>28.Great War 29.War 30.Cultural Diffusion 31.Holocaust 32.Peace 33.Age of Exploration 34.Facism 35.Renaissance 36.Feudalism 37.Religion 38.Trade 39.Democracy 40.Empire 41.Middle Passage/Triangular Trade 42.Crusades 43.Human Rights 44.Absolutism 45.Values 46.Imperialism 47.Genocide</p> <p>US History</p> <p>1. Immigration 2. Imperialism 3. Civil rights 4. Progressivism 5. Trusts/Monopolies 6. Conscientious objector 7. Propaganda 8. Socialism 9. Genocide 10.Communism 11.Religion 12.Americanization 13.Social Movement 14.Urbanization 15.Reform 16.Segregation 17.Nativism 18.Conservative 19.Constitutionalism 20.Industrialism 21.Militarism 22.Social Darwinism 23.Integration 24.Liberal 25.Isolationism 26.Nationalism 27.Political 28.Revolution 29.Culture 30.Economy 31.Interventionist 32.Democracy 33.Internationalism 34.Capitalism</p>	<p>radical expressions Addition Algebraic function Angle depression Arc Area Asymptote of function Binary system Cartesian coordinates Difference Direction Estimate Foot (measurement) Graph Greater than Grouping Guess and check Height Hour In front Inch Increase Inside Left Length Less than Location Measuring cup Minute Model Money Near Centimeter Circumference Classes of triangle Cluster Common denominator Common fractions Commutative property Constant Corresponding angles Corresponding sides Cube Cylinder Data Data collection Decimal Diagram Different Distributive property Dividend Divisibility Division Equation Equilateral triangle Complementary angle Composite number Congruence Conjecture Constant difference Constant rate of change Constant ratio Convert Coordinate Counter example Counting Cube number Cube root Cubic unit Data Deductive Defining Dilation Distance Enlarging transformation Equal ratios Equation Experiment Central angle Chord Circle Circular Classes of functions Combination Compound interest Conditional Continuous Control group Correlation Cosine Curve Dependent Dilation Discrete Divide Divide radical expressions Domain function Equivalent Expected value Exponent Exponential function Number Number line Numeral Numeric pattern Ordinal number Orientation Outcome Outside Pattern Pound Prediction Rectangle Right Ruler Second (time) Set Shape Similarity Size Square Subtraction Sum Table Equivalent fractions Estimation Even numbers Event likelihood Expanded notation Extreme value Factors Fraction Function Geometric pattern Greatest common factor Growing pattern Histogram Horizontal axis Identity pattern Improper fraction Inequality Intersection Irrelevant Isosceles triangle Less common multiple Line graph Linear pattern Exponent Exponential notation Fair chance Frequency Graphic representation of function Growth rate Input/output table Integer Intercept Intercepting lines Irregular polygon Large sample Line symmetry Linear arithmetic sequence Linear equation Mathematical expression Maximum Minimum Multiple Number property Odds Ordered pairs Factorial Finite graph Fraction Function notation Geometric function Imaginary number Isometry Law of probability Limit Line equation Line segment Line segment congruence Line segment similarity Linear Minimum/maximum of function Monomial Multiply radical expressions Natural</p>
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<p>7. energy 8. velocity 9. thermal energy 10. gravitational force 11. nonrenewable resources 12. law of conservation of energy 13. inertia 14. entropy 15. renewable resources 16. action-reaction pair 17. friction 18. Doppler effect 19. kinetic energy 20. Acceleration</p> <p>Space Science</p> <p>1. solstice 2. lunar phases 3. light year 4. eclipse 5. meteoroid 6. solar system 7. constellation 8. pulsating theory 9. Big Bang Theory 10. astronomy 11. star cycle 12. equinox 13. meteor impact 14. astronomical distance 15. galaxy 16. satellite 17. comet 18. gravitational force 19. Asteroid</p>		<p>number Negative exponent Parallel Pi Polynomial Postulate Temperature Time Triangle Under Volume Week Whole number Width Year Zero Mass Mean Measurement Median Meter Metric system Midpoint Mixed numbers Mode Multiple Multiplication Negative number Number of faces Number pairs Number sentence Obtuse angle Odd numbers Order of operations Parallel lines Parallelogram Part to whole Pattern Percent Parallel figures Percent Perimeter Perpendicular Plane Polygon Prime factor Problem Projection Proportional Quadratic equation Quadrilateral Random Range Rate Rational number Rectangle Rectangular Recursive sequence Reflection Root Rotation symmetry Sample Powers Probability Proof Protractor Pythagorean theorem Radical expression Radius Range of function Rational function Real numbers Reciprocal Recursive Reflection Regression Relative Right triangle Roots and real numbers Rotation Sample Series Similar Similar figures Speed Perimeter Perpendicular lines Pie chart Positive number Prime factorization Prime number Prism Probability Process of elimination Product Proof Pyramid Quotient Rectangle Rectangle prism Reduced form Relative distance Relevant information Remainder Repeating pattern Restate a problem Rhombus Right angle Scale Scatter plot Scientific notation Sequence Similar Similarity vs. congruence Simplification Slope Slope intercept formula Solid figure Solution Square number Square root Square units Substitution Supplementary angle Table representation Thermometer Trapezoid formula Tree diagram model Triangle sides Underestimation Unit size Standard Statistic Strategy Subtract Summary Surface area Systems of equations Systems of inequalities Tangent Term Theorem Transversal Trigonometric Two-way tables Unit Vector Velocity Vertex Rotation Rounding Same size units Sample Scale Shape Sphere Standard Studies Subtraction Surface area Survey Symbolic representations Tallies Time zone Triangle formula Unit Unlike terms Venn diagram Verification Vertical axis Volume Variable Vertex Volume formula Volume of cylinder, prism, and pyramid Work backward Written representation</p>
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Resources:

Edge: Reading, Writing, and Language (Cengage Learning, 2014)

Edge Level Fundamentals- Unit 3

Edge Level Fundamentals- Unit 4

Social Studies NJSLs: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

Science NJSLs: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Novels from the Edge Library to support each thematic unit of study

Edge Level Fundamentals

Expository Nonfiction

- *If the World Were a Village* by David J. Smith

Poem

- *The Same* by Francisco X. Alarcon

Magazine Article/ Newspaper Article/ News Feature/ Science Article/ Magazine Profile

- *Freaky Food* by Nancy Shepherdson
- *Tornado Survivor Called “the luckiest man on earth”* by Wes Johnson
- *Surviving Katrina* by Daphne Liu
- *Test Your Survival Skills* by Nick D’Atto
- *Fight or Flight? What Your Body Knows About Survival* by James E. Porter
- *Survivor Rulon Gardner: Hardheaded* by Andrea Minarcek

Narrative Nonfiction/ Nonfiction

- *Behind the Veil* by Phillip Devitt
- *Maps*

Photo Essay

- *The Simple Sport* by Sara Chiu

Short Fiction

- *Alphabet City Ballet* by Erika Tamar
- *Two Were Left* by Hugh Cave

Song Lyrics

- *You Can Get It If You Really Want* by Jimmy Cliff

Edge Library

- *Rice* by Marianne Morrison
- *What Makes a community?* by Janet Helenthal
- *Hercules* by Paul Storrie
- *Wicked Weather* by Beth Geiger

Core Novels from High school English curriculum

Grade 9

- *The Odyssey* by Homer supplemented with World Mythology
- *I Know Why the Caged Bird Sings* by Maya Angelou
- *Things Fall Apart* by Chinua Achebe
- *“My Children! My Africa!”* by Athol Fugard
- *I Am Malala* by Malala Yousafzai and Christina Lamb
- *The Bluest Eye* by Toni Morrison
- *Great Expectations* by Charles Dickens
- *To Kill a Mockingbird* by Harper Lee
- *The Miracle Worker* by William Gibson
- *The Tragedy of Romeo and Juliet* by William Shakespeare
- *Into the Wild* by Jon Krakauer
- *Persopolis* by Marjane Satrapi

Scaffolding

Year Long Standard(s):

Grade 9

<https://www.state.nj.us/education/modelcurriculum/ela/9.pdf>

Level 1 Entering	WIDA CAN DO's BY MODE: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf Model Curriculum Scaffold with ELA Unit 2 Grade 9 https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u2.pdf
Level 2 Beginning	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 6 Reaching	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Performance Tasks: Engage in classroom discussion Understanding the speaker's message Respond to and interpret visuals Study and interpret a photo Respond to questions Describe people and places Use adjectives Activate prior knowledge Determine importance Analyze text features Give Oral Response Use word parts Compare-Contrast paragraph Word knowledge Describe an experience	Other Evidence: Close reading activities and notes Grammar activities Phonics assessment Vocabulary acquisition and reading comprehension Writing: Descriptive Essay Writing: Expository Essay
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Benchmarks and assessments:

Entry Criteria for the ESL Program

Eligibility for ESL program is based on the results of the following measures:

- WIDA Measure of Developing English Language (WIDA MODEL) assessments are approved by the New Jersey Department of Education and can be administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
- ACCESS 2.0 test results from the previous school year
- Content area teacher recommendations
- Content area performance and grades
- ESL teacher recommendations
- Participation in an ESL program in another school district
- Arrival to the United States from a country where Standard English is not the first language Monitor Criteria for the ESL Program Students who meet the criteria for exit from the ESL program are placed on a monitor status for a minimum of two years and offered support with content area classes.
- ESL teachers work with content area teachers to ensure a successful transition from the ESL program. In the event that a teacher wants to recommend re-entry into ESL, that request must be submitted to the district
- ESL supervisor for review. Re-entry into ESL can only be granted by the county superintendent.

Exit Criteria for the ESL Program

- Students enrolled in the ESL Program will be tested annually with the ACCESS 2.0 language proficiency assessment to determine their level of English language proficiency.
- The district goal, as determined by the State, is for all students to show growth of at least one proficiency level.
- Students who score at or above 4.5 are evaluated for exit from the ESL program.
- Furthermore, the WIDA MODEL assessments are used as one criterion upon which a student's exit from the program is based.
- Other criteria are student report cards, scores on the district provided assessments, and teacher recommendation.

State Required Assessment

- ESL State Assessment: ACCESS- ACCESS for ELLs scores have many potential uses, from determining student placement to guiding the creation of new curricula. Test scores work best as a way to aid decision-making, in cases such as:
- Establishing when multilingual learners have attained English language proficiency according to state criteria
- Making decisions about program entry and exit
- Informing classroom instruction and assessment
- Which domains teachers could focus on
- What the WIDA ELD Standards say about students' current proficiency levels
- How teachers can scaffold using the next level up
- Monitoring student progress by comparing current scores to previous scores

District Required Assessments

- STAR
- IXL
- SUCCESS
- ELA benchmark

Link to NJ Literacy Assessment:

Username: Model

Password: Curriculum

Grade 9

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/9u2.pdf>

Grade 9 Scoring Guide

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/9u2.pdf>

Interdisciplinary Connections

Mathematics

Numerical data such as graphs and sequential information provide an opportunity for cross-curricular study.

WIDA English Language Proficiency Standard 3- English language learners communicate information, ideas and concepts for academic success in the content area of Mathematics

Social Studies

Many of the books within the classroom collection are historical fiction novels, which provide for the opportunity of cross-curricular study.

WIDA English Language Proficiency Standard 5 – English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies

Social Studies NJSLs: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

Science NJSLs: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Science

Informational reading connected to science content will be made available to help students build background knowledge in specific units (e.g., Survival)

WIDA English Language Proficiency Standard 4 – English language learners communicate information, ideas and concepts for academic success in the content area of Science

English Language Arts

This curriculum is designed to supplement and work in partnership with the ELA curriculum.

WIDA English Language Proficiency Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. See link:

<https://www.nj.gov/education/cccs/instructionalunits/ela/>

Unit Modifications for Special Population Students

Student assignment in ESL-English classes will be based upon the number of years of high school English or ESL completed, so the English Language Proficiency levels of students in any class may vary.	
The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.	
Differentiation in materials, assignments, and assessments can be provided (e.g., 99 Ideas and Activities for Teaching English Learners with the SIOP Model)	
Advanced Learners	<p>Gifted and Talented EL Guidance link.</p> <p>https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf</p>
Struggling Learners	<p>Tiered Systems of Support link:</p> <p>https://www.state.nj.us/education/njtss/</p>
English Language Learners	<p>This entire curriculum is designed for ELs. Also, review FABRIC</p> <p>https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</p> <p>English Language Learner Toolkit.</p> <p>https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf</p> <p>The central mentor texts chosen were based on the following criteria: Lexile. Even though some of the texts do not have a Lexile level, the teacher will read the texts aloud, and scaffold by defining vocabulary words, paraphrasing and simplifying complex sentences and using all visuals for support. They represent both literature and informational texts on the same topic aligned to the standards assessed in Unit 2</p>
Special Needs Learners	<p>ELLs with Special and diverse needs link:</p> <p>https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm</p>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 12:](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf)

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Computers or iPads can be integral in providing ELs with valuable language experiences as they learn a new language. ESL teachers should offer English learners a language-rich environment in which students are constantly engaged in language activities. The computer or iPad can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school. Interactive whiteboards can also play a major part of hands-on interactive ESL instruction. Interactive whiteboards provide students with visual support that all ESL students need. In addition, they provide a way for teachers to anonymously survey students' understanding of the material being taught.

Technology Connections

- E-textbooks (Classlink)
- Collections (Houghton Mifflin Harcourt)
- Edge (National Geographic Cengage Learning, 2014)
- Microsoft Office, One Note, Schoology, FlipGrid and One Drive will be used to assign tasks, submit work, and provide feedback
- Microsoft Apps will be used to promote collaboration through technology
- Websites
- Online resources will be used to supplement curricular materials.
- Ted Talks will be provided when relevant to curriculum content.
- Immersive Reader will be used to help students build academic vocabulary knowledge.

Unit 2- Informational (In the U.S.A) Newcomer Supplemental Support

Vocabulary

7

Young
Tall
Long
Big
Dark
Curly
Old
Short
Little
Light
Straight

I am
You are
He is
She is
We are
They are

What do you like?
I like
You like
He likes
She likes

That
Has
Both
Like
Get
Good
Don't
He
Book
Old
We
Picture

Language Function

Describe yourself
Describe other people
Express Feelings
Discuss information learned

Grammar

Sentences and commands

End punctuation: Period and Question Mark

Unit 2 Project

Create an informational multimedia project

Unit 3 Title: Education and Growth- Book Club/ Writing Literary Analysis

Unit Description:

This unit seeks to build understanding about the transformational potential of education, both formal and informal in America, and the strong connection learning can have on personal and moral growth. Students will learn strategies to help them read core texts that trace the development of a young person, considering the societal factors of the time period and today that influence that growth. Next, students will learn skills to develop a literary analysis with appropriate textual evidence as modeled in a mentor text. In addition, students will learn, recall, and apply new vocabulary using various activities to practice and reinforce skills and strategies. Throughout this unit, independent reading will be encouraged to allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

Unit Duration: 45 days (Third Marking Period)

Desired Results

Learning Objectives and Standards:

Grade 9

<https://www.state.nj.us/education/modelcurriculum/ela/9u3.pdf>

NJ SLS Standards and WIDA Standards

Edge Level Fundamental	NJ SLS Standards	WIDA Standards
Unit 2- Wisdom of Ages	RL/RI.9-10.1 RL/RI.9-10.2 RL/RI.9-10.7 W.9-10.1 W.9-10.5 L.9-10.2	WIDA ELP Standard 1 WIDA ELP Standard 2

Language Objectives:

Grades 9-10

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf>

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
<ul style="list-style-type: none">- Listening for main ideas- Understanding key vocabulary- Using your knowledge- Listening for details- Synthesizing- Synthesizing information- Predicting content using visuals- Taking notes	<ul style="list-style-type: none">- Prepositions of time- Interview students for a survey or opinion- Describing a topic- Describing a problem- Describing a solution- Describing results	<ul style="list-style-type: none">- Annotating a text- Using your knowledge- Understanding key vocabulary- Previewing- Scanning to find information- Reading for main ideas- Skimming- Reading for details- Synthesizing	<ul style="list-style-type: none">- Main ideas and details- Giving reasons with <i>because</i> and results with <i>so</i>- Write an explanatory paragraph

WIDA Can-Do Descriptors:

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>

Acquired Knowledge and Skills

Ask questions

Character analysis

Analyze elements of poetry: repetition

Grammar: Nouns and verbs in sentences

Phonics review: long vowels and digraphs

Explanatory argument writing

Essential Questions:

What did the author want me to get out of this piece?

What techniques did the author use to get his/her point across?

How were those techniques used to develop theme? character? etc...

Why do you either identify or resist the cultural values of the piece?

Are you an insider or an outsider to the culture in this book?

How does the work reflect a particular culture or cultural values?

How does the culture reflected in the writing affect your understanding of it? How does your own culture affect your understanding of it?

What is a noun?

What is a verb?

How are nouns and verbs used in sentences?

Learning/Instructional Strategies

Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English proficiency level of each student and his/her immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what the students bring to class, so lessons and teaching methods are student-centered, based on each student's individual English language needs. Instruction of ELs may include any or all of the following:

Sheltered English Instruction (SEI):

Sheltered English Instruction (SEI) is a planning process that helps teachers provide English learners with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students" (NJDOE). Through the use of SEI, English learners can be integrated into classrooms with their English-speaking peers and work toward meeting expectations outlined in the New Jersey Student Learning Standards and Next Generation Science Standards.

SEI promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. SEI activities require teachers to analyze lesson content to determine the academic language that must be taught to make content accessible for ELs. SEI methods require teachers to build background knowledge, connect new content to students' prior knowledge, provide time for interaction and collaboration among students, integrate explicit language and vocabulary instruction relevant to content learning, and emphasize the use of many types of instructional strategies including cooperative learning, differentiated instruction, and thematic study.

The GO TO Strategies Matrix:

http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roving Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Scaffolds Support (WIDA)

Sensory	Graphic
<ul style="list-style-type: none"> ○ Real life objects (Realia) / concrete objects / Physical models ○ Manipulative (measurement tools, models, scientific instruments, etc.) ○ Pictures / photos ○ Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons ○ Videos / broadcasts / audio books ○ Newspapers / magazines ○ Gestures / Physical movement ○ Music / songs / chants ○ Posters / display 	<ul style="list-style-type: none"> ○ Charts / Tables ○ Graphs ○ Timelines ○ Number lines ○ Graphic organizers ○ Graphing paper ○ Number lines ○ Timelines ○ Maps ○ Rubrics ○ Study guides / Guided Notes
Interactive	Verbal and Textual
<ul style="list-style-type: none"> ○ Whole group ○ Small group ○ Partner (turn-&-talk) ○ Cooperative groups (think/write/pair/share) ○ Triads ○ Interactive websites / software ○ Mentor / coach ○ L1 (home or first language) ○ Word to Word Dictionary / Picture Dictionary ○ Jigsaw activities 	<ul style="list-style-type: none"> ○ Labeling ○ Teacher Modeling / Monitoring ○ Repetition ○ Paraphrasing / Summarizing ○ Guiding, clarifying, probing questions ○ Leveled questions (5Ws) ○ Questioning prompts / cues ○ Word banks / phrase banks / word walls ○ Sentence starters / sentence frames / discussion frames / formulaic expressions ○ Cloze paragraphs / sentences ○ Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time) ○ Wait time

Cooperative Learning:

Cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELs develop social and oral language skills. It motivates ELs to learn English, which helps them become an integral part of the class community, and it has the ability to help students become more confident in social situations.

Differentiated Instruction:

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources and assessments are modified as needed.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. ESL teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



*Adopted by the New Jersey State Board of Education in August 2017

Thematic Approach:

ESL teachers include topics or themes in their lesson planning that incorporate the WIDA standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

Reader's Workshop for ELs:

Reader's workshop blends whole group instruction, small needs-based groups, and individual conferring to guide students through the application of basic reading comprehension strategies. Teachers of ELs are familiar with the reader's and writer's workshop. Although setting up a reader's workshop classroom in the ESL classroom may not be feasible, ESL teachers can adapt some of the best practices present within the workshop framework.

These strategies are as follows:

- Determining what is Important - Identifying themes and diminishing focus on less important ideas or pieces of information (i.e., ten minute mini-lesson focused on one specific topic or strategy).
- Immediate Application – Provide time for students to independently apply the skill of focus from the mini-lesson, at which time the ESL teacher can float among students and provide guidance as needed.
- Small Group Instruction – While students work independently, the teacher can work with a small group to re-teach a skill, pre-teach something, reinforce a previous concept, or accelerate learning for students ready to move ahead.

Immediate Targeted Feedback – As students work independently or in small groups, the ESL teacher can provide praise, redirection, or feedback immediately.

Academic Vocabulary	Vocabulary for Vocabulary Strategies	Grammar
Ask Questions Explain Analyze Make Comparisons Interpret Character Generalize Cause and effect Visualize	Compound words Suffixes	Use action verbs Use present progressive verbs Use nouns and verbs in sentences

Vocabulary Words

1	2	3
Angry Difficult Lonely Problem Selfish Share Simple Solution	Break Explain Fight Harm Rest Touch Tough Understand	Connect History Joy Listen Poor Receive Remember Rich

Content Area Vocabulary

Some words needed to understand Science, Social Studies and Mathematics

Analyze
Answer
Complete
Describe
Evaluate
Examine
Explain
Find
Graph
Investigate
Mark
Observe
Research
Resolve
Ruler
Solve
Study
Survey

Language of Science

Biology

1. evolution 2. cell 3. homeostasis 4. haploid 5. tissue 6. natural selection 7. biotic 8. amino acid 9. organ 10. DNA 11. artificial selection 12. prokaryote 13. homozygous 14. meiosis 15. Linnean taxonomy 16. mitosis 17. eukaryote 18. diploid 19. abiotic 20. heterozygous

Chemistry

1. thermodynamics 2. aqueous 3. heterogenous 4. base 5. atomic theory 6. atom 7. stoichiometry 8. physical property 9. acid 10. Avogadro's number 11. periodic table 12. law of conservation of mass 13. chemical property 14. homogenous 15. compound 16. hypotonic 17. electron

Language of Social Studies

World History

1. Civilization 2. Imperialism 3. Industrialization 4. Culture 5. Judeo-Christian heritage 6. Renaissance 7. Humanism 8. Democracy 9. Reformation 10. Government 11. Empire 12. Civilization 13. Caste System 14. Hinduism 15. Alexander 16. Treaty 17. Napoleon 18. Marxism 19. Black Death 20. Communism 21. City-State 22. Humanism 23. Hegemony 24. The Enlightenment 25. Buddhism 26. Totalitarianism 27. Revolution 28. Great War 29. War 30. Cultural Diffusion 31. Holocaust 32. Peace 33. Age of Exploration 34. Facism 35. Renaissance 36. Feudalism 37. Religion 38. Trade 39. Democracy 40. Empire 41. Middle Passage/ Triangular Trade 42. Crusades 43. Human Rights 44. Absolutism 45. Values 46. Imperialism 47. Genocide

US History

Language of Mathematics

Above Addition Area Behind Below Between Cardinal number Chance Circle Coin Decrease 2-dimensional shape Acute angle Addend Addition algorithm Angle Angle unit Area Associative property Bar graph Basic number combinations Capacity 3-dimensional shape Addition of fractions Algebraic expression Alternate interior angle Angle bisector Area model Array Axis of symmetry Circle formula Circumference formula Combining like terms Absolute value Acceleration Add radical expressions Addition Algebraic function Angle depression Arc Area Asymptote of function Binary system Cartesian coordinates Difference Direction Estimate Foot (measurement) Graph Greater than Grouping Guess and check Height Hour In front Inch Increase Inside Left Length Less than Location Measuring cup Minute Model Money Near Centimeter Circumference Classes of triangle Cluster Common denominator Common fractions Commutative property Constant

<p>configuration 18. abiotic 19. anhydrous 20. hypertonic</p> <p><u>Earth Science</u></p> <p>1. plate boundaries 2. erosion 3. fossil record 4. mineral 5. geosphere 6. radioactive decay 7. topography 8. atmosphere 9. pangea 10. biosphere 11. rock cycle 12. gravitational effects 13. nutrient cycle 14. watershed 15. hydrologic cycle 16. weathering 17. convection currents 18. hydrosphere 19. continental shelf 20. Climate</p> <p><u>Ecology</u></p> <p>1. keystone species 2. nitrogen cycle 3. potable 4. reclamation 5. ozone layer 6. urbanization 7. smog 8. recycling 9. CFC 10. eutrophication 11. watershed 12. greenhouse effect 13. point source pollution 14. ecosystem 15. water pollution 16. pioneer species 17. biome 18. global warming 19. ecology 20. solid waste</p> <p><u>Integrated Science</u></p> <p>1. scientific method 2. dependent variable 3. accuracy 4. technology 5. genetic engineering 6. law 7. bias 8. Fahrenheit 9. deductive reasoning 10. GIS 11. precision 12. prediction 13. independent variable 14. hypothesis 15. SI unit 16. inductive reasoning 17. control 18. Celsius 19. GPS 20. Theory</p> <p><u>Physics</u></p> <p>1. force 2. hydroelectric energy 3. equilibrium 4. Ohm's law 5. nuclear energy 6. potential energy 7. energy 8. velocity 9. thermal energy 10. gravitational force 11. nonrenewable resources 12. law of conservation of energy 13. inertia 14. entropy 15. renewable resources 16. action-reaction pair 17. friction 18. Doppler effect 19. kinetic energy 20. Acceleration</p>	<p>1. Immigration 2. Imperialism 3. Civil rights 4. Progressivism 5. Trusts/Monopolies 6. Conscientious objector 7. Propaganda 8. Socialism 9. Genocide 10. Communism 11. Religion 12. Americanization 13. Social Movement 14. Urbanization 15. Reform 16. Segregation 17. Nativism 18. Conservative 19. Constitutionalism 20. Industrialism 21. Militarism 22. Social Darwinism 23. Integration 24. Liberal 25. Isolationism 26. Nationalism 27. Political 28. Revolution 29. Culture 30. Economy 31. Interventionist 32. Democracy 33. Internationalism 34. Capitalism</p>	<p>Corresponding angles Corresponding sides Cube Cylinder Data Data collection Decimal Diagram Different Distributive property Dividend Divisibility Division Equation Equilateral triangle Complementary angle Composite number Congruence Conjecture Constant difference Constant rate of change Constant ratio Convert Coordinate Counter example Counting Cube number Cube root Cubic unit Data Deductive Defining Dilation Distance Enlarging transformation Equal ratios Equation Experiment Central angle Chord Circle Circular Classes of functions Combination Compound interest Conditional Continuous Control group Correlation Cosine Curve Dependent Dilation Discrete Divide Divide radical expressions Domain function Equivalent Expected value Exponent Exponential function Number Number line Numeral Numeric pattern Ordinal number Orientation Outcome Outside Pattern Pound Prediction Rectangle Right Ruler Second (time) Set Shape Similarity Size Square Subtraction Sum Table Equivalent fractions Estimation Even numbers Event likelihood Expanded notation Extreme value Factors Fraction Function Geometric pattern Greatest common factor Growing pattern Histogram Horizontal axis Identity pattern Improper fraction Inequality Intersection Irrelevant Isosceles triangle Less common multiple Line graph Linear pattern Exponent Exponential notation Fair chance Frequency Graphic representation of function Growth rate Input/output table Integer Intercept Intercepting lines Irregular polygon Large sample Line symmetry Linear arithmetic sequence Linear equation Mathematical expression Maximum Minimum Multiple Number property Odds Ordered pairs Factorial Finite graph Fraction Function notation Geometric function Imaginary number Isometry Law of probability Limit Line equation Line segment Line segment congruence Line segment similarity Linear Minimum/maximum of function Monomial Multiply radical expressions Natural number Negative exponent Parallel Pi Polynomial Postulate Temperature Time Triangle Under Volume Week Whole number Width Year Zero Mass Mean Measurement Median Meter Metric system Midpoint Mixed numbers Mode Multiple Multiplication Negative number Number of faces Number pairs Number sentence Obtuse angle Odd numbers Order of operations Parallel lines Parallelogram Part to whole Pattern Percent Parallel figures Percent Perimeter Perpendicular Plane</p>
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<p>Space Science</p> <ol style="list-style-type: none"> 1. solstice 2. lunar phases 3. light year 4. eclipse 5. meteoroid 6. solar system 7. constellation 8. pulsating theory 9. Big Bang Theory 10. astronomy 11. star cycle 12. equinox 13. meteor impact 14. astronomical distance 15. galaxy 16. satellite 17. comet 18. gravitational force 19. Asteroid 		<p>Polygon Prime factor Problem Projection Proportional Quadratic equation Quadrilateral Random Range Rate Rational number Rectangle Rectangular Recursive sequence Reflection Root Rotation symmetry Sample Powers Probability Proof Protractor Pythagorean theorem Radical expression Radius Range of function Rational function Real numbers Reciprocal Recursive Reflection Regression Relative Right triangle Roots and real numbers Rotation Sample Series Similar Similar figures Speed Perimeter Perpendicular lines Pie chart Positive number Prime factorization Prime number Prism Probability Process of elimination Product Proof Pyramid Quotient Rectangle Rectangle prism Reduced form Relative distance Relevant information Remainder Repeating pattern Restate a problem Rhombus Right angle Scale Scatter plot Scientific notation Sequence Similar Similarity vs. congruence Simplification Slope Slope intercept formula Solid figure Solution Square number Square root Square units Substitution Supplementary angle Table representation Thermometer Trapezoid formula Tree diagram model Triangle sides Underestimation Unit size Standard Statistic Strategy Subtract Summary Surface area Systems of equations Systems of inequalities Tangent Term Theorem Transversal Trigonometric Two-way tables Unit Vector Velocity Vertex Rotation Rounding Same size units Sample Scale Shape Sphere Standard Studies Subtraction Surface area Survey Symbolic representations Tallies Time zone Triangle formula Unit Unlike terms Venn diagram Verification Vertical axis Volume Variable Vertex Volume formula Volume of cylinder, prism, and pyramid Work backward Written representation</p>
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Resources:

Edge: Reading, Writing, and Language (Cengage Learning, 2014)
Edge Level Fundamentals- Unit 2

Novels from the Edge Library to support each thematic unit of study

Edge Level Fundamentals

Folk Tales

- *How Anase Gave Wisdom to the World* by Kofi Asare Opoku

Web Forum

- *Good Advice from Teens* by Various Teens

Biography

- *From Be Water, My Friend: The Early Years of Bruce Lee* by Ken Mochizuki

Short Fiction

- *Hands* by An Na

Memoir

- *Mathematics* by Alma Flor Ada

Poem

- *Remember* by Joy Harjo

Edge Library

- *Freedom Readers* by Fran Downey
- *Who's Got Game?* By Toni and Slade Morrison

Core Novels from High school English curriculum**Grade 9**

- *The Odyssey* by Homer supplemented with World Mythology
- *I Know Why the Caged Bird Sings* by Maya Angelou
- *Things Fall Apart* by Chinua Achebe
- *"My Children! My Africa!"* by Athol Fugard
- *I Am Malala* by Malala Yousafzai and Christina Lamb
- *The Bluest Eye* by Toni Morrison
- *Great Expectations* by Charles Dickens
- *To Kill a Mockingbird* by Harper Lee
- *The Miracle Worker* by William Gibson
- *The Tragedy of Romeo and Juliet* by William Shakespeare
- *Into the Wild* by Jon Krakauer
- *Persopolis* by Marjane Satrapi

Scaffolding**Year Long Standard(s):**

Grade 9

<https://www.state.nj.us/education/modelcurriculum/ela/9.pdf>
**Level 1
Entering**

WIDA CAN DO's BY MODE:

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>

Model Curriculum Scaffold with ELA

Unit 3

Grade9

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u3.pdf>

Level 2 Beginning	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 6 Reaching	Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Performance Tasks:

Engage in discussions
 Understand a speaker's message
 Respond to and interpret visuals
 Respond to questions
 Read self selected text
 Describe action
 Use action verbs
 Activate prior knowledge
 Identify text structures
 Give oral response to literature
 Analyze characters
 Form: Paragraph
 Express likes and dislikes
 Explore author's background

Other Evidence:

Summarizing
 Independent Reading: annotations and journal
 Grammar activities
 Phonics assessment
 Vocabulary acquisition and reading comprehension
 Writing: Advice Column – Explanatory
 Writing

Benchmark and Assessments

Entry Criteria for the ESL Program

Eligibility for ESL program is based on the results of the following measures:

- WIDA Measure of Developing English Language (WIDA MODEL) assessments are approved by the New Jersey Department of Education and can be administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
- ACCESS 2.0 test results from the previous school year
- Content area teacher recommendations
- Content area performance and grades
- ESL teacher recommendations
- Participation in an ESL program in another school district
- Arrival to the United States from a country where Standard English is not the first language Monitor Criteria for the ESL Program Students who meet the criteria for exit from the ESL program are placed on a monitor status for a minimum of two years and offered support with content area classes.
- ESL teachers work with content area teachers to ensure a successful transition from the ESL program. In the event that a teacher wants to recommend re-entry into ESL, that request must be submitted to the district
- ESL supervisor for review. Re-entry into ESL can only be granted by the county superintendent.

Exit Criteria for the ESL Program

- Students enrolled in the ESL Program will be tested annually with the ACCESS 2.0 language proficiency assessment to determine their level of English language proficiency.
- The district goal, as determined by the State, is for all students to show growth of at least one proficiency level.
- Students who score at or above 4.5 are evaluated for exit from the ESL program.
- Furthermore, the WIDA MODEL assessments are used as one criterion upon which a student's exit from the program is based.
- Other criteria are student report cards, scores on the district provided assessments, and teacher recommendation.

State Required Assessment

- ESL State Assessment: ACCESS- ACCESS for ELLs scores have many potential uses, from determining student placement to guiding the creation of new curricula. Test scores work best as a way to aid decision-making, in cases such as:
- Establishing when multilingual learners have attained English language proficiency according to state criteria

- Making decisions about program entry and exit
- Informing classroom instruction and assessment
- Which domains teachers could focus on
- What the WIDA ELD Standards say about students' current proficiency levels
- How teachers can scaffold using the next level up
- Monitoring student progress by comparing current scores to previous scores

District Required Assessments

- STAR
- IXL
- SUCCESS
- ELA benchmark

Link to NJ Literacy Assessment:

Username: Model

Password: Curriculum

Grade 9

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/9u3.pdf>

Grade 9 Scoring Guide

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/9u3.pdf>

Interdisciplinary Connections

Mathematics

Numerical data such as graphs and sequential information provide an opportunity for cross-curricular study.

WIDA English Language Proficiency Standard 3- English language learners communicate information, ideas and concepts for academic success in the content area of Mathematics

Social Studies

Many of the books within the classroom collection are historical fiction novels, which provide for the opportunity of cross-curricular study.

WIDA English Language Proficiency Standard 5 – English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies

Social Studies NJSLs: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

Science NJSLs: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Science

Informational reading connected to science content will be made available to help students build background knowledge in specific units (e.g., Survival)

WIDA English Language Proficiency Standard 4 – English language learners communicate information, ideas and concepts for academic success in the content area of Science

English Language Arts

This curriculum is designed to supplement and work in partnership with the ELA curriculum.

WIDA English Language Proficiency Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. See link:

<https://www.nj.gov/education/cccs/instructionalunits/ela/>

Unit Modifications for Special Population Students

Student assignment in ESL-English classes will be based upon the number of years of high school English or ESL completed, so the English Language Proficiency levels of students in any class may vary.	
The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.	
Differentiation in materials, assignments, and assessments can be provided (e.g., 99 Ideas and Activities for Teaching English Learners with the SIOP Model)	
Advanced Learners	Gifted and Talented EL Guidance link. https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf
Struggling Learners	Tiered Systems of Support link: https://www.state.nj.us/education/njtss/
English Language Learners	<p>This entire curriculum is designed for ELs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</p> <p>English Language Learner Toolkit. https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf</p> <p>The central mentor texts chosen were based on the following criteria: Lexile. Even though some of the texts do not have a Lexile level, the teacher will read the texts aloud, and scaffold by defining vocabulary words, paraphrasing and simplifying complex sentences and using all visuals for support. They represent both literature and informational texts on the same topic aligned to the standards assessed in Unit 3</p>
Special Needs Learners	ELLs with Special and diverse needs link: https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 12:](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf)

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Computers or iPads can be integral in providing ELs with valuable language experiences as they learn a new language. ESL teachers should offer English learners a language-rich environment in which students are constantly engaged in language activities. The computer or iPad can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school. Interactive whiteboards can also play a major part of hands-on interactive ESL instruction. Interactive whiteboards provide students with visual support that all ESL students need. In addition, they provide a way for teachers to anonymously survey students' understanding of the material being taught.

Technology Connections

- E-textbooks (Classlink)
- Collections (Houghton Mifflin Harcourt)
- Edge (National Geographic Cengage Learning, 2014)
- Microsoft Office, One Note, Schoology, FlipGrid and One Drive will be used to assign tasks, submit work, and provide feedback
- Microsoft Apps will be used to promote collaboration through technology
- Websites
- Online resources will be used to supplement curricular materials.
- Ted Talks will be provided when relevant to curriculum content.
- Immersive Reader will be used to help students build academic vocabulary knowledge.

Unit 4 Title: Harmony and Revolution-Reading Informational Texts and Writing Argumentative pieces

Unit Description:

This unit seeks to explore consequences of the actions both on individuals and larger society. Students will, through core texts, experience conflict with family expectations, religious restrictions, political structures, and gender stereotypes. In order to develop the craft of argumentation, students will learn strategies for argumentative writing informed by their own investigations into these themes. In addition, students will learn, recall, and apply new vocabulary using various activities to practice and reinforce skills and strategies. Throughout this unit, independent reading will be encouraged to allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

Unit Duration: 45 days (Fourth Marking Period)

Desired Results

Learning Objectives and Standards:

Grade 9

<https://www.state.nj.us/education/modelcurriculum/ela/9u4.pdf>

NJ SLS and WIDA Standards

Edge Level Fundamentals	NJ SLS Standards	WIDA Standards
Unit 5- Fitting In	RL/RI.9-10.2 RL.9-10.4 RI/RL.9-10.7 W.9-10.1 W.9-10.2 W.9-10.5 L.9-10.1 L.9-10.4	WIDA ELP Standard 1 WIDA ELP Standard 2

Language Objectives:

Grades 9-10

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf>

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
<ul style="list-style-type: none">- Understanding key vocabulary- Listening for main ideas- Listening for details- Using your knowledge- Synthesizing- Listening for reasons	<ul style="list-style-type: none">- Giving opinion- Phrases- Ask questions- Reasons, opinions, and agreement- Giving reasons- Asking for an opinion- Agreeing and disagreeing- Discuss ideas	<ul style="list-style-type: none">- Reading for main ideas- Understanding key vocabulary- Previewing- Using your knowledge- Annotating- Scanning to find information- Reading for details- Synthesizing- Taking notes- Using your knowledge	<ul style="list-style-type: none">- Paragraph structure: Topic sentences- Write facts- Compound sentences with but- Supporting sentences- Comparative- Write a comparison of two buildings(paragraph)

WIDA Can-Do Descriptors:

Acquired Knowledge and Skills

Interpret fables
Distinguish fact and opinion
Compare genres
Compare characters
Grammar: Future tense verbs;
prepositions
Phonics review: r-controlled
vowels; silent consonants
Essay writing

Essential Questions:

What are fables?
What is a fact?
What is an opinion?
What are genres?
How do you compare genres?
What is an argument?
Where do we see arguments in our daily lives? What
makes an argument effective?
How can arguments affect change?
What role can we personally play in using arguments
to affect change?
What is future tense?
How do you control the “r”?
What are silent consonants
How to write an essay

Learning/Instructional Strategies

Learning Activities:

Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English proficiency level of each student and his/her immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what the students bring to class, so lessons and teaching methods are student-centered, based on each student's individual English language needs. Instruction of ELs may include any or all of the following:

Sheltered English Instruction (SEI):

Sheltered English Instruction (SEI) is a planning process that helps teachers provide English learners with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students" (NJDOE). Through the use of SEI, English learners can be integrated into classrooms with their English-speaking peers and work toward meeting expectations outlined in the New Jersey Student Learning Standards and Next Generation Science Standards.

SEI promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. SEI activities require teachers to analyze lesson content to determine the academic language that must be taught to make content accessible for ELs. SEI methods require teachers to build background knowledge, connect new content to students' prior knowledge, provide time for interaction and collaboration among students, integrate explicit language and vocabulary instruction relevant to content learning, and emphasize the use of many types of instructional strategies including cooperative learning, differentiated instruction, and thematic study.

The GO TO Strategies Matrix:

http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12					
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use *Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Rolling Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri-Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Scaffolds Support (WIDA)

Sensory	Graphic
<ul style="list-style-type: none"> ○ Real life objects (Realia) / concrete objects / Physical models ○ Manipulative (measurement tools, models, scientific instruments, etc.) ○ Pictures / photos ○ Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons ○ Videos / broadcasts / audio books ○ Newspapers / magazines ○ Gestures / Physical movement ○ Music / songs / chants ○ Posters / display 	<ul style="list-style-type: none"> ○ Charts / Tables ○ Graphs ○ Timelines ○ Number lines ○ Graphic organizers ○ Graphing paper ○ Number lines ○ Timelines ○ Maps ○ Rubrics ○ Study guides / Guided Notes
Interactive	Verbal and Textual
<ul style="list-style-type: none"> ○ Whole group ○ Small group ○ Partner (turn-&-talk) ○ Cooperative groups (think/write/pair/share) ○ Triads ○ Interactive websites / software ○ Mentor / coach ○ L1 (home or first language) ○ Word to Word Dictionary / Picture Dictionary ○ Jigsaw activities 	<ul style="list-style-type: none"> ○ Labeling ○ Teacher Modeling / Monitoring ○ Repetition ○ Paraphrasing / Summarizing ○ Guiding, clarifying, probing questions ○ Leveled questions (5Ws) ○ Questioning prompts / cues ○ Word banks / phrase banks / word walls ○ Sentence starters / sentence frames / discussion frames / formulaic expressions ○ Cloze paragraphs / sentences ○ Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time) ○ Wait time

Cooperative Learning:

Cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELs develop social and oral language skills. It motivates ELs to learn English, which helps them become an integral part of the class community, and it has the ability to help students become more confident in social situations.

Differentiated Instruction:

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources and assessments are modified as needed.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. ESL teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



*Adopted by the New Jersey State Board of Education in August 2017

Thematic Approach:

ESL teachers include topics or themes in their lesson planning that incorporate the WIDA standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

Reader's Workshop for ELs:

Reader's workshop blends whole group instruction, small needs-based groups, and individual conferring to guide students through the application of basic reading comprehension strategies. Teachers of ELs are familiar with the reader's and writer's workshop. Although setting up a reader's workshop classroom in the ESL classroom may not be feasible, ESL teachers can adapt some of the best practices present within the workshop framework.

These strategies are as follows:

- Determining what is Important - Identifying themes and diminishing focus on less important ideas or pieces of information (i.e., ten minute mini-lesson focused on one specific topic or strategy).
- Immediate Application – Provide time for students to independently apply the skill of focus from the mini-lesson, at which time the ESL teacher can float among students and provide guidance as needed.
- Small Group Instruction – While students work independently, the teacher can work with a small group to re-teach a skill, pre-teach something, reinforce a previous concept, or accelerate learning for students ready to move ahead.
- Immediate Targeted Feedback – As students work independently or in small groups, the ESL teacher can provide praise, redirection, or feedback immediately.

Academic Vocabulary	Vocabulary for Vocabulary Strategies	Grammar
Make Connections Comprehension Critical Thinking Analyze Interpret Explain Speculate Moral	Use Context Clues Synonyms Antonyms Multiple-Meaning Words Example Clues	Use verbs in future tense Use prepositions Use object pronouns Use subject, object, and reciprocal pronouns

Vocabulary Words

1	2	3
Agreement Alone Arrive Exotic Jealous Ordinary Prepare Suggest	Attention Device Disability Disadvantage Identify Separate Situation Social	Nervous Nobody Participate Perform Somebody Sponsor Support Tension

Resources:

Edge: Reading, Writing, and Language (Cengage Learning, 2014)

Edge Level Fundamentals

Unit 5

Novels from the Edge Library to support each thematic unit of study

Edge Level Fundamentals
Novel Excerpt <ul style="list-style-type: none"> • <i>Frijoles</i> by Gary Soto Fable <ul style="list-style-type: none"> • <i>The Jay and the Peacocks</i> based on the fable by Aesop Persuasive Essays <ul style="list-style-type: none"> • <i>Cochlear Implants: Two Sides of the Story</i> by Caitlin Parton & Tanya S. Quote <ul style="list-style-type: none"> • <i>A Different Drummer</i> by Henry David Thoreau Photo Essay <ul style="list-style-type: none"> • <i>High School</i> by Jona Frank Short Story <ul style="list-style-type: none"> • <i>The Right Moves</i> by Yeemay Chan Poem <ul style="list-style-type: none"> • <i>I'm Nobody</i> By Emily Dickinson Edge Library <ul style="list-style-type: none"> • <i>Frankenstein</i> by Mary Shelley • <i>Women Work for Change</i> by Susan E. Goodman

Core Novels from High school English curriculum

Grade 9
<ul style="list-style-type: none"> • <i>The Odyssey</i> by Homer supplemented with World Mythology • <i>I Know Why the Caged Bird Sings</i> by Maya Angelou • <i>Things Fall Apart</i> by Chinua Achebe • <i>"My Children! My Africa!"</i> by Athol Fugard • <i>I Am Malala</i> by Malala Yousafzai and Christina Lamb • <i>The Bluest Eye</i> by Toni Morrison • <i>Great Expectations</i> by Charles Dickens • <i>To Kill a Mockingbird</i> by Harper Lee • <i>The Miracle Worker</i> by William Gibson • <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare • <i>Into the Wild</i> by Jon Krakauer • <i>Persopolis</i> by Marjane Satrapi

Scaffolding

Year Long Standard(s):
Grade 9

<https://www.state.nj.us/education/modelcurriculum/ela/9.pdf>

Level 1 Entering	<p>WIDA CAN DO's BY MODE: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf</p> <p>Model Curriculum Scaffold with ELA Unit 4 Grade 9 https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u4.pdf</p>
Level 2 Beginning	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
Level 3 Developing	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
Level 4 Expanding	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
Level 5 Bridging	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
Level 6 Reaching	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>

Assessment/Performance Tasks

Performance Tasks:

Engage in classroom discussion
Understand the speaker's message
Interpret and respond to visuals
Study and interpret a graph
Respond to questions
Read self-selected text
Use context clues
Express intentions
Use verbs in future tense
Give an oral response to literature
Recognize genre: fables
Express opinion
Use prepositions

Other Evidence:

Written response to literature
Grammar activities
Phonics assessment
Vocabulary acquisition and reading comprehension
Writing: Fact and Opinion Essay

Benchmarks and Assessments

Entry Criteria for the ESL Program

Eligibility for ESL program is based on the results of the following measures:

- WIDA Measure of Developing English Language (WIDA MODEL) assessments are approved by the New Jersey Department of Education and can be administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
- ACCESS 2.0 test results from the previous school year
- Content area teacher recommendations
- Content area performance and grades
- ESL teacher recommendations
- Participation in an ESL program in another school district
- Arrival to the United States from a country where Standard English is not the first language Monitor Criteria for the ESL Program Students who meet the criteria for exit from the ESL program are placed on a monitor status for a minimum of two years and offered support with content area classes.
- ESL teachers work with content area teachers to ensure a successful transition from the ESL program. In the event that a teacher wants to recommend re-entry into ESL, that request must be submitted to the district
- ESL supervisor for review. Re-entry into ESL can only be granted by the county superintendent.

Exit Criteria for the ESL Program

- Students enrolled in the ESL Program will be tested annually with the ACCESS 2.0 language proficiency assessment to determine their level of English language proficiency.
- The district goal, as determined by the State, is for all students to show growth of at least one proficiency level.
- Students who score at or above 4.5 are evaluated for exit from the ESL program.
- Furthermore, the WIDA MODEL assessments are used as one criterion upon which a student's exit from the program is based.
- Other criteria are student report cards, scores on the district provided assessments, and teacher recommendation.

State Required Assessment

- ESL State Assessment: ACCESS- ACCESS for ELLs scores have many potential uses, from determining student placement to guiding the creation of new curricula. Test scores work best as a way to aid decision-making, in cases such as:
- Establishing when multilingual learners have attained English language proficiency according to state criteria

- Making decisions about program entry and exit
- Informing classroom instruction and assessment
- Which domains teachers could focus on
- What the WIDA ELD Standards say about students' current proficiency levels
- How teachers can scaffold using the next level up
- Monitoring student progress by comparing current scores to previous scores

District Required Assessments

- STAR
- IXL
- SUCCESS
- ELA benchmark

Link to NJ Literacy Assessment:

Username: Model

Password: Curriculum

Grade 9

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/9u4.pdf>

Grade 9 Scoring Guide

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/9u4.pdf>

Interdisciplinary Connections

Mathematics

Numerical data such as graphs and sequential information provide an opportunity for cross-curricular study.

WIDA English Language Proficiency Standard 3- English language learners communicate information, ideas and concepts for academic success in the content area of Mathematics

Social Studies

Many of the books within the classroom collection are historical fiction novels, which provide for the opportunity of cross-curricular study.

WIDA English Language Proficiency Standard 5 – English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies

Social Studies NJSLs: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

Science NJSLs: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Science

Informational reading connected to science content will be made available to help students build background knowledge in specific units (e.g., Survival)

WIDA English Language Proficiency Standard 4 – English language learners communicate information, ideas and concepts for academic success in the content area of Science

English Language Arts

This curriculum is designed to supplement and work in partnership with the ELA curriculum.

WIDA English Language Proficiency Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. See link:

<https://www.nj.gov/education/cccs/instructionalunits/ela/>

Unit Modifications for Special Population Students

Student assignment in ESL-English classes will be based upon the number of years of high school English or ESL completed, so the English Language Proficiency levels of students in any class may vary	
The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.	
Differentiation in materials, assignments, and assessments can be provided (e.g., 99 Ideas and Activities for Teaching English Learners with the SIOP Model)	
Advanced Learners	Gifted and Talented EL Guidance link: https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf
Struggling Learners	Tiered Systems of Support link: https://www.state.nj.us/education/njtss/
English Language Learners	<p>This entire curriculum is designed for ELs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</p> <p>English Language Learner Toolkit. https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf</p> <p>The central mentor texts chosen were based on the following criteria: Lexile. Even though some of the texts do not have a Lexile level, the teacher will read the texts aloud, and scaffold by defining vocabulary words, paraphrasing and simplifying complex sentences and using all visuals for support. They represent both literature and informational texts on the same topic aligned to the standards assessed in Unit 4</p>
Special Needs Learners	ELLs with Special and diverse needs link: https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that: • Continually self-reflects and seeks to improve the essential life and career practices that lead to success; • Uses effective communication and collaboration skills and resources to interact with a global society; • Possesses financial literacy and responsibility at home and in the broader community; • Plans, executes, and alters career goals in response to changing societal and economic conditions; and • Seeks to attain skill and content mastery to achieve success in a chosen career path.

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 12:](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf)

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Computers or iPads can be integral in providing ELs with valuable language experiences as they learn a new language. ESL teachers should offer English learners a language-rich environment in which students are constantly engaged in language activities. The computer or iPad can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school. Interactive whiteboards can also play a major part of hands-on interactive ESL instruction. Interactive whiteboards provide students with visual support that all ESL students need. In addition, they provide a way for teachers to anonymously survey students' understanding of the material being taught.

Technology Connections

- E-textbooks (Classlink)
- Collections (Houghton Mifflin Harcourt)
- Edge (National Geographic Cengage Learning, 2014)
- Microsoft Office, One Note, Schoology, FlipGrid and One Drive will be used to assign tasks, submit work, and provide feedback
- Microsoft Apps will be used to promote collaboration through technology
- Websites
- Online resources will be used to supplement curricular materials.
- Ted Talks will be provided when relevant to curriculum content.
- Immersive Reader will be used to help students build academic vocabulary knowledge.

Unit 4 – Argumentative (In the U.S.A) Newcomer Supplemental Support

Vocabulary

5

Do you like ____?

Yes, I like ____

No, I do not like ____.

What do you like?

I like ____.

I do not like ____.

What is that?

What are these?

What are those?

This is ____.

That is ____.

There are ____.

This is ____.

Those are ____.

Language Function

Express likes and dislikes

Give information

Give commands

Follow commands

Grammar

Plurals

Sentence structure

Nouns and adjectives

End punctuation: Period, Exclamation, Question Mark

Unit 4 Project

Complete multimedia Argumentative piece