# Washington Township School District

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| **Course Title:** | **English as a Secondary Language Intermediate I** |

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| **Grade Level(s):** | Grade 11 |

| **Duration:** | *Full Year:* | **x** | *Semester:* | | *Marking Period:* | |
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| **Course Description:** | 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.<br><br>All ESL students will:<br>    ▪    **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.<br>    ▪    **Speak** to express their opinion, share information, question and discuss in person and in recorded situations.<br>    ▪    **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.<br>    ▪    **Write** to express their opinion, share information, persuade, question and record their memories and thoughts via handwriting and word processing on the computer |
| **Grading Procedures:** | •     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 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.

- SEE ASSESSMENT SECTION FOR GRADE LEVEL BENCHMARKS

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| **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** |
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**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 |
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**Learning Objectives and standards:**

**Grade 11**

https://www.state.nj.us/education/modelcurriculum/ela/11u1.pdf

**NJ SLS and WIDA Standards**

| Edge Level B Units | NJ SLS Standards | WIDA Standards |
|---|---|---|
| **Unit 1- Choices** | RL.11-12.1<br>RL. 11-12.2<br>RL. 11-12.3<br>RL. 11-12.5<br>RL. 11-12.6<br>RL. 11-12.7<br>L. 11-12.1<br>L. 11-12.6<br>L. 11-12.4c-4d<br>W. 11-12.3a-3e<br>W. 11-12.4 | WIDA ELP Standard 1<br>WIDA ELP Standard 2 |
| **Unit 5- Fear This!** | RL.11-12.1<br>RL/RI.11-12.2<br>RL.11-12.5<br>RI.11-12.4<br>W.11-12.3<br>W.11-12.5<br>W.11-12.7<br>W.11-12.10<br>L.11-12.1<br>L.11-12.6 | WIDA ELP Standard 1<br>WIDA ELP Standard 2 |

**Language Objectives:**

Grades 11-12

https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u1.pdf

| Listening Skills | Speaking Skills | Reading Skills | Writing Skills |
|---|---|---|---|
| Listen for and take notes on main ideas and details<br>Identify auxiliary verbs for emphasis<br>Identify cause and effect | Be polite in a classroom<br>Be polite in a discussion<br>Use adverbs for emphasis<br>Use phrases with "That" | Distinguish fact from opinion<br>Annotating<br>Understand key vocabulary | Summarize<br>Paraphrase<br>Give an opinion about changes in traditions |

| | | | |
|---|---|---|---|
| Listen to a discussion<br>Listen to an interview<br>Listen for opinion<br>Listen for main idea<br>Listen for details<br>Listen for connected speech<br>Synthesize<br>Make inferences<br>Use your knowledge<br>Understand key vocabulary | Practice pronunciation of stress patterns in phrases for agreeing and disagreeing<br>Ask for opinions<br>Ask follow-up questions<br>Check for information<br>Ask follow-up questions<br>Take part in an interview<br>Take part in a discussion | Use your knowledge<br>Read for main ideas<br>Read for details<br>Make Inferences<br>Previewing<br>Synthesizing<br>Scan to find<br>Skim information<br>Read an article and analyze<br>Read an essay and evaluate | Evaluate and respond to an author's ideas<br>Write a summary and a personal response<br>Identify and strengthen arguments<br>Cohesion<br>Compose an narrativee writing piece |

**WIDA Can-Do Descriptors:**
https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf

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| **Acquired Knowledge and Skills**<br>Short Stories and literary elements (plot, characterization, setting)<br>Grammar: Complete sentences, subject-verb agreement, sentence fragments<br>Vocabulary: Word parts Personal narrative writing<br>Infer beyond the text by connecting background knowledge with text evidence<br>Synthesize across texts<br>Analyze story structure<br>Evaluate author's point of view<br>Analyze word choice<br>Grammar: Adjectives and adverbs<br>Vocabulary: Synonyms, thesaurus, and analogies<br>Narrative writing | **Essential Questions:**<br>• How does one's culture help shape one's identity, values, and worldview?<br>• How do people negotiate living in a multi-cultural society?<br>• What are the benefits and drawbacks of acculturation and cultural assimilation?<br>• How does identifying cause and effect increase the comprehensibility of text?<br>• How does one distinguish between essential and non-essential information from an informational text?<br>• How is a paragraph constructed?<br>• What is a topic sentence?<br>• What are supporting details?<br>• 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:

**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** | • 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. | • 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. | • 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. | • Compare/contrast relationships from auditory information using a Venn Diagram. • Require students to restate and rephrase from auditory input as in *Paraphrase Passport. | • 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** | • 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. | • 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. | • 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. | • 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. | • *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** | • 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. | • 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. | • 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. | • 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. | • 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** | • 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. | • 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. | • 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. | • 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. | • 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 | |
|---|---|---|---|
| o | Real life objects (Realia) / concrete objects / Physical models | o | Charts / Tables |
| o | Manipulative (measurement tools, models, scientific instruments, etc.) | o | Graphs |
| | | o | Timelines |
| o | Pictures / photos | o | Number lines |
| o | Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons | o | Graphic organizers |
| | | o | Graphing paper |
| o | Videos / broadcasts / audio books | o | Number lines |
| o | Newspapers / magazines | o | Timelines |
| o | Gestures / Physical movement | o | Maps |
| o | Music / songs / chants | o | Rubrics |
| o | Posters / display | o | Study guides / Guided Notes |
| **Interactive** | | **Verbal and Textual** | |
| o | Whole group | o | Labeling |
| o | Small group | o | Teacher Modeling / Monitoring |
| o | Partner (turn-&-talk) | o | Repetition |
| o | Cooperative groups (think/write/pair/share) | o | Paraphrasing / Summarizing |
| | | o | Guiding, clarifying, probing questions |
| o | Triads | o | Leveled questions (5Ws) |
| o | Interactive websites / software | o | Questioning prompts / cues |
| o | Mentor / coach | o | Word banks / phrase banks / word walls |
| o | L1 (home or first language) | o | Sentence starters / sentence frames / discussion frames / formulaic expressions |
| o | Word to Word Dictionary / Picture Dictionary | o | Cloze paragraphs / sentences |
| o | Jigsaw activities | o | Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time) |
| | | o | 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**

| Self-Awareness | Self-Management | Social Awareness | Responsible Decision-Making | Relationship Skills |
|---|---|---|---|---|
| • Recognize one's feelings and thoughts | • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors | • Recognize and identify the thoughts, feelings, and perspectives of others | • Develop, implement, and model effective problem-solving and critical thinking skills | • Establish and maintain healthy relationships |
| • Recognize the impact of one's feelings and thoughts on one's own behavior | • Recognize the skills needed to establish and achieve personal and educational goals | • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds | • Identify the consequences associated with one's actions in order to make constructive choices | • Utilize positive communication and social skills to interact effectively with others |
| • Recognize one's personal traits, strengths, and limitations | • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | • Demonstrate an understanding of the need for mutual respect when viewpoints differ | • Evaluate personal, ethical, safety, and civic impact of decisions | • Identify ways to resist inappropriate social pressure |
| • Recognize the importance of self-confidence in handling daily tasks and challenges | | • Demonstrate an awareness of the expectations for social interactions in a variety of settings | | • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways |
| | | | | • Identify who, when, where, or how to seek help for oneself or others when needed |

*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 |
|---|---|---|
| **Clarify** <br> **Monitor** <br> **Predict** <br> **Perceive** <br> **Activate prior knowledge** <br> **Plan** <br> **Comprehension and Critical Thinking** <br> **Guarantee** <br> **Category** | **Prefixes** <br> **Word roots** <br> **Suffixes** <br> **Structural clues** <br> **Synonym** <br> **Thesaurus** <br> **Analogies** | **Subject and Predicates** <br> **Complete Sentences** <br> **S-V Agreement: Forms of Be** <br> **S-V Agreement:** <br> **Action Verbs** <br> **Verbs with Compound Subjects** <br> **Review S-V Agreement** <br> **Sentence Fragments** <br> **Fix Fragments: Add a subject** <br> **Fix Fragments: Add a verb** |

| | | Fix Fragments: Combine Sentences<br>Review Sentence Fragments<br>Plural nouns<br>Verbs with compound Subjects<br>Adjectives<br>Predicate Adjectives<br>Demonstrative Adjectives<br>Elaborating with Adjectives<br>Comparatives Adjectives: -er and More<br>Superlative Adjectives: -est and Most<br>Irregular Comparatives<br>Use adjectives Correctly<br>Adverbs<br>The Adverb Not<br>Comparison Adverbs<br>Use Adverbs Correctly<br>Infinite Adjectives |
|---|---|---|

Vocabulary Words

| 1 | 2 | 3 |
|---|---|---|
| Affect<br>Conflict<br>Contribute<br>Disrespect<br>Generation<br>Motivation<br>Privilege<br>responsible | Circumstances<br>Commit<br>Consequence<br>Contact<br>Empathy<br>Juvenile<br>Maturity<br>Salvage | Humiliating<br>Imitation<br>Inspire<br>Luxury<br>Perceive<br>Poverty<br>Symbol<br>Value |
| 4 | 5 | 6 |
| Boundary<br>Feud<br>Grant<br>Identification<br>Obvious<br>Reconciliation<br>Release<br>Terror | Capable<br>Precision<br>Rely<br>Resist<br>Ritual<br>Subside<br>Trace<br>Vulnerable | Burden<br>Cease<br>Dread<br>Ominous<br>Ponder<br>Prophet<br>Relevance<br>Suspect |

## 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**<br>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<br>**Chemistry**<br>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<br>**Earth Science**<br>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<br><br>**Ecology**<br>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 | **World History**<br>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<br><br>**US History**<br>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 |

| | | |
|---|---|---|
| **Integrated Science**<br>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<br><br>**Physics**<br>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<br><br>**Space Science**<br>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 | | 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 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 |
|---|---|---|

Resources:
  **Edge: Reading, Writing, and Language (Cengage Learning, 2014)**
**Edge Level B**

| **Edge Level** |
|---|
| **Short Stories** |

- ***The Good Samaritan* by Rene Saladana Jr.**
- ***Thank You, M'am* by Langston Hughes**
- ***The Necklace* by Guy de Maupassant**
- ***The Interlopers* by Saki**
- ***The Baby-Sitter* by Jane Yolen**
- ***The Tell Tale Heart* by Edgar Allen Poe**
- ***Puddle* by Arthur Porges**

**Informative Text/ Interviews**

- ***The World Is In Their Hands* by Eric Feil**
- ***Juvenile Justice from Both Sides of the Bench* by Janet Tobias and Michael Martin**
- ***An Interview with the King of Terror* by Byron Cahill**

**Memoirs**

- ***The Fashion Show* by Farah Ahmedi**

**Poems**

- ***Don't Go Gentle Into That Good Expressway* by Luis Rodriguez**
- ***Beware: Do Not Read This Poem* by Ishmael Reed**
- ***The Raven* by Edgar Allen Poe**

**Edge Library**

- ***The Trojan Horse* by Justine and Ron Fontes**
- ***Miracle's Boys* by Jacqueline Woodson**
- ***Breaking Through* by Francisco Jimenez**
- ***The Afterlife* by Gary Soto**
- ***Dr. Jenner and the Speckled Monster* by Albert Marrin**
- ***Dance Hall of the Dead* by Tony Hillerman**

**Novel Excerpts**

- ***The Grapes of Wrath* by John Steinbeck**

**Cartoon**

- ***Under the Bed* by Gahan Wilson**

**Author Study**
*The Mysterious Edgar Allen Poe*

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 **Core Novels from High school English curriculum**

| Grade 11 |
|---|
| • *We Should Hang Out Sometime* by Josh Sundquist |

- *The Namesake*-Jhupah Lahiri (StudySync McGraw-Hill Education-novel study)
- *"The Open Boat"*-Stephan Crane (StudySync McGraw-Hill Education- full text) (Suggested CP 10 text)
  Supplemental Pieces: (to be used as needed to support unit goals) Large Works:
- *Narrative of the Life of Frederick Douglass* – Frederick Douglass (StudySync McGraw-Hill Education-novel study) (Suggested CP 10 text)

## Scaffolding

**Year Long Standard(s):**
Grade 11
https://www.state.nj.us/education/modelcurriculum/ela/11.pdf

| | |
|---|---|
| **Level 1 Entering** | WIDA CAN DO's BY MODE: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf<br><br>Model Curriculum Scaffold with ELA<br>Unit 1 |

| | Grade 11 https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u1.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**<br>Evaluate a speaker's Message<br><br>Respond to and interpret visuals<br><br>Read and interpret a table<br><br>Debate<br><br>Read independently<br><br>Use congregates<br><br>Compare literature<br><br>Activate prior knowledge<br><br>Plan and monitor<br><br>Determine Importance<br><br>Make Inferences<br><br>Ask Questions | **Other Evidence:**<br><br>Graphic organizers<br>Reading fluency<br>Reader reflection<br>Reading comprehension assessment<br>Grammar and vocabulary activities<br>Writing: Autobiographical Narrative<br>Plot pyramid<br>Close reading and annotating<br>Text-based writing<br>Grammar and vocabulary activities<br>Oral reading accuracy, rate, and expression<br>Writing: Short Story – 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 11

https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/11u1.pdf

Grade 11 Scoring Guide

https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/11u1.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

**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 |
| --- | --- |

| 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** | This entire curriculum is designed for ELs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

 English Language Learner Toolkit. https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf

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. |
| **Special Needs Learners** | ELLs with Special and diverse needs link: https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm |
| **Learners with an IEP** | 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:
• 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

Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. |

| | 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 |
|---|---|
| **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. |

## Integration of 21st Century Skills

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.l

**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

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 | A book | What time is it? |
| Hello | A calculator | Do you have the time? |
| Hey | An eraser | What time do you have? |
| Hi | A notebook | Can you please tell me the |
| Hi there | A pair of scissors | time? |
| Bye | A pen | |
| Good-Bye | A pencil | Morning |
| Have a nice day | A piece of paper | Noon |
| See you later | A ruler | Afternoon |
| See you soon | A stapler | Evening |
| I am from | | Night |
| Now I live in | Black | |
| My name is | Blue | What day is it? |
| | Brown | What day is tomorrow? |
| | Green | What day was yesterday? |
| | Orange | Monday |
| | Pink | Tuesday |
| | Purple | Wednesday |
| | Red | Thursday |
| | White | Friday |
| | Yellow | Saturday |
| | | Sunday |
| | Big | |
| | Little | Science class |
| | Long | Social Studies class/ |
| | short | 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 11**
https://www.state.nj.us/education/modelcurriculum/ela/11u2.pdf

NJ SLS and WIDA Standards

| Edge Level B | NJ SLS Standards | WIDA Standards |
|---|---|---|
| Unit 4- Opening Doors | RI.11-12.1<br>RI.11-12.3<br>RI.11-12.4<br>RI.11-12.5<br>W.11-12.2<br>W.11-12.4<br>W.11-12.7<br>W.11-12.8<br>SL.11-12.4<br>L.11-12.1<br>L.11-12.4 | WIDA ELP Standard 1<br>WIDA ELP Standard 2 |

**Language Objectives:**
Grades 11-12
https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u1.pdf

| Listening Skills | Speaking Skills | Reading Skills | Writing Skills |
|---|---|---|---|
| take notes<br>listen for contrasting ideas<br>listen for signposting language<br>listen for explanations<br>listen for linking sounds<br>listen for main ideas<br>listen for opinions<br>listen for text organization<br>listen for details<br>synthesize<br>predict content using visuals<br>understand key vocabulary | Introduce examples<br>express general beliefs<br>practice pronunciation of signposting language<br>use signposting language<br>use transition words and phrases to link ideas<br>argue for or against<br>give a 2<br>minute presentation. | read for main idea<br>read for details<br>understand key vocabulary<br>use your knowledge<br>predict content using visuals<br>scan to find information<br>identify purpose<br>preview<br>summarize<br>make inferences<br>synthesize<br>work out meaning | Keep paragraph unity<br>Write topic sentences<br>Compose supporting sentences and details<br>Organize information for a presentation<br>Use cause and effect<br>Compare and contrast<br>Complete a fact essay |

**WIDA Can-Do Descriptors:**
https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf

| Acquired Knowledge and skills: | Essential Questions: |
|---|---|
| Nonfiction text structure<br>Ask questions and active reading<br>Use of text evidence<br>Oral presentation<br>Grammar: Possessive nouns, apostrophes, prepositional phrases, pronoun agreement<br>Vocabulary: Multiple meaning words<br>Expository research writing | • What internal and external resources do people use to overcome challenging situations?<br>• How can making inferences help deepen understanding of texts?<br>• How can one structure a non fiction writing piece?<br>• How does one clearly convey a message using text and images? |

**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** | • 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. | • 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. | • 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. | • Compare/contrast relationships from auditory information using a Venn Diagram. • Require students to restate and rephrase from auditory input as in *Paraphrase Passport. | • 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** | • 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. | • 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. | • 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. | • 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. | • *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** | • 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. | • 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. | • 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. | • 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. | • 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** | • 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. | • 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. | • 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. | • 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. | • 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."

# Scaffolds Support (WIDA)

| Sensory | Graphic |
|---|---|
| o Real life objects (Realia) / concrete objects / Physical models<br>o Manipulative (measurement tools, models, scientific instruments, etc.)<br>o Pictures / photos<br>o Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons<br>o Videos / broadcasts / audio books<br>o Newspapers / magazines<br>o Gestures / Physical movement<br>o Music / songs / chants<br>o Posters / display | o Charts / Tables<br>o Graphs<br>o Timelines<br>o Number lines<br>o Graphic organizers<br>o Graphing paper<br>o Number lines<br>o Timelines<br>o Maps<br>o Rubrics<br>o Study guides / Guided Notes |

| Interactive | Verbal and Textual |
|---|---|
| o Whole group<br>o Small group<br>o Partner (turn-&-talk)<br>o Cooperative groups (think/write/pair/share)<br>o Triads<br>o Interactive websites / software<br>o Mentor / coach<br>o L1 (home or first language)<br>o Word to Word Dictionary / Picture Dictionary<br>o Jigsaw activities | o Labeling<br>o Teacher Modeling / Monitoring<br>o Repetition<br>o Paraphrasing / Summarizing<br>o Guiding, clarifying, probing questions<br>o Leveled questions (5Ws)<br>o Questioning prompts / cues<br>o Word banks / phrase banks / word walls<br>o Sentence starters / sentence frames / discussion frames / formulaic expressions<br>o Cloze paragraphs / sentences<br>o Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time)<br>o 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**

| Self-Awareness | Self-Management | Social Awareness | Responsible Decision-Making | Relationship Skills |
|---|---|---|---|---|
| • Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges | • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings | • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions | • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed |

*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, which have been utilized in Ewing elementary and middle schools. 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 |
|---|---|---|
| **Clarity** **Sequence** **Orient** | **Dictionary** **Jargon** **Multiple Meaning words** **Context Clues** | **Possessive Nouns** **Possessive Adjectives: My, Our, Etc.** **Possessive Pronouns: Mine, Ours, Etc.** **Possessive Words** **Object Pronouns after a preposition** **Compound Object pronouns** **Pronouns in prepositional phrases** |

| | | Indefinite pronouns & singular verbs<br>Indefinite pronouns & plural verbs<br>Indefinite pronouns & verbs<br>Pronoun agreement<br>Prepositions<br>Prepositional Phrases<br>Object pronouns after a preposition<br>Compound Object pronouns<br>Pronouns in prepositional phrases |
| --- | --- | --- |

Vocabulary Words

| 1 | 2 | 3 |
| --- | --- | --- |
| **Ambitious**<br>**Cause**<br>**Confession**<br>**Discourage**<br>**Fate**<br>**Literacy**<br>**Profession**<br>**Reputation** | **Arrogant**<br>**Assume**<br>**Constant**<br>**Disgusted**<br>**Prodigy**<br>**Recall**<br>**Shame**<br>**Standard** | **Aggressive**<br>**Assemble**<br>**Device**<br>**Efficient**<br>**Environment**<br>**Obstacle**<br>**Solution**<br>**Technology** |

# Content Area Vocabulary

| Some words needed to understand Science, Social Studies and Mathematics |
| --- |
| Analyze<br>Answer<br>Complete<br>Describe<br>Evaluate<br>Examine<br>Explain<br>Find<br>Graph<br>Investigate<br>Mark<br>Observe<br>Research<br>Resolve<br>Ruler<br>Solve<br>Study<br>Survey |

| Language of Science | Language of Social Studies | Language of Mathematics |
| --- | --- | --- |
| **Biology**<br>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. | **World History**<br>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 | 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 |

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 configuration 18. abiotic 19. anhydrous 20. hypertonic

**Earth Science**
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

**Ecology**
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

**Integrated Science**
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

**Physics**

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**
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

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 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

| | | |
|---|---|---|
| 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<br><br>**<u>Space Science</u>**<br>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 | | 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 |

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

**Edge Level B**

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

Edge Level Fundementals

**Biography/ Memoir**
- *Curtis Alkens and the American Dream* by Dan Rather
- *It's Our Story* by Yvette Cabrera

**Essay**
- *Go For It!* By Earvin "Magic" Johnson
- *Superman and Me* by Sherman Alexie

**Brochure**
- *Think You Don't Need an Education*

**Short Fiction**
- *A Smart Cookie* by Sandra Cisneros

**News Feature/ Cartoon/ Article**
- *The Fast and the Fuel- Efficient* by Akwell Parker
- *The Hybrid* by Mick Stevens
- *Teens Open Doors* by Richard Thompson
- *Miami Pilot Makes History, Inspires Others* by Daniela Guzman, The Miami Herald

**Congressional Resolution**
- **U.S. House of Representatives 110th Congress, 1st Session, Resolution 661**

**Edge Library**
- *The Outsiders* by S.E. Hinton
- *Parrot in the Oven Mi Vida* by Victor Martinez
- *Narrative of Frederick Douglass: An American Slave* by Frederick Douglass

**Core Novels from High school English curriculum**

**Grade 11**
- *We Should Hang Out Sometime* by Josh Sundquist
- *The Namesake*-Jhupah Lahiri (StudySync McGraw-Hill Education-novel study)
- *"The Open Boat"*-Stephan Crane (StudySync McGraw-Hill Education- full text) (Suggested CP 10 text)
Supplemental Pieces: (to be used as needed to support unit goals) Large Works:
- *Narrative of the Life of Frederick Douglass* – Frederick Douglass (StudySync McGraw-Hill Education-novel study) (Suggested CP 10 text)
- *Snow Falling on Cedars* – David Guterson
- *Something Wicked This Way Comes* – Ray Bradbury
- *How the Garcia Girls Lost Their Accents* – Julia Alvarez (Suggested Honors 10 text)
- *The Autobiography* of Benjamin Franklin
- Honors Core Texts: (at least one of the following)
- *A Raisin in the Sun* by Lorraine Hansberry (StudySync McGraw-Hill Education-excerpt)
- *The Turn of the Screw* – Henry James

- *Adventures of Huckleberry Finn* by Mark Twain (StudySync McGraw-Hill Education-novel study) (Suggested Honors 10 text) CP Core Texts: (one of the following)
- *Ethan Frome* by Edith Wharton (StudySync McGraw-Hill Education-full text)
- *Adventures of Huckleberry Finn* by Mark Twain (StudySync McGraw-Hill Education-novel study)

## Scaffolding

- *Adventures of Huckleberry Finn* by Mark Twain (StudySync McGraw-Hill Education-novel study)

**Year Long Standard(s):**

Grade 11
https://www.state.nj.us/education/modelcurriculum/ela/11.pdf

| | |
|---|---|
| **Level 1 Entering** | WIDA CAN DO's BY MODE: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf<br><br>Model Curriculum Scaffold with ELA<br>Unit 2<br><br>Grade 11<br>https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u2.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:**

Analyze and identify  nonfiction text structures

Ask questions and active reading

Use of text evidence

 Oral presentation

Grammar: Possessive nouns, apostrophes, prepositional phrases, pronoun agreement

Vocabulary: Multiple meaning words

Expository research writing

**Other evidence:**

 Graphic organizer

 Close reading and annotating

 Text-based writing

 Grammar and vocabulary activities

 Oral report

 Writing: Research Report – Expository (RST)

**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 11

https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/11u2.pdf

Grade 11 Scoring Guide

https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/11u2.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

**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.<br>https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf |
| **Struggling Learners** | Tiered Systems of Support link:<br>https://www.state.nj.us/education/njtss/ |
| **English Language Learners** | This entire curriculum is designed for ELs. Also, review FABRIC<br>https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf<br><br>English Language Learner Toolkit.<br>https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf<br><br>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 |
| **Special Needs Learners** | ELLs with Special and diverse needs link:<br>https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm |
| **Learners with an IEP** | 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:<br>• Variation of time: adapting the time allotted for learning, task completion, or testing<br>• Variation of input: adapting the way instruction is delivered<br>• Variation of output: adapting how a student can respond to instruction<br>• Variation of size: adapting the number of items the student is expected to complete<br>• Modifying the content, process or product<br><br>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. 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 |
| **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. |

## Integration of 21st Century Skills

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.**l**

**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

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 pieces | | |
|---|---|---|

**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 modelled 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 11**
https://www.state.nj.us/education/modelcurriculum/ela/11u3.pdf

NJ SLS Standards and WIDA Standards

| Edge Level | NJ SLS Standards | WIDA Standards |
|---|---|---|
| Unit 3 – The Hero Within | RL. 11-12.1<br>RL. 11-12.3<br>RL. 11-12.5<br>RL. 11-12.6<br>L. 11-12.1<br>L. 11-12.2<br>L. 11-12.4b-4d<br>W. 11-12.1<br>W. 11-12.2a-2f<br>W. 11-12.5<br>W. 11-12.10 | WIDA ELP Standard 1<br>WIDA ELP Standard 2<br>WIDA ELP Standard 5 |
| Unit 7- Where We Belong | RL.11-12.1<br>RL.11-12.2<br>RL.11-12.4<br>RL.11-12.6<br>RL.11-12.7<br>RL.11-12.9<br>L.11-12.1<br>L.11-12.2<br>L.11-12.3 | WIDA ELP Standard 1<br>WIDA ELP Standard 2<br>WIDA ELP Standard 5 |

**Language Objectives:**
Grades 11-12
https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u1.pdf

| Listening Skills | Speaking Skills | Reading Skills | Writing Skills |
|---|---|---|---|
| take notes<br>listen for contrasting ideas<br>listen for signposting language<br>listen for explanations<br>listen for counterarguments<br>listen for linking sounds<br>listen for main ideas<br>listen for opinions<br>listen for text organization | Introduce examples<br>express general beliefs<br>practice pronunciation of signposting language<br>use signposting language<br>use transition words and phrases to link ideas<br>give counterarguments<br>talk about literary elements<br>take part in a discussion | read for main idea<br>read for details<br>analyze opinions<br>understand key vocabulary<br>use your knowledge<br>predict content using visuals<br>scan to find information<br>identify purpose<br>preview<br>summarize | Keep paragraph unity<br>Write topic sentences<br>Compose supporting sentences and details<br>Organize information for a presentation<br>Use cause and effect<br>Compare and contrast characters, plots, settings, etc. in a text |

| listen for details<br>synthesize<br>predict content using visuals<br>understand key vocabulary | give a presentation | make inferences<br>synthesize<br>work out meaning | Complete a literary analysis |
|---|---|---|---|

**WIDA Can-Do Descriptors:**
**https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf**

| **Acquired Knowledge and skills:** | **Essential Questions:** |
|---|---|
| Short Stories and literary elements<br>Point of view Inferring<br>Grammar: Present, past, future tense verbs; subject and object pronouns<br>Vocabulary: Word families<br> Explanatory writing in response to literature<br>Visualize while reading<br>Compare across texts<br>Closely read and use text evidence in speaking and writing<br>Grammar: Perfect tenses and irregular verbs<br>Vocabulary: Figurative language, connotation, and denotation | What rights and responsibilities should teens have?<br>What makes a hero?<br>What holds us together?<br>What keeps us apart?<br>What deserves our care and respect?<br>What childhood influences develop character?<br>How did neighbors and community influence a person's rearing?<br>What are the parts of a good paragraph?<br>What are the parts of a short story?<br>What strategies do effective readers use before, during and after reading?<br>What makes an effective writer?<br>How can writers improve their writing? |

## 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** | • 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. | • 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. | • 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. | • Compare/contrast relationships from auditory information using a Venn Diagram. • Require students to restate and rephrase from auditory input as in *Paraphrase Passport. | • 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** | • 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. | • 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. | • 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. | • 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. | • * 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** | • 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. | • 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. | • 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. | • 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. | • 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** | • 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. | • 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. | • 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. | • 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. | • 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 |
|---|---|
| o Real life objects (Realia) / concrete objects / Physical models<br>o Manipulative (measurement tools, models, scientific instruments, etc.)<br>o Pictures / photos<br>o Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons<br>o Videos / broadcasts / audio books<br>o Newspapers / magazines<br>o Gestures / Physical movement<br>o Music / songs / chants<br>o Posters / display | o Charts / Tables<br>o Graphs<br>o Timelines<br>o Number lines<br>o Graphic organizers<br>o Graphing paper<br>o Number lines<br>o Timelines<br>o Maps<br>o Rubrics<br>o Study guides / Guided Notes |

| Interactive | Verbal and Textual |
|---|---|
| o Whole group<br>o Small group<br>o Partner (turn-&-talk)<br>o Cooperative groups (think/write/pair/share)<br>o Triads<br>o Interactive websites / software<br>o Mentor / coach<br>o L1 (home or first language)<br>o Word to Word Dictionary / Picture Dictionary<br>o Jigsaw activities | o Labeling<br>o Teacher Modeling / Monitoring<br>o Repetition<br>o Paraphrasing / Summarizing<br>o Guiding, clarifying, probing questions<br>o Leveled questions (5Ws)<br>o Questioning prompts / cues<br>o Word banks / phrase banks / word walls<br>o Sentence starters / sentence frames / discussion frames / formulaic expressions<br>o Cloze paragraphs / sentences<br>o Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time)<br>o 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**

| Self-Awareness | Self-Management | Social Awareness | Responsible Decision-Making | Relationship Skills |
|---|---|---|---|---|
| • Recognize one's feelings and thoughts<br>• Recognize the impact of one's feelings and thoughts on one's own behavior<br>• Recognize one's personal traits, strengths, and limitations<br>• Recognize the importance of self-confidence in handling daily tasks and challenges | • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors<br>• Recognize the skills needed to establish and achieve personal and educational goals<br>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | • Recognize and identify the thoughts, feelings, and perspectives of others<br>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds<br>• Demonstrate an understanding of the need for mutual respect when viewpoints differ<br>• Demonstrate an awareness of the expectations for social interactions in a variety of settings | • Develop, implement, and model effective problem-solving and critical thinking skills<br>• Identify the consequences associated with one's actions in order to make constructive choices<br>• Evaluate personal, ethical, safety, and civic impact of decisions | • Establish and maintain healthy relationships<br>• Utilize positive communication and social skills to interact effectively with others<br>• Identify ways to resist inappropriate social pressure<br>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways<br>• Identify who, when, where, or how to seek help for oneself or others when needed |

*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, which have been utilized in Ewing elementary and middle schools. 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 |
|---|---|---|
| **Narrative**<br>**Inference**<br>**Reliable**<br>**Third-person**<br>**Omniscient**<br>**Perception**<br>**Perspective**<br>**Metaphor**<br>**Image**<br>**Interact**<br>**Interpret** | **Word families**<br>**Denotations**<br>**Connotations**<br>**Interpret figurative** | **Present and past tense**<br>**Regular past tense verbs**<br>**Past tense of Be: was, were**<br>**Past tense of Have: had**<br>**Use verb tense**<br>**Irregular past tense verbs**<br>**Past progressive verb forms**<br>**Future tense verbs**<br>**Subject and Object pronouns**<br>**I vs. Me**<br>**Subject and Object Pronouns** |

| Mental Structure | | Use subject and object pronouns<br>Direct objects<br>Present, past, and future tense<br>Present perfect: regular verb<br>Present perfect tense<br>Verbs in the perfect tenses<br>Participles as adjectives<br>Using participle phrases<br>Writing with participial phrases<br>Enriching your sentences |
|---|---|---|

Vocabulary Words

| 1 | 2 | 3 |
|---|---|---|
| Conscientiously<br>Endure<br>Evidence<br>Genuine<br>Historian<br>Investigation<br>Just<br>Skeptic | Anxiety<br>Distracted<br>Inherent<br>Inhibit<br>Prejudiced<br>Protest<br>Survivor<br>Tragedy | Authority<br>Boycott<br>Compassion<br>Desperately<br>Discrimination<br>Persistent<br>Provoke<br>Segregation |
| 4 | 5 | 6 |
| Bond<br>Collapse<br>Integrity<br>Invest<br>Loyalty<br>Pretense<br>Provider<br>successful | Conquer<br>Devotion<br>Grief<br>Issue<br>Refuge<br>Restore<br>Subside<br>Territory | Alien<br>Ashamed<br>Feature<br>Interpret<br>Major<br>Melodious<br>Minor<br>Variety |

## Content Area Vocabulary

| Some words needed to understand Science, Social Studies and Mathematics |
|---|
| Analyze<br>Answer<br>Complete<br>Describe<br>Evaluate<br>Examine<br>Explain<br>Find<br>Graph<br>Investigate<br>Mark<br>Observe<br>Research<br>Resolve<br>Ruler<br>Solve<br>Study<br>Survey |

| Language of Science | Language of Social Studies | Language of Mathematics |
|---|---|---|
| **Biology**<br>1. evolution 2. cell 3. homeostasis 4. haploid 5. | **World History**<br>1. Civilization 2. Imperialism 3. Industrialization 4. Culture 5. Judeo- | Above Addition Area Behind Below Between Cardinal number Chance Circle |

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 configuration 18. abiotic 19. anhydrous 20. hypertonic

**Earth Science**
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

**Ecology**
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

**Integrated Science**
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

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**
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

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 of function Growth rate Input/output table Integer Intercept Intercepting lines Irregular polygon Large sample Line symmetry Linear arithmetic sequence Linear equation

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

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 |
|---|---|---|

Resources:
  **Edge: Reading, Writing, and Language (Cengage Learning, 2014)**
**Edge Level B**
  **Novels from the Edge Library to support each thematic unit of study**

| Edge Level |
|---|

**Short Stories**
- *The Sword in the Stone* by Molly Perham
- *A Job Valentin* by Judith Ortiz Cofer
- *The Woman in the Snow* by Patricia C. McKissack

**Play**
- *A Raisin in the Sun* by Lorraine Hansberry
- *Pass It On* by Franklin Just

**Historical Analysis**
- *Was There a Real King* by Robert Stewart

**Song Lyrics/ Poem/ Sonnet**
- *Hero* by Mariah Carey
- *My Father Is a Simple Man* by Luis Omar Salinas
- *My Mother Pieded Quilts* by Teresa Palomo Acosta
- *If There Be Pain* by Tupac Shakur
- *Sonnet 30* by William Shakespeare
- *I Hear America Singing* by Walt Whitman
- *I, Too* by Langston Hughes
- *Where Is My Country* by Nellie Wong
- *Legal Allen* by Pat Mora
- *Human Family* by Maya Angelou
- *Mending Wall* by Robert Frost

**Feature Article/ Magazine Profile**
- *In the Heart of a Hero* by Johnny Dwyer
- *Rosa Parks* by Rita Dove

**Speech**
- *The American Promise* by Lyndon B. Johnson

**Edge Library**
- *Hercules* by Paul Storrie
- *September 11, 2001 Attack on New York City* by Wilborn Hampton
- *Left Behind* by Velma Wallis
- *Romiette and Julio* by Sharon M. Draper
- *The Other Side of the Sky* by Farah Ahmedi
- *A Raisin in the Sun* by Lorraine Hansberry

  **Core Novels from High school English curriculum**

| Grade 11 |
|---|

- *We Should Hang Out Sometime* by Josh Sundquist
- *The Namesake*-Jhupah Lahiri (StudySync McGraw-Hill Education-novel study)

- *"The Open Boat"*-Stephan Crane (StudySync McGraw-Hill Education- full text) (Suggested CP 10 text) Supplemental Pieces: (to be used as needed to support unit goals) Large Works:
- *Narrative of the Life of Frederick Douglass* – Frederick Douglass (StudySync McGraw-Hill Education-novel study) (Suggested CP 10 text)
- *Snow Falling on Cedars* – David Guterson
- *Something Wicked This Way Comes* – Ray Bradbury
- *How the Garcia Girls Lost Their Accents* – Julia Alvarez (Suggested Honors 10 text)
- The Autobiography of Benjamin Franklin
- Honors Core Texts: (at least one of the following)
- *A Raisin in the Sun* by Lorraine Hansberry (StudySync McGraw-Hill Education-excerpt)
- *The Turn of the Screw* – Henry James
- *\*Adventures of Huckleberry Finn* by Mark Twain (StudySync McGraw-Hill Education-novel study) (Suggested Honors 10 text) CP Core Texts: (one of the following)
- *Ethan Frome* by Edith Wharton (StudySync McGraw-Hill Education-full text)
- *Adventures of Huckleberry Finn* by Mark Twain (StudySync McGraw-Hill Education-novel study)

## Scaffolding

**Year Long Standard(s):**

Grade 11
https://www.state.nj.us/education/modelcurriculum/ela/11.pdf

| | |
|---|---|
| **Level 1 Entering** | WIDA CAN DO's BY MODE: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf<br><br>Model Curriculum Scaffold with ELA<br>Unit 3<br>Grade 11<br>https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u3.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:**

   Make Inferences: Review Strategies
   Analyze cultural perspectives
   Analyze viewpoint
   Recall a story
   Evaluate various media
   Use cognates
   Word families
   Activate prior knowledge
   Recognize genre
   Respond and interpret visuals
   Use text evidence
   Response to literature
   Analyze text structure and elements
   Compare cultures
   Verb tenses
   Rephrasing

**Other Evidence:**

   Graphic organizers
   Reader reflection journal
   Reading fluency
   Grammar and vocabulary activities
   Definition map
   Writing: Using text evidence
   Writing: Response to Literature (LAT)
   Visual representations of literature
   Text-based writing
   Oral presentation
   Grammar and vocabulary activities

**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 11

https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/11u3.pdf

Grade 11 Scoring Guide

https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/11u3.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

### 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** | This entire curriculum is designed for ELs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf<br><br>English Language Learner Toolkit. https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf<br><br>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 |
| **Special Needs Learners** | ELLs with Special and diverse needs link: https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm |
| **Learners with an IEP** | 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:<br><br>• Variation of time: adapting the time allotted for learning, task completion, or testing<br>• Variation of input: adapting the way instruction is delivered<br>• Variation of output: adapting how a student can respond to instruction<br>• Variation of size: adapting the number of items the student is expected to complete<br>• Modifying the content, process or product<br><br>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.<br>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 |
| **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. |

## Integration of 21st Century Skills

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.**l**

**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

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 3- Book Club/ Literary Analysis
**Vocabulary**

What is the title?
Who is the author?
Who is the publisher?
What is the title of chapter ___?
I can find out ____ from _____.
I look at the _____ to find out ____.

Textbook
Sign
Poster
Announcement
Letter
Bulletin board
Stamp
Envelope
Encyclopedia
Dictionary
Title
Magazine
Author
Publisher
Chapter title
Page number

CD and DVD drive
Computer
Mouse
Shift
Space
Keyboard
Delete
Enter
Screen
Monitor
Icon
Printer
Disk drive
Camera
Cell phones
Copier
Laptop computer
Music player
Television
Video camera

Call
Give
Listen
Make
Play

Print
Take
Turn on
Turn off
Write

## Language Function

Give and follow commands
Express ideas

## Grammar

Sentences and Commands
End punctuations: Period and Exclamation Mark
Describe a book
Discuss parts of a book

## Unit 3 Project

Write a summary about a book and do "a beautiful word project"

| 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 11
https://www.state.nj.us/education/modelcurriculum/ela/11u4.shtml

NJ SLS and WIDA Standards

| Edge Level | NJ SLS Standards | WIDA Standards |
|---|---|---|
| Unit 2- The Art of Expression | RI. 11-12.1<br>RI. 11-12.3<br>RI. 11-12.4<br>RI. 11-12.5<br>RI. 11-12.6<br>L. 11-12.1<br>L. 11-12.4<br>W. 11-12.1<br>W. 11-12.4<br>W. 11-12.6 | WIDA ELP Standard 1<br>WIDA ELP Standard 2 |
| Unit 6- Are You Buying it? | RI.11-12.1<br>RI.11-12.5<br>RI.11-12.6<br>RI.11-12.8<br>W.11-12.1<br>W.11-12.5<br>SL.11-12.4<br>L.11-12.1<br>L.11-12.4<br>L.11-12.6 | WIDA ELP Standard 1<br>WIDA ELP Standard 2<br>WIDA ELP Standard 5 |

**Language Objectives:**
Grades 11-12
https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u1.pdf

| Listening Skills | Speaking Skills | Reading Skills | Writing Skills |
|---|---|---|---|
| listen for rhetorical questions<br>Understand paraphrasing<br>understand key vocabulary<br>use your knowledge<br>take notes<br>listen for main ideas<br>listen for opinions<br>listen for text organization<br>listen for details | give recommendations<br>expand on an idea<br>give a presentation<br>use gerunds as subjects to talk about actions<br>present reasons and evidence to support an argument<br>uses paraphrases<br>take part in a discussion | skimming<br>annotating<br>predict content using visuals<br>read historical articles<br>read for main idea<br>read for details<br>make inferences<br>synthesize<br>understand key vocabulary | Write a concluding sentence<br>Write a concluding paragraph<br>Compose an essay to discuss the advantages and disadvantages to two solutions to a problem<br>Compose an essay |

| | | | |
|---|---|---|---|
| synthesize<br>listen to a radio program<br>listen to a presentation<br>silent letters<br>word stress | | use your knowledge | |

**WIDA Can-Do Descriptors:**
https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf

**Acquired Knowledge and Skills:**
Nonfiction
Author's purpose
Distinguishing essential from nonessential information
Grammar: Pronouns, present tense verbs
Vocabulary: Context clues
Position writing (argument)
Analyze persuasive nonfiction
Evaluate evidence, arguments, and point of view
Analyze word choice
Use text evidence
 Grammar: Compound and complex sentences
Vocabulary: Greek and Latin roots Argument writing

**Essential Questions:**
What do you do to make an impression?
How can identifying the main idea and supporting details of informational text aid comprehension?
How does one craft a thesis statement?
How does one locate, select, and organize information to be used as supporting details?
How does one use transitions effectively?
How does one use proper MLA citation?
How does one create a works cited page in MLA?
How does one create an effective presentation?
How does one deliver an effective presentation?
How do newspaper/magazine reporters organize information to maximize reader interest and understanding?

## 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** | • Use physical gestures to accompany oral directives.<br>• Modify *Teacher Talk.<br>• Label visuals and objects with target vocabulary.<br>• Introduce Cognates to aid comprehension.<br>• Ask for Signal Responses to check comprehension. | • Give two step Contextualized directions.<br>• Restate/rephrase and use *Patterned Oral Language routines.<br>• Model Academic Language and vocabulary.<br>• Ask for Total Physical Responses from students. | • Provide graphics or objects to sequence steps in a process.<br>• Check Comprehension of all students frequently.<br>• Use *Wait Time.<br>• Provide Anticipation Guides for previewing content reading. | • Compare/contrast relationships from auditory information using a Venn Diagram.<br>• Require students to restate and rephrase from auditory input as in *Paraphrase Passport. | • Outline lectures on the SmartBoard.<br>• Use *Video Observation Guides.<br>• Confirm students' prior knowledge of content topics.<br>• Extend content vocabulary with multiple examples and non-examples. |
| **Speaking** | • Provide wall charts with illustrated academic vocabulary.<br>• Ask simple WH (who, what, when, where), yes-no or either-or questions.<br>• Elicit *Choral Responses.<br>• Encourage participation in group chants, poems, and songs. | • Use 10-2 structures.<br>• Assign roles in group work.<br>• Use Clock Buddies.<br>• Use Numbered Heads Together.<br>• Use *Think-Pair-Share-Squared.<br>• Develop Key Sentence Frames for pair interactions. | • Provide Graphic Organizers or notes to scaffold oral retelling.<br>• Prompt for academic language output.<br>• Use Think-Pair-Share.<br>• Repeat and Expand student responses in a *Collaborative Dialogue. | • Require full sentence responses by asking open ended questions.<br>• Use Varied Presentation Formats such as role plays.<br>• * Scaffold oral reports with note cards and provide time for prior practice.<br>• Use Reader's Theatre to scaffold oral language growth. | • * Structure debates requiring various points of view with graphic organizers and/or outlines.<br>• Require the use of academic language.<br>• Require oral reporting for summarizing group work.<br>• Include oral presentations in the content classroom. |
| **Reading** | • Preview the text content with pictures, demos, charts, or experiences.<br>• Pair students to read one text together.<br>• Preview text with a Picture Walk.<br>• Use Choral Reading.<br>• Use *Teacher Read Alouds. | • Use Card Sorts.<br>• Use K-W-L charts before reading.<br>• Use the Language Experience Approach.<br>• Provide a list of important concepts on a graphic organizer.<br>• Use *Shared Reading and/or simplify the text. | • Provide a content vocabulary Word Bank with non-linguistic representations.<br>• Teach skimming for specific information.<br>• Use Teach the Text Backwards.<br>• Use 4 to 1 for main ideas from text.<br>• Use *Guided Reading. | • Model the creation of a Story Map from a narrative.<br>• Provide Question Answer Relationship questions for student pairs to research.<br>• Use Directed Reading Thinking Activity.<br>• Use Cornell Notes.<br>• Use *Jigsaw Reading to scaffold independent reading. | • Require computer and library research.<br>• Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing.<br>• Use *Reciprocal Teaching to scaffold independent reading. |
| **Writing** | • Require students to label visuals and/or create language balloons.<br>• Require vocabulary notebooks with L1 translations or non-linguistic representations.<br>• Provide *Key Sentence Frames with word and picture banks. | • Teach note taking on a Graphic Organizer.<br>• Use a Roving Chart in small group work.<br>• Use Interactive Journals.<br>• Use *Think-Write-Pair-Share.<br>• Provide Cloze sentences with a Word Bank. | • Require Learning Logs for summaries of learning.<br>• Use Text to Graphics and Back Again.<br>• Teach Signal Words (comparison, chronology, cause -effect, and listing) for academic writing.<br>• Provide *Cloze paragraphs with a *Word Bank. | • Provide Rubrics and exemplars to scaffold writing assignments.<br>• Teach and utilize the writing process.<br>• Provide an outline for the standard five-paragraph essay.<br>• Provide *Report Frames for independent, structured, content writing. | • Require academic writing and the use of target academic vocabulary.<br>• *Teach the process of writing a research paper.<br>• Address students' cultures in differing genres of writing.<br>• 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 |
|---|---|
| o Real life objects (Realia) / concrete objects / Physical models | o Charts / Tables |
| o Manipulative (measurement tools, models, scientific instruments, etc.) | o Graphs |
| o Pictures / photos | o Timelines |
| o Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons | o Number lines |
| o Videos / broadcasts / audio books | o Graphic organizers |
| o Newspapers / magazines | o Graphing paper |
| o Gestures / Physical movement | o Number lines |
| o Music / songs / chants | o Timelines |
| o Posters / display | o Maps |
| | o Rubrics |
| | o Study guides / Guided Notes |

| Interactive | Verbal and Textual |
|---|---|
| o Whole group | o Labeling |
| o Small group | o Teacher Modeling / Monitoring |
| o Partner (turn-&-talk) | o Repetition |
| o Cooperative groups (think/write/pair/share) | o Paraphrasing / Summarizing |
| o Triads | o Guiding, clarifying, probing questions |
| o Interactive websites / software | o Leveled questions (5Ws) |
| o Mentor / coach | o Questioning prompts / cues |
| o L1 (home or first language) | o Word banks / phrase banks / word walls |
| o Word to Word Dictionary / Picture Dictionary | o Sentence starters / sentence frames / discussion frames / formulaic expressions |
| o Jigsaw activities | o Cloze paragraphs / sentences |
| | o Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time) |
| | o 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**

| Self-Awareness | Self-Management | Social Awareness | Responsible Decision-Making | Relationship Skills |
|---|---|---|---|---|
| • Recognize one's feelings and thoughts<br>• Recognize the impact of one's feelings and thoughts on one's own behavior<br>• Recognize one's personal traits, strengths, and limitations<br>• Recognize the importance of self-confidence in handling daily tasks and challenges | • Understand and practice strategies for managing one's own emotions, thoughts, and behaviors<br>• Recognize the skills needed to establish and achieve personal and educational goals<br>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals | • Recognize and identify the thoughts, feelings, and perspectives of others<br>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds<br>• Demonstrate an understanding of the need for mutual respect when viewpoints differ<br>• Demonstrate an awareness of the expectations for social interactions in a variety of settings | • Develop, implement, and model effective problem-solving and critical thinking skills<br>• Identify the consequences associated with one's actions in order to make constructive choices<br>• Evaluate personal, ethical, safety, and civic impact of decisions | • Establish and maintain healthy relationships<br>• Utilize positive communication and social skills to interact effectively with others<br>• Identify ways to resist inappropriate social pressure<br>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways<br>• Identify who, when, where, or how to seek help for oneself or others when needed |

*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 workshops. 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 |
|---|---|---|
| Emphasize<br>Summarize<br>Review<br>Synthesize | Context clues<br>Idioms<br>Latin and Greek Roots<br>Structural Clues | Subect pronouns: I, You, He, Etc.<br>Pronouns in compound sentences<br>Action verbs<br>Action verbs in present tense<br>Subject verb agreement<br>Helping verbs<br>Forms of Be<br>Present progressive verb forms<br>Present tense of Have, Do<br>Phrases and clauses<br>Clauses in a compound sentence |

| | | |
|---|---|---|
| | | Fixing Run-On Sentences<br>Compound Sentences |

Vocabulary Words

| 1 | 2 | 3 |
|---|---|---|
| Career<br>Collaborate<br>Commitment<br>Evaluate<br>Expectation<br>Insight<br>Talent<br>Transform | Achieve<br>Assert<br>Culture<br>Evolve<br>Heritage<br>Innovator<br>Perspective<br>Self-esteem | Compose<br>Euphoria<br>Expression<br>Improvisation<br>Phenomenon<br>Recitation<br>Structure<br>Transcend |
| 4 | 5 | 6 |
| Advertising<br>Appeal<br>Consumer<br>Convince<br>Impact<br>Manipulate<br>Persuasive<br>Profit | Alternative<br>Expand<br>Influence<br>Media<br>Minority<br>Racism<br>Stereotype<br>Token | Access<br>Bias<br>Deliberate<br>Detect<br>Distorted<br>Engaged<br>Objectivity<br>Priority |

Resources:
**Edge: Reading, Writing, and Language (Cengage Learning, 2014)**
**Edge Level B**

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

| Edge Level B |
|---|
| **News Article/ Interview**<br><ul><li>***Creativity at Work* by Abe Louise Young**</li><li>***The Hidden Secrets* of the Creative Mind by Francine Russo**</li></ul><br>**Essay/ Argumentative Essay**<br><ul><li>***Hip-Hop as Culture* by Efrem Smith**</li><li>***Slam Performance Poetry Live On* by Pooja Makhijani**</li><li>***What's Wrong With Advertising* by David Oglivy**</li><li>***A Long Way to Go: Minorities and the Media* by Carlos Cortes**</li><li>***Is Google Making Us Stupid?* By Nicholas Carr**</li></ul><br>**Poetry**<br><ul><li>***Euphoria* by Lauren Brown**</li><li>***Without Commercials* by Alice Walker**</li></ul><br>**Research Report**<br><ul><li>***The Creativity Crisis* by Po Bronson & Ashley Merryman**</li></ul><br>**Edge Library**<br><ul><li>***Hole in My Life* by Jack Gantos**</li><li>***The Stone Goddess* by Minfongho**</li><li>***Anthem* by Ayn Rand**</li><li>***Keeper* by  Mal Peet**</li><li>***Picture Bride* by Yoshiko Uchida**</li><li>***Warriors Don't Cry* by Melba Pattillo Beais**</li></ul>**Persuasive Text/ How to Article**<br><ul><li>***Ad Power* by Shari Graydon**</li></ul> |

- *What Is News?* **From PBS's My Journey Home**
- *How to Detect Bias* **in the News by Jefferey Schank**

**Editorial**
- *Reza: Warrior of Peace* **by Amy Ostenso**

**Core Novels from High school English curriculum**

| Grade 11 |
| --- |

- *We Should Hang Out Sometime* by Josh Sundquist
- *The Namesake*-Jhupah Lahiri (StudySync McGraw-Hill Education-novel study)
- *"The Open Boat"*-Stephan Crane (StudySync McGraw-Hill Education- full text) (Suggested CP 10 text)
Supplemental Pieces: (to be used as needed to support unit goals) Large Works:
- Narrative of the Life of Frederick Douglass – Frederick Douglass (StudySync McGraw-Hill Education-novel study) (Suggested CP 10 text)
- *Snow Falling on Cedars* – David Guterson
- *Something Wicked This Way Comes* – Ray Bradbury
- *How the Garcia Girls Lost Their Accents* – Julia Alvarez (Suggested Honors 10 text)
- The Autobiography of Benjamin Franklin
- Honors Core Texts: (at least one of the following)
- *A Raisin in the Sun* by Lorraine Hansberry (StudySync McGraw-Hill Education-excerpt)
- *The Turn of the Screw* – Henry James
- **Adventures of Huckleberry Finn* by Mark Twain (StudySync McGraw-Hill Education-novel study) (Suggested Honors 10 text) CP Core Texts: (one of the following)
- *Ethan Frome* by Edith Wharton (StudySync McGraw-Hill Education-full text)
- *Adventures of Huckleberry Finn* by Mark Twain (StudySync McGraw-Hill Education-novel study)

| | **Scaffolding** |
|---|---|
| | **Year Long Standard(s):**<br>Grade 11<br>https://www.state.nj.us/education/modelcurriculum/ela/11.pdf |
| **Level 1 Entering** | WIDA CAN DO's BY MODE:<br>https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf<br><br>Model Curriculum Scaffold with ELA<br>Unit 4<br>Grade 11<br>https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u4.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:** | **Other Evidence:** |
| Evaluate a Speaker's message | Reading fluency |
| Respond to and interpret visuals | Reading assessment |
| Compare cultures: customs | Graphic organizers |
| Read and analyze information | Grammar and vocabulary activities |
| Debate | Writing: Position Paper – Argument Writing (RST) |
| Determine Importance: Identify Main ideas and Details: | Close reading and annotating |
| Review Strategies | Text-based writing In-class |
| Analyze Nonfiction: Author's purpose | Debate |
| Activate prior knowledge | Grammar and vocabulary activities |
| Use Text evidence | Writing: Persuasive Essay – Argument Writing (RST) |
| Subject: Pronouns | |
| Analyze Development of ideas | |
| Pronouns in a compound subject | |
| Formulate research | |
| Content area vocabulary | |
| Use contextual analysis | |
| Compare cultures: media | |
| Synthesize: Compare Across Texts: Review Strategies | |
| Analyze arguments | |
| Use cognates | |
| Draw conclusions | |
| Grammar: Sentence variety | |

**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 11

https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/11u4.pdf

Grade 11 Scoring Guide

https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/11u4.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

**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** | This entire curriculum is designed for ELs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf<br><br>English Language Learner Toolkit. https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf<br><br>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 |
| **Special Needs Learners** | ELLs with Special and diverse needs link: https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm |
| **Learners with an IEP** | 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:<br>• Variation of time: adapting the time allotted for learning, task completion, or testing<br>• Variation of input: adapting the way instruction is delivered<br>• Variation of output: adapting how a student can respond to instruction<br>• Variation of size: adapting the number of items the student is expected to complete<br>• Modifying the content, process or product<br><br>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.<br>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 |
| **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. |

| Integration of 21st Century Skills |
|---|

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.**l**

**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

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_____?<br>Yes, I like_____<br>No, I do not like____.<br>What do you like?<br>I like_____.<br>I do not like_____.<br><br>What is that?<br>What are these?<br>What are those?<br>This is _____.<br>That is _____.<br>There are _____.<br>This is _____.<br>Those are ____. |

## Language Function

| |
|---|
| Express likes and dislikes<br>Give information<br>Give commands<br>Follow commands |

## Grammar

| |
|---|
| Plurals<br>Sentence structure<br>Nouns and adjectives<br>End punctuation: Period, Exclamation, Question Mark |

## Unit 4 Project

| |
|---|
| Complete multimedia Argumentative piece |