



# Washington Township School District



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

Course Title:	English as a Secondary Language Intermediate I					
Grade Level(s):	Grade 12					
Duration:	Full Year:	x	Semester:		Marking Period:	
Course Description:	<p>The English as a Second Language program is designed to improve the receptive and expressive English communication skills of the English language learners of Washington Township High School. Since we welcome students from a wide variety of nations with varying degrees of English proficiency instruction is individualized and always encompasses aural comprehension, verbal communication, reading, writing and American culture. The English as a Second Language, Grades 9-12 Course of Study was developed as a resource to meet the individual needs of the ELLs in all four-language domains with a foundation in the content areas. It is a comprehensive standards-based English as a Second Language curriculum that balances the language of Social and Instructional Language, the language of Language Arts and Literacy, the language of Science and the language of Social Studies. 21<sup>st</sup> 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 literatures, students will acquire a wealth of new vocabulary through key words, academic words and literary words. Explicit instruction in reading strategies will foster reading comprehension skills. Attention to grammar points and the writing process complete the plan and the comprehensive scope of the integrated curriculum. Student progress will be monitored through teacher observation, written assessments, student portfolios and a wide variety of projects and writing tasks evaluated according to individual rubrics.</p> <p>All ESL students will:</p> <ul style="list-style-type: none"><li>▪ <b>Listen</b> 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.</li><li>▪ <b>Speak</b> to express their opinion, share information, question and discuss in person and in recorded situations.</li><li>▪ <b>Read</b> 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.</li></ul> <p><b>Write</b> to express their opinion, share information, persuade, question and record their memories and thoughts via handwriting and word processing on the computer</p>					
Grading Procedures:	<ul style="list-style-type: none"><li>• 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</li></ul>					

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

**Primary Resources:**

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

- 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

**Under the Direction of:**

Rosemarie Armstrong, Supervisor of World Languages & ESL, K-12

**Written:** Summer 2020

**Revised:**

**BOE Approval:**

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

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

**Unit Duration: 45 days (First Marking Period)**

### Desired Results

**Learning Objectives and standards:**

**Grade 12**

<https://www.state.nj.us/education/modelcurriculum/ela/12u1.pdf>

**NJ SLS and WIDA Standards**

Edge Level Units	NJ SLS Standards	WIDA Standards
Unit 1- Double Take	RL.11-12.1 .11-12.2 RL.11-12.3 RL.11-12.5 RL.11-12.6 W.11-12.3 W.11-12.4 W.11-12.5 L.11-12.1 L.11-12.2 L.11-12.4	WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 2 -Against the Odds	RI.11-12.1 RI.11-12.2 RI.11-12.3 .11-12.7 W.11-12.2 W.11-12.5 W.11-12.10 L.11-12.1 L.11-12.2	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5

**Languae Objectives:**

Grades 11-12

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

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Listening for advice and suggestions Making inferences Understanding specific observations and generalizations Understanding key vocabulary Using your knowledge - Listening for main ideas	Giving an opinion and making suggestions Agreeing and disagreeing respectfully - Compromising and finalizing a decision Pronunciation Certain and uncertain intonation Referencing data in a presentation:	Making inferences Understanding key vocabulary Working out meaning Using your knowledge Reading for main ideas Reading for details Synthesizing	-Avoiding run-on sentences and comma splices Comparison and contrast essays Comparison and contrast Numerical words and phrases Interpreting graphs and charts Analysis

Listening for details Listening for opinion Taking notes Synthesizing	Explaining details and trends in a graph Explaining causes and effects		
<b>WIDA Can-Do Descriptors:</b> <a href="https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf">https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf</a>			
<b>Acquired Knowledge and Skills:</b> Analyze short stories and how literary elements develop over the course of a text Analyze static and dynamic characters Use text evidence Determine point of view Grammar: Complete sentences; subject-verb agreement Vocabulary: Affixes and roots Narrative writing Distinguish essential from nonessential information Analyze narrative nonfiction and nonfiction text features Analyze development of ideas Analyze style and word choice Use text evidence Grammar: Pronouns; verbs Vocabulary: Context clues Autobiographical narrative writing		<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does one's culture help shape one's identity, values, and worldview?</li><li>• How do people negotiate living in a multi-cultural society?</li><li>• What are the benefits and drawbacks of acculturation and cultural assimilation?</li><li>• How does identifying cause and effect increase the comprehensibility of text?</li><li>• How does one distinguish between essential and non-essential information from an informational text?</li><li>• How is a paragraph constructed?</li><li>• What is a topic sentence?</li><li>• What are supporting details?</li><li>• What is a closing sentence?</li></ul>	
<b>Learning/Instructional Strategies</b>			

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

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

\*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)**

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

### **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

 <p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize one's feelings and thoughts</li> <li>Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>Recognize one's personal traits, strengths, and limitations</li> <li>Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>	 <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li> <li>Recognize the skills needed to establish and achieve personal and educational goals</li> <li>Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul>	 <p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul>	 <p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"> <li>Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>Identify the consequences associated with one's actions in order to make constructive choices</li> <li>Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul>	 <p><b>Relationship Skills</b></p> <ul style="list-style-type: none"> <li>Establish and maintain healthy relationships</li> <li>Utilize positive communication and social skills to interact effectively with others</li> <li>Identify ways to resist inappropriate social pressure</li> <li>Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>
--	--	--	--	--

\*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
External Internal Monitor Predict Communicate Emphasize Highlight Primary Research	Prefixes Suffixes Greek and Latin Roots	Subject and predicates Nouns in the subject Verb in the predicate Review Complete sentences Subject-Verb Agreement: Forms of Be Subject-Verb Agreement: Action Verbs Verbs with Compound Subjects Review Subject-Verb Agreement Sentence Fragments

		<b>Fix Fragments: Add a subject</b> <b>Fix a Fragment: Add a verb</b> <b>Fix a Fragment: Combine a sentence</b> <b>Review: Sentence Fragments</b> <b>Subject Pronouns: I, You, He, Etc.</b> <b>Subject Pronouns: We, You, They</b> <b>Pronouns in a Compound Subject</b> <b>Pronoun Agreement</b> <b>Review: Subject Pronouns</b> <b>Action Verbs</b> <b>Action Verbs in the Present Tense</b> <b>Subject-Verb Agreement: -s</b> <b>Helping Verbs: Can, Could, May, Might</b> <b>Review: Action Verbs in the Present Tense</b> <b>Forms of Be in the Present Tense</b> <b>Present Progressive Verb Forms</b> <b>Present Tense of Have</b> <b>Present Tense of Do</b> <b>Review: Present Tense Verbs</b> <b>Describing People and Actions</b>
--	--	---

#### Vocabulary Words

<b>1</b>	<b>2</b>	<b>3</b>
<b>Characterize</b> <b>Intensity</b> <b>Lucid</b> <b>Obscure</b> <b>Pathetic</b> <b>Perspective</b> <b>Pretense</b> <b>Stigmatize</b>	<b>Accusation</b> <b>Ambitious</b> <b>Assert</b> <b>Discordant</b> <b>Expectation</b> <b>Inevitable</b> <b>Prodigy</b> <b>Reproach</b>	<b>Authenticity</b> <b>Compel</b> <b>Discriminate</b> <b>Eliminate</b> <b>Potential</b> <b>Predominate</b> <b>Racism</b> <b>Tension</b>
<b>4</b>	<b>5</b>	<b>6</b>
<b>Contemplate</b> <b>Designate</b> <b>Disciplined</b> <b>Implement</b> <b>Innovate</b> <b>Perpetually</b> <b>Procrastinate</b> <b>Spontaneously</b>	<b>Consequences</b> <b>Contend</b> <b>Conviction</b> <b>Dictate</b> <b>Endeavor</b> <b>Momentous</b> <b>Profound</b> <b>Transition</b>	<b>Alienation</b> <b>Commiserate</b> <b>Empathize</b> <b>Ethnicity</b> <b>Integrate</b> <b>Perception</b> <b>Segregation</b> <b>Tolerance</b>

#### 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
<b><u>Biology</u></b> 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 <b><u>Chemistry</u></b> 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 <b><u>Earth Science</u></b> 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 <b><u>Ecology</u></b> 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	<b><u>World History</u></b> 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 <b><u>US History</u></b> 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

<p>18. global warming 19. ecology 20. solid waste</p> <p><b><u>Integrated Science</u></b></p> <p>1. scientific method 2. dependent variable 3. accuracy 4. technology 5. genetic engineering 6. law 7. bias 8. Fahrenheit 9. deductive reasoning 10. GIS 11. precision 12. prediction 13. independent variable 14. hypothesis 15. SI unit 16. inductive reasoning 17. control 18. Celsius 19. GPS 20. Theory</p> <p><b><u>Physics</u></b></p> <p>1. force 2. hydroelectric energy 3. equilibrium 4. Ohm's law 5. nuclear energy 6. potential energy 7. energy 8. velocity 9. thermal energy 10. gravitational force 11. nonrenewable resources 12. law of conservation of energy 13. inertia 14. entropy 15. renewable resources 16. action-reaction pair 17. friction 18. Doppler effect 19. kinetic energy 20. Acceleration</p> <p><b><u>Space Science</u></b></p> <p>1. solstice 2. lunar phases 3. light year 4. eclipse 5. meteoroid 6. solar system 7. constellation 8. pulsating theory 9. Big Bang Theory 10. astronomy 11. star cycle 12. equinox 13. meteor impact 14. astronomical distance 15. galaxy 16. satellite 17. comet 18. gravitational force 19. Asteroid</p>	<p>common factor Growing pattern Histogram Horizontal axis Identity pattern Improper fraction Inequality Intersection Irrelevant Isosceles triangle Less common multiple Line graph Linear pattern Exponent Exponential notation Fair chance Frequency Graphic representation of function Growth rate Input/output table Integer Intercept Intercepting lines Irregular polygon Large sample Line symmetry Linear arithmetic sequence Linear equation Mathematical expression Maximum Minimum Multiple Number property Odds Ordered pairs Factorial Finite graph Fraction Function notation Geometric function Imaginary number Isometry Law of probability Limit Line equation Line segment Line segment congruence Line segment similarity Linear Minimum/maximum of function Monomial Multiply radical expressions Natural number Negative exponent Parallel Pi Polynomial Postulate Temperature Time Triangle Under Volume Week Whole number Width Year Zero Mass Mean Measurement Median Meter Metric system Midpoint Mixed numbers Mode Multiple Multiplication Negative number Number of faces Number pairs Number sentence Obtuse angle Odd numbers Order of operations Parallel lines Parallelogram Part to whole Pattern Percent Parallel figures Percent Perimeter Perpendicular Plane 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</p>
--	---

		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 C**

##### **Edge Level C**

##### **Short Stories**

- *The Moustache* by Robert Cormier
- *Two Kinds* by Amy Tan
- *Skins* by Joseph Bruchac

##### **Poem**

- *Grandmother* by Sameenah Shirazie
- *Why the Violin Is Better* by Hal Sirowitz
- *One* by James Berry
- *Yes* by Denise Duhamel

##### **News Feature/Profile/ Oral History**

- *Who We Really Are* by Joshunda Sanders
- *Novel Musician* by Sharon Wooton
- *Nicole* by Rebecca Carroll and Nicole
- *Reading, Writing, and ... Recreation?* By Nancy C. Rodriguez

##### **Magazine Article/ Interview**

- *La Vida Robot* by Joshua Davis
- *Success Is a Mind-Set* from Hewitt Magazine Online

##### **Edge Library**

- *Stuck in Neutral* by Terry Trueman
- *The Metamorphosis* by Franz Kafka
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston
- *Necessary Roughness* by Marie G. Lee
- *...And the Earth Did Not Devour Him* by Tomas Rivera
- *Spike Lee: By Any Means Necessary* by Jim Haskins

##### **Autobiography/ Diary/ Personal Narrative**

- *My Left Foot* by Christy Brown
- *The Freedom Writers Diary* by *The Freedom Writers* and Erin Gruwell
- *The Cruellest Journey* by Kira Salak

##### **Poem/ Song Lyrics**

- *Dreams* by Langston Hughes
- *Strength, Courage, and Wisdom* by India Aire

## Core Novels from High school English curriculum

### Grade 12

*Hard Times* (excerpt) by Charles Dickens

*"On First Looking into Chapman's Homer"* (poem) by John Keats

Cultural Literacy (excerpt) by E.D. Hirsch

*Are You Smarter Than a Fifth Grader?* (questions)

*"Learning from the Giants"* (article) by George Will

*"Who's Educated? Who Knows?"* (article) by Margo Kaufman

*"Of Studies"* by Francis Bacon (pg. 464-466)

*The Once and Future King* Book One by T.H. White

Holt McDougal Literature Grade 12 British Literature textbook Poetry, short stories, articles, excerpts (on heroism and/or archetypes) Historical Background to period (pgs. 23-27) and handouts

The Epic Tradition and The Beowulf Poet (pgs. 38-41) and handouts Beowulf (p. 42) (textbook/online resources and handouts)

Anglo Saxon Poetry

## Scaffolding

### Year Long Standard(s):

Grade 12

<https://www.state.nj.us/education/modelcurriculum/ela/12.pdf>

### Level 1 Entering

WIDA CAN DO's BY MODE:

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

Model Curriculum Scaffold with ELA

Unit 1

Grade 12

	<a href="https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u1.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u1.pdf</a>
<b>Level 2 Beginning</b>	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
<b>Level 3 Developing</b>	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
<b>Level 4 Expanding</b>	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
<b>Level 5 Bridging</b>	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
<b>Level 6 Reaching</b>	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

Evaluate a Speaker's Message  
 Respond to and interpret visuals  
 Compare Culture: Identity  
 Read and interpret interview questions  
 Make comparisons  
 Gather information: take notes  
 Debate  
 Read Independently  
 Plan and Monitor: Make and Confirm Predictions  
 Analyze Genre: Short Stories  
 Analyze characters and conflicts  
 Compare across media  
 Use cognates  
 Relate Words  
 Analyze conflict  
 Identify author's perspective  
 Phrasing  
 Use Text evidence  
 Analyze Structure: New Feature  
 Gather information  
 Determine importance  
 Summarize  
 Make Inferences

### Other Evidence:

Graphic organizers  
 Close reading and annotating  
 Text-based writing  
 Reader reflection  
 Grammar and vocabulary activities  
 Writing: Short Story – Narrative  
 Close reading and annotating  
 Reader reflection  
 Grammar and vocabulary activities  
 Writing: Autobiographical 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 12

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/12u1.pdf>

Grade 12 Scoring Guide

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/12u1.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)

<b>Advanced Learners</b>	<p>Gifted and Talented EL Guidance link:  <a href="https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf">https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf</a></p>
<b>Struggling Learners</b>	<p>Tiered Systems of Support link:  <a href="https://www.state.nj.us/education/njtss/">https://www.state.nj.us/education/njtss/</a></p>
<b>English Language Learners</b>	<p>This entire curriculum is designed for ELs. Also, review FABRIC  <a href="https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>English Language Learner Toolkit.  <a href="https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf">https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf</a></p> <p>The central mentor texts chosen were based on the following criteria: Lexile. Even though some of the texts do not have a Lexile level, the teacher will read the texts aloud, and scaffold by defining vocabulary words, paraphrasing and simplifying complex sentences and using all visuals for support. They represent both literature and informational texts on the same topic aligned to the standards assessed in Unit 1.</p>
<b>Special Needs Learners</b>	<p>ELLs with Special and diverse needs link:  <a href="https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm">https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm</a></p>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p>

	Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Integration of 21<sup>st</sup> 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.

#### **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 time?
Hi there	A pair of scissors	
Bye	A pen	Morning
Good-Bye	A pencil	Noon
Have a nice day	A piece of paper	Afternoon
See you later	A ruler	Evening
See you soon	A stapler	Night
I am from		
Now I live in	Black	What day is it?
My name is	Blue	What day is tomorrow?
	Brown	What day was yesterday?
	Green	Monday
	Orange	Tuesday
	Pink	Wednesday
	Purple	Thursday
	Red	Friday
	White	Saturday
	Yellow	Sunday
	Big	Science class
	Little	Social Studies class/
	Long	History class
	short	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 12**

<https://www.state.nj.us/education/modelcurriculum/ela/12u2.pdf>

NJ SLS and WIDA Standards

<b>Edge Level C</b>	<b>NJ SLS Standards</b>	<b>WIDA Standards</b>
Unit 4- Express Yourself	RI.11-12.1 RI.11-12.5 RI.11-12.10 W.11-12.2 W.11-12.4-6 W.11-12.10 L.11-12.1 L. 11-12.3	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 5- Moment of Truth	RL.11-12.1 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 L.11-12.1 L.11-12.2	WIDA ELP Standard 1 WIDA ELP Standard 2

#### **Language Objectives:**

Grades 11-12

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

<b>Listening Skills</b>	<b>Speaking Skills</b>	<b>Reading Skills</b>	<b>Writing Skills</b>
Distinguishing main ideas from details Taking notes on main ideas and details Understanding figurative language Understanding strong and tentative suggestions Understanding key vocabulary	Giving background information Signposting Identifying problems and suggesting solutions: Presenting a problem Making polite suggestions Responding to suggested solutions	Identifying cohesive devices Skimming a text Understanding key vocabulary Predicting content using visuals Using your knowledge Reading for main ideas Reading for details	-Developing ideas - Parallel structure - Problem and solution Ordering information Prioritizing arguments Information writing

Using your knowledge Listening for main ideas Listening for details Listening for opinion Listening for text organization Summarizing Taking notes Synthesizing	Emphasizing a word or idea to signal a problem	Making inferences Synthesizing	
<b>WIDA Can-Do Descriptors:</b> <a href="https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf">https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf</a>			
<b>Acquired Knowledge and skills:</b> Analyze nonfiction text structure Analyze humor Analyze flashback Use text evidence Grammar: Possessive adjectives, pronouns, and words Vocabulary: Multiple-meaning words Expository Research Writing Analyze short stories and text structure Determine author's purpose Analyze dialect Analyze metaphor Compare characters' motivations Use text evidence Write an original skit Grammar: Adjectives Vocabulary: Synonyms and antonyms in analogies Informational writing		<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What internal and external resources do people use to overcome challenging situations?</li><li>• How can making inferences help deepen understanding of texts?</li><li>• How can one structure informational writing</li><li>• How does one clearly convey a message using text and images?</li></ul>	
<b>Learning/Instructional Strategies</b>			

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](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**

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

\*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)

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

### **Cooperative Learning:**

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

### **Differentiated Instruction:**

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

### **Social Emotional Learning:**

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



## New Jersey Social and Emotional Learning Competencies and Sub-Competencies



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

### Thematic Approach:

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

### Reader's Workshop for ELs:

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

These strategies are as follows:

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

Academic Vocabulary	Vocabulary for Vocabulary Strategies	Grammar
Illustrate Sequence Thesis Topic Incident	Multiple meaning words Dictionary Jargon Content Area Words	Possessive Nouns Object Pronouns after a preposition Compound Object pronouns Indefinite Pronouns and singular verbs Indefinite pronouns and plural verbs Pronoun agreement Adjectives Predicate Adjectives Demonstrative Adjectives Elaborating with Adjectives

		Comparative adjectives Superlative Adjectives: -est and Most Irregular Comparatives Indefinite Adjectives Adverbs The Adverb Not Comparison Adverbs Negative Sentences
--	--	---

### Vocabulary Words

1	2	3
Competent Emphasis Emulate Enhance Precision Subtle Vary Visualize	Abbreviated Ambulance Articulate Humiliation Intimidation Obligation Stimulation Surpass	Accentuate Banish Countenance Discerning Disrespectful Enlist Enumerate Interminably
4	5	6
Disarm Ensuing Harmonize Inquisitive Integrity Irritating Melancholy Transaction	Destiny Indelible Indifference Inflexible Poised Priority Regime Virtue	Accelerate Commentary Conformist Contrary Malleable Revelation Saturate Temporary

### 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

Language of Science	Language of Social Studies	Language of Mathematics
<p><b><u>Biology</u></b>  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</p> <p><b><u>Chemistry</u></b>  1. thermodynamics 2. aqueous 3. heterogenous 4. base 5. atomic theory 6. atom 7. stoichiometry 8. physical property 9. acid 10. Avogadro's number 11. periodic table 12. law of conservation of mass 13. chemical property 14. homogenous 15. compound 16. hypotonic 17. electron configuration 18. abiotic 19. anhydrous 20. hypertonic</p> <p><b><u>Earth Science</u></b>  1. plate boundaries 2. erosion 3. fossil record 4. mineral 5. geosphere 6. radioactive decay 7. topography 8. atmosphere 9. pangea 10. biosphere 11. rock cycle 12. gravitational effects 13. nutrient cycle 14. watershed 15. hydrologic cycle 16. weathering 17. convection currents 18. hydrosphere 19. continental shelf 20. Climate</p> <p><b><u>Ecology</u></b>  1. keystone species 2. nitrogen cycle 3. potable 4. reclamation 5. ozone layer 6. urbanization 7. smog 8. recycling 9. CFC 10. eutrophication 11. watershed 12. greenhouse effect 13. point source pollution 14. ecosystem 15. water pollution 16. pioneer species 17. biome 18. global warming 19. ecology 20. solid waste</p>	<p><b><u>World History</u></b>  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</p> <p><b><u>US History</u></b>  1. Immigration 2. Imperialism 3. Civil rights 4. Progressivism 5. Trusts/Monopolies 6. Conscientious objector 7. Propaganda 8. Socialism 9. Genocide 10. Communism 11. Religion 12. Americanization 13. Social Movement 14. Urbanization 15. Reform 16. Segregation 17. Nativism 18. Conservative 19. Constitutionalism 20. Industrialism 21. Militarism 22. Social Darwinism 23. Integration 24. Liberal 25. Isolationism 26. Nationalism 27. Political 28. Revolution 29. Culture 30. Economy 31. Interventionist 32. Democracy 33. Internationalism 34. Capitalism</p>	<p>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</p>

**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**

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

pattern Improper fraction Inequality Intersection Irrelevant Isosceles triangle Less common multiple Line graph Linear pattern Exponent Exponential notation Fair chance Frequency Graphic representation of function Growth rate Input/output table Integer Intercept Intercepting lines Irregular polygon Large sample Line symmetry Linear arithmetic sequence Linear equation Mathematical expression Maximum Minimum Multiple Number property Odds Ordered pairs Factorial Finite graph Fraction Function notation Geometric function Imaginary number Isometry Law of probability Limit Line equation Line segment Line segment congruence Line segment similarity Linear Minimum/maximum of function Monomial Multiply radical expressions Natural number Negative exponent Parallel Pi Polynomial Postulate Temperature Time Triangle Under Volume Week Whole number Width Year Zero Mass Mean Measurement Median Meter Metric system Midpoint Mixed numbers Mode Multiple Multiplication Negative number Number of faces Number pairs Number sentence Obtuse angle Odd numbers Order of operations Parallel lines Parallelogram Part to whole Pattern Percent Parallel figures Percent Perimeter Perpendicular Plane 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 C

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

Edge Level C
<p><b><u>Magazine Article</u></b></p> <ul style="list-style-type: none"> <li>• <i>Face Facts: The Science of Facial Expressions</i> by Mary Duenwald</li> <li>• <i>Silent Language</i> by Dr. Bruce Perry and Charlotte Latavia</li> <li>• <i>My Moment of Truth</i> by by Caroline V. Clarke and Sonja D. Brown</li> </ul> <p><b><u>Poem</u></b></p> <ul style="list-style-type: none"> <li>• <i>Face It</i> by Janet Wong</li> <li>• <i>How I learned English</i> by Gregory Djanikian</li> <li>• <i>The journey</i> by Mary Oliver</li> <li>• <i>The Calling</i> by Luis J. Rodriguez</li> </ul> <p><b><u>Myth</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Woman Who Was Death</i> by Josepha Sherman</li> </ul> <p><b><u>Autobiography</u></b></p> <ul style="list-style-type: none"> <li>• <i>Black Boy</i> by Richard wright</li> </ul> <p><b><u>News Feature/ Humor Column</u></b></p> <ul style="list-style-type: none"> <li>• <i>They Speak for Success</i> by Tom Seligson</li> <li>• <i>Breaking the Ice</i> by Dave Berry</li> </ul> <p><b><u>Narrative Nonfiction</u></b></p> <ul style="list-style-type: none"> <li>• <i>My English</i> by Julia Alvarez</li> </ul> <p><b><u>Essay</u></b></p> <ul style="list-style-type: none"> <li>• <i>Txtng:The G8 Db8</i> by David Crystal</li> </ul> <p><b><u>Edge Library</u></b></p> <ul style="list-style-type: none"> <li>• <i>Code Talker</i> by Joseph Bruchac</li> <li>• <i>We Shall Overcome</i> by Reggie Finlayson</li> <li>• <i>Animal Farm</i> by George Orwell</li> <li>• <i>The House of Dies Drear</i> by Virginia Hamilton</li> <li>• <i>Speak</i> by Laurie Halse Anderson</li> <li>• <i>Dying to Cross</i> by Jorge Ramos</li> </ul> <p><b>Short Stories</b></p> <ul style="list-style-type: none"> <li>• <i>Say it with Flowers</i> by Toshio Mori</li> </ul>

- *Just Lather, That's All* by Hernando Tellez
- *Be-er and Doors* by Budge Wilson

### Core Novels from High school English curriculum

#### Grade 12

Hard Times (excerpt) by Charles Dickens

"On First Looking into Chapman's Homer" (poem) by John Keats

Cultural Literacy (excerpt) by E.D. Hirsch

Are You Smarter Than a Fifth Grader? (questions)

"Learning from the Giants" (article) by George Will

"Who's Educated? Who Knows?" (article) by Margo Kaufman

"Of Studies" by Francis Bacon (pg. 464-466)

The Once and Future King Book One by T.H. White

Holt McDougal Literature Grade 12 British Literature textbook Poetry, short stories, articles, excerpts (on heroism and/or archetypes) Historical Background to period (pgs. 23-27) and handouts

The Epic Tradition and The Beowulf Poet (pgs. 38-41) and handouts Beowulf (p. 42) (textbook/online resources and handouts)

Anglo Saxon Poetry

## Year Long Standard(s):

Grade 12

<https://www.state.nj.us/education/modelcurriculum/ela/12.pdf>

<b>Level 1 Entering</b>	<p>WIDA CAN DO's BY MODE: <a href="https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf">https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf</a></p> <p>Model Curriculum Scaffold with ELA Unit 2</p> <p>Grade 12 <a href="https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u2.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u2.pdf</a></p>
<b>Level 2 Beginning</b>	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
<b>Level 3 Developing</b>	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
<b>Level 4 Expanding</b>	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
<b>Level 5 Bridging</b>	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
<b>Level 6 Reaching</b>	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>

## Assessment/Performance Tasks

### Performance Tasks:

Analyze nonfiction text structure  
 Analyze humor  
 Analyze flashback  
 Use text evidence  
 Grammar: Possessive adjectives, pronouns, and words  
 Vocabulary: Multiple-meaning words  
 Expository Research Writing  
 Analyze short stories and text structure  
 Determine author's purpose  
 Analyze dialect  
 Analyze metaphor  
 Compare characters' motivations  
 Use text evidence  
 Write an original skit  
 Grammar: Adjectives  
 Vocabulary: Synonyms and antonyms in analogies

### Other evidence:

Graphic organizers  
 Reading response notebooks  
 Close reading and annotations  
 Text-based writing  
 Grammar and vocabulary activities  
 Writing self assessment  
 Writing – Research Report – Expository Writing (RST)  
 Vocabulary word square  
 Grammar activities  
 Skit presentation  
 Writing self and peer assessment  
 Writing: Literary Research Report – Informational (LAT)

### 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 12

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/12u2.pdf>

Grade 12 Scoring Guide

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/12u2.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**

<p>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.</p> <p>The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.</p> <p>Differentiation in materials, assignments, and assessments can be provided (e.g., 99 Ideas and Activities for Teaching English Learners with the SIOP Model)</p>	
<b>Advanced Learners</b>	<p>Gifted and Talented EL Guidance link.  <a href="https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf">https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf</a></p>
<b>Struggling Learners</b>	<p>Tiered Systems of Support link:  <a href="https://www.state.nj.us/education/njtss/">https://www.state.nj.us/education/njtss/</a></p>
<b>English Language Learners</b>	<p>This entire curriculum is designed for ELs. Also, review FABRIC  <a href="https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>English Language Learner Toolkit.  <a href="https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf">https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf</a></p> <p>The central mentor texts chosen were based on the following criteria: Lexile. Even though some of the texts do not have a Lexile level, the teacher will read the texts aloud, and scaffold by defining vocabulary words, paraphrasing and simplifying complex sentences and using all visuals for support. They represent both literature and informational texts on the same topic aligned to the standards assessed in Unit 2</p>
<b>Special Needs Learners</b>	<p>ELLs with Special and diverse needs link:  <a href="https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm">https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm</a></p>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. 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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

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

### **Mission**

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

### **Vision**

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

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

### **Indicators:**

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

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

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

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

### **Technology Connections**

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

Immersive Reader will be used to help students build academic vocabulary knowledge

## **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:**<https://www.state.nj.us/education/modelcurriculum/ela/12u3.pdf>

NJ SLS Standards and WIDA Standards

Edge Level	NJ SLS Standards	WIDA Standards
Unit 7- For What It's Worth	RL.11-12.1 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.9 RL.11-12.10 W.11-12.1 W.11-12.2 W.11-12.5 L.11-12.1 L.11-12.2 L.11-12.3	WIDA ELP Standard 1 WIDA ELP Standard 2

**Language Objectives:**

Grades 11-12

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u3.pdf>

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Distinguishing main ideas from details Taking notes on main ideas and details Understanding figurative language Understanding strong and tentative suggestions Understanding key vocabulary Using your knowledge Listening for main ideas Listening for details Listening for opinion Listening for text organization Summarizing Taking notes Synthesizing	-Giving background information Signposting Identifying problems and suggesting solutions within a text Emphasizing a word or idea to signal a problem	Identifying cohesive devices Skimming a text Understanding key vocabulary Predicting content using visuals Using your knowledge Reading for main ideas Reading for details Making inferences Synthesizing	Developing ideas - Parallel structure - Problem and resolution Ordering information Prioritizing events within a text Literary analysis

**WIDA Can-Do Descriptors:**

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

**Acquired Knowledge and skills:**

Analyze structure: script and poetry

Analyze word choice

Use text evidence

Critique literature

Compare representations: poetry and art Analyze elements of poetry

Grammar: Verb tenses; participial phrases

Vocabulary: Idioms, similes, metaphors

**Essential Questions:**

What rights and responsibilities should teens have?

What makes a hero?

What holds us together?

What keeps us apart?

What deserves our care and respect?

What childhood influences develop character?

How did neighbors and community influence a person's rearing?

What are the parts of a good paragraph?

What are the parts of a short story?

What strategies do effective readers use before, during and after reading?

What makes an effective writer?

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](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**

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

\*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)

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

### **Cooperative Learning:**

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

### **Differentiated Instruction:**

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

### **Social Emotional Learning:**

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



## New Jersey Social and Emotional Learning Competencies and Sub-Competencies



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

### Thematic Approach:

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

### Reader's Workshop for ELs:

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

These strategies are as follows:

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

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

Academic Vocabulary	Vocabulary for Vocabulary Strategies	Grammar
<b>Aspect</b> <b>Image</b> <b>Interact</b> <b>Interpret</b> <b>Mental</b> <b>Structure</b>	<b>Aspect</b> Use context clues: idioms, similes, metaphors	<b>Present, Past, and Future Tense</b> <b>Present perfect: regular verbs</b> <b>Present perfect: irregular verbs</b> <b>Review: Present Perfect Tense</b> <b>Past perfect tense</b> <b>Past, present perfect, and past perfect</b> <b>Future perfect tense</b> <b>Past perfect and future perfect tenses</b>

		<b>Review: Verbs in the perfect tenses</b> <b>Participials as adjectives</b> <b>Using participial phrases</b> <b>Placement of participial phrases</b> <b>Absolutes</b> <b>Review: Enriching your sentences</b>
--	--	---

### Vocabulary Words

1	2	3
<b>Compensate</b> <b>Destitute</b> <b>Impudently</b> <b>Infuriate</b> <b>Prophecy</b> <b>Respectably</b> <b>Traditional</b>	<b>Attitude</b> <b>Dense</b> <b>Envious</b> <b>Feud</b> <b>Fractured</b> <b>Mature</b> <b>Perfection</b> <b>Resolution</b>	<b>Commercial</b> <b>Endure</b> <b>Essence</b> <b>Industrial</b> <b>Perish</b> <b>Resolve</b> <b>Suffice</b> <b>Tremulous</b>

### 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
<b><u>Biology</u></b> 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 <b><u>Chemistry</u></b> 1. thermodynamics 2. aqueous 3. heterogenous 4. base 5. atomic theory 6. atom 7. stoichiometry 8.	<b><u>World History</u></b> 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	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

<p>physical property 9. acid 10. Avogadro's number 11. periodic table 12. law of conservation of mass 13. chemical property 14. homogenous 15. compound 16. hypotonic 17. electron configuration 18. abiotic 19. anhydrous 20. hypertonic</p> <p><b><u>Earth Science</u></b></p> <p>1. plate boundaries 2. erosion 3. fossil record 4. mineral 5. geosphere 6. radioactive decay 7. topography 8. atmosphere 9. pangea 10. biosphere 11. rock cycle 12. gravitational effects 13. nutrient cycle 14. watershed 15. hydrologic cycle 16. weathering 17. convection currents 18. hydrosphere 19. continental shelf 20. Climate</p> <p><b><u>Ecology</u></b></p> <p>1. keystone species 2. nitrogen cycle 3. potable 4. reclamation 5. ozone layer 6. urbanization 7. smog 8. recycling 9. CFC 10. eutrophication 11. watershed 12. greenhouse effect 13. point source pollution 14. ecosystem 15. water pollution 16. pioneer species 17. biome 18. global warming 19. ecology 20. solid waste</p> <p><b><u>Integrated Science</u></b></p> <p>1. scientific method 2. dependent variable 3. accuracy 4. technology 5. genetic engineering 6. law 7. bias 8. Fahrenheit 9. deductive reasoning 10. GIS 11. precision 12. prediction 13. independent variable 14. hypothesis 15. SI unit 16. inductive reasoning 17. control 18. Celsius 19. GPS 20. Theory</p> <p><b><u>Physics</u></b></p> <p>1. force 2. hydroelectric energy 3. equilibrium 4. Ohm's law 5. nuclear energy 6. potential energy 7. energy 8. velocity 9. thermal energy 10. gravitational force 11. nonrenewable resources</p>	<p>37.Religion 38.Trade 39.Democracy 40.Empire 41.Middle Passage/Triangular Trade 42.Crusades 43.Human Rights 44.Absolutism 45.Values 46.Imperialism 47.Genocide</p> <p><b><u>US History</u></b></p> <p>1. Immigration 2. Imperialism 3. Civil rights 4. Progressivism 5. Trusts/Monopolies 6. Conscientious objector 7. Propaganda 8. Socialism 9. Genocide 10.Communism 11.Religion 12.Americanization 13.Social Movement 14.Urbanization 15.Reform 16.Segregation 17.Nativism 18.Conservative 19.Constitutionalism 20.Industrialism 21.Militarism 22.Social Darwinism 23.Integration 24.Liberal 25.Isolationism 26.Nationalism 27.Political 28.Revolution 29.Culture 30.Economy 31.Interventionist 32.Democracy 33.Internationalism 34.Capitalism</p>	<p>Estimate Foot (measurement) Graph Greater than Grouping Guess and check Height Hour In front Inch Increase Inside Left Length Less than Location Measuring cup Minute Model Money Near Centimeter Circumference Classes of triangle Cluster Common denominator Common fractions Commutative property Constant Corresponding angles Corresponding sides Cube Cylinder Data Data collection Decimal Diagram Different Distributive property Dividend Divisibility Division Equation Equilateral triangle Complementary angle Composite number Congruence Conjecture Constant difference Constant rate of change Constant ratio Convert Coordinate Counter example Counting Cube number Cube root Cubic unit Data Deductive Defining Dilation Distance Enlarging transformation Equal ratios Equation Experiment Central angle Chord Circle Circular Classes of functions Combination Compound interest Conditional Continuous Control group Correlation Cosine Curve Dependent Dilation Discrete Divide Divide radical expressions Domain function Equivalent Expected value Exponent Exponential function Number Number line Numeral Numeric pattern Ordinal number Orientation Outcome Outside Pattern Pound Prediction Rectangle Right Ruler Second (time) Set Shape Similarity Size Square Subtraction Sum Table Equivalent fractions Estimation Even numbers Event likelihood Expanded notation Extreme value Factors Fraction Function Geometric pattern Greatest common factor Growing pattern Histogram Horizontal axis Identity pattern Improper fraction Inequality Intersection Irrelevant Isosceles triangle Less common multiple Line graph Linear pattern Exponent Exponential notation Fair chance Frequency Graphic representation of function Growth rate Input/output table Integer Intercept Intercepting lines Irregular polygon Large sample Line symmetry Linear arithmetic sequence Linear equation Mathematical expression Maximum Minimum Multiple Number property Odds Ordered pairs Factorial Finite graph Fraction Function notation Geometric function Imaginary number Isometry Law of probability Limit Line equation Line segment Line segment congruence Line segment similarity Linear Minimum/maximum of function Monomial Multiply radical expressions Natural number Negative exponent Parallel Pi Polynomial Postulate Temperature Time Triangle Under Volume Week Whole number Width Year Zero Mass Mean</p>
---	--	--

<p>12. law of conservation of energy 13. inertia 14. entropy 15. renewable resources 16. action-reaction pair 17. friction 18. Doppler effect 19. kinetic energy 20. Acceleration</p> <p><b><u>Space Science</u></b></p> <p>1. solstice 2. lunar phases 3. light year 4. eclipse 5. meteoroid 6. solar system 7. constellation 8. pulsating theory 9. Big Bang Theory 10. astronomy 11. star cycle 12. equinox 13. meteor impact 14. astronomical distance 15. galaxy 16. satellite 17. comet 18. gravitational force 19. Asteroid</p>		<p>Measurement Median Meter Metric system Midpoint Mixed numbers Mode Multiple Multiplication Negative number Number of faces Number pairs Number sentence Obtuse angle Odd numbers Order of operations Parallel lines Parallelogram Part to whole Pattern Percent Parallel figures Percent Perimeter Perpendicular Plane Polygon Prime factor Problem Projection Proportional Quadratic equation Quadrilateral Random Range Rate Rational number Rectangle Rectangular Recursive sequence Reflection Root Rotation symmetry Sample Powers Probability Proof Protractor Pythagorean theorem Radical expression Radius Range of function Rational function Real numbers Reciprocal Recursive Reflection Regression Relative Right triangle Roots and real numbers Rotation Sample Series Similar Similar figures Speed Perimeter Perpendicular lines Pie chart Positive number Prime factorization Prime number Prism Probability Process of elimination Product Proof Pyramid Quotient Rectangle Rectangle prism Reduced form Relative distance Relevant information Remainder Repeating pattern Restate a problem Rhombus Right angle Scale Scatter plot Scientific notation Sequence Similar Similarity vs. congruence Simplification Slope Slope intercept formula Solid figure Solution Square number Square root Square units Substitution Supplementary angle Table representation Thermometer Trapezoid formula Tree diagram model Triangle sides Underestimation Unit size Standard Statistic Strategy Subtract Summary Surface area Systems of equations Systems of inequalities Tangent Term Theorem Transversal Trigonometric Two-way tables Unit Vector Velocity Vertex Rotation Rounding Same size units Sample Scale Shape Sphere Standard Studies Subtraction Surface area Survey Symbolic representations Tallies Time zone Triangle formula Unit Unlike terms Venn diagram Verification Vertical axis Volume Variable Vertex Volume formula Volume of cylinder, prism, and pyramid Work backward Written representation</p>
--	--	--

**Resources:**

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

**Edge Level C**

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

**Edge Level C**

**Play/ Screenplay**

- *The Jewel of the Shrine* by James Ene Henshaw
- *Romeo and Juliet* Act 2, Scene 2 by William Shakspeare
- *West Side Story* by Ernest Lehman

### Poem

- *Lineage* by Margaret Walker
- *Remembered* by Naomi Shihab Nye
- *Mi Madre* by Pat Mora
- *Hard Questions* by Margaret Tsuda
- *There Will Come Soft Rains* by Sara Teasdale
- *Fire and Ice* by Robert Frost
- *I Was Born Today* by Amado Nervo
- *Wild Geese* by Mary Oliver
- *Like You* by Richard Dalton

### Essay

- *Touching the Earth* by Bell Hooks

### Edge Library

- *Hoop Dreams* by Ben Joravsky
- *Down Garrapata Road* by Anne Estevis
- *Othello* by Julius Lester

### Core Novels from High school English curriculum

#### Grade 12

Hard Times (excerpt) by Charles Dickens

"On First Looking into Chapman's Homer" (poem) by John Keats

Cultural Literacy (excerpt) by E.D. Hirsch

Are You Smarter Than a Fifth Grader? (questions)

"Learning from the Giants" (article) by George Will

"Who's Educated? Who Knows?" (article) by Margo Kaufman

"Of Studies" by Francis Bacon (pg. 464-466)

The Once and Future King Book One by T.H. White

Holt McDougal Literature Grade 12 British Literature textbook Poetry, short stories, articles, excerpts (on heroism and/or archetypes) Historical Background to period (pgs. 23-27) and handouts

The Epic Tradition and The Beowulf Poet (pgs. 38-41) and handouts Beowulf (p. 42) (textbook/online resources and handouts)

Anglo Saxon Poetry

### Scaffolding

## Year Long Standard(s):

Grade 12

<https://www.state.nj.us/education/modelcurriculum/ela/12.pdf>

<b>Level 1 Entering</b>	WIDA CAN DO's BY MODE: <a href="https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf">https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf</a>  Model Curriculum Scaffold with ELA Unit 3 Grade 12 <a href="https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u3.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u3.pdf</a>
<b>Level 2 Beginning</b>	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.
<b>Level 3 Developing</b>	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.
<b>Level 4 Expanding</b>	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.
<b>Level 5 Bridging</b>	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.
<b>Level 6 Reaching</b>	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:

Analyze Cultural perspectives  
 Political cartoon analysis  
 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

### Other Evidence:

Graphic organizers  
 Close reading and annotating  
 Text-based writing  
 Character sketch  
 Grammar and vocabulary activities  
 Writing: Literary Critique

## 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 12

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/12u3.pdf>

Grade 12 Scoring Guide

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/12u3.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)	
<b>Advanced Learners</b>	Gifted and Talented EL Guidance link. <a href="https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf">https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf</a>
<b>Struggling Learners</b>	Tiered Systems of Support link: <a href="https://www.state.nj.us/education/njtss/">https://www.state.nj.us/education/njtss/</a>
<b>English Language Learners</b>	<p>This entire curriculum is designed for ELs. Also, review FABRIC <a href="https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>English Language Learner Toolkit. <a href="https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf">https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf</a></p> <p>The central mentor texts chosen were based on the following criteria: Lexile. Even though some of the texts do not have a Lexile level, the teacher will read the texts aloud, and scaffold by defining vocabulary words, paraphrasing and simplifying complex sentences and using all visuals for support. They represent both literature and informational texts on the same topic aligned to the standards assessed in Unit 3</p>
<b>Special Needs Learners</b>	ELLs with Special and diverse needs link: <a href="https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm">https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm</a>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Integration of 21<sup>st</sup> 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.

### **Indicators:**

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

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

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

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

### **Technology Connections**

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

## **Unit 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 12

<https://www.state.nj.us/education/modelcurriculum/ela/12u4.pdf>

NJ SLS and WIDA Standards

Edge Level	NJ SLS Standards	WIDA Standards
Unit 3- The Ties that Bind	RL.11-12.1 RL.11-12.4 RL.11-12.5 RL.11-12.6 W.11-12.1 W.11-12.2 W.11-12.5 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.6	WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 6- Rights and Responsibilities	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.6 RI.11-12.8 RI.11-12.9 W.11-12.1 W.11-12.4-6 W.11-12.5 L.11-12.1 L.11-12.2	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3

### Language Objectives:

Grades 11-12

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

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Activating prior knowledge Understanding specific observations and generalizations Understanding key vocabulary Using your knowledge Listening for main ideas	Presenting data Drawing conclusions - Referencing data in a presentation: <ul style="list-style-type: none"><li>Explaining causes and effects</li></ul> Contrastive and comparisons	Making predictions from a text type Making inferences Topic sentences Scanning to find information Understanding key vocabulary Using your knowledge	Essay structure Writing an effective thesis statement Explanatory writing Analysis, counterarguments, and refutations

Listening for details Listening for opinion Understanding cause and effect Taking notes Synthesizing		Reading for main ideas Reading for details Identifying purpose and audiences	
<b>WIDA Can-Do Descriptors:</b> <a href="https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf">https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf</a>			
<b>Acquired Knowledge and Skills:</b> Infer beyond the text Analyze style and structure Determine point of view Analyze symbolism Use text evidence Grammar: Verb tenses Vocabulary: Word families Argument Writing Evaluate argument Analyze idea development Analyze elements of persuasion Analyze Central Ideas Analyze point of view and word choice Compare literature: rhetorical devices Grammar: Parallel structure Vocabulary: Denotation and connotation		<b>Essential Questions:</b> 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?	
<b>Learning/Instructional Strategies</b>			

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

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

\*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)

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

### **Cooperative Learning:**

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

### **Differentiated Instruction:**

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

### **Social Emotional Learning:**

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



## New Jersey Social and Emotional Learning Competencies and Sub-Competencies



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

### Thematic Approach:

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

### Reader's Workshop for ELs:

Reader's workshop blends whole group instruction, small needs-based groups, and individual conferring to guide students through the application of basic reading comprehension strategies. Teachers of ELs are familiar with the reader's and writer's workshop, 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
Evidence Evaluate Infer	Word Families Denotation Connotation	Present and Past tense Regular Past tense verbs Past Tense of Be Past Tense of Have Irregular past tense verbs Regular past tense verbs Direct Objects Subject and object pronouns Infinitives Gerunds Parallel Structure

		Sentence variety Phrases and clauses Clauses in compound sentences Fixing run-on sentences Adverbial clauses Adjectival clauses Complex sentences
--	--	---

#### Vocabulary Words

1	2	3
Acknowledgement Devastating Dispel Evade Improvise Opponent Pensively Surge	Abstract Adhere Advocate Deliberately Desolately Dilemma Ethical Reinforce	Abolish Admonish Coherent Conscientious Controversial Naïve Pursue Subdued
4	5	6
Consistently Excessive Intrusion Precaution Proficiency Restrict Transform violate	Access Counterfeit Facilitate Fundamental Impact Merit Repercussion Verify	Apathetic Distinction Emancipation Exploitation Inclination Liberate Motivated Oppression

Resources:

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

**Edge Level C**

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

Edge Level C
<p><b><u>Short Stories</u></b></p> <ul style="list-style-type: none"> <li>• <i>Amigo Brothers</i> by Piri Thomas</li> <li>• <i>My Brother's Keeper</i> by Jay Bennett</li> <li>• <i>The Hand of Fatima</i> by Eisa Marston</li> </ul> <p><b><u>Song Lyrics/ Poem</u></b></p> <ul style="list-style-type: none"> <li>• <i>Lean on Me</i> by Bill Withers</li> <li>• <i>Little Sister</i> by Niki Grimes</li> </ul> <p><b><u>News Commentary/ News Report</u></b></p> <ul style="list-style-type: none"> <li>• <i>What Price Loyalty</i> by Gerald Pomper</li> <li>• <i>Old Ways, New World</i> by Joseph Berger</li> </ul> <p><b><u>Novel Excerpt</u></b></p> <ul style="list-style-type: none"> <li>• <i>Anthem</i> by Ayn Rand</li> </ul> <p><b><u>Edge Library</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Wave</i> by Todd Strasser</li> <li>• <i>Two Badges</i> by Mona Ruiz and Geoff Boucher</li> </ul>

- *Things Fall Apart* by Chinua Achebe
- *I Will Plant You a Lilac Tree* by Laura Hillman
- *Monster* by Walter Dean Myers
- *The Autobiography of Miss Jane Pitman* by Ernest J. Gaines

#### Editorial

- *Too Young to Drive* by Fred Bayles and Maureen Downey

#### How-To Article

*Rules of the Road* by Lynn Lucia

#### Persuasion

- *Piracy Bites!* By Reps. Lamar Smith and Edolphus Towns

#### Cartoon/ Editorial Cartoons

- *I Couldn't Afford Music* by Dana Summers
- *Doonesbury on Downloading* by Garry Trudeau

#### Autobiography

- *Long Walk to Freedom* by Nelson Mandela

#### Historical Documents

- *We Hold These Truths* declaration by the Continental Congress and the Seneca Falls Convention

#### Speech

- *What to the Slave Is the Fourth of July* by Frederick Douglass

### **Core Novels from High school English curriculum**

#### **Grade 12**

Hard Times (excerpt) by Charles Dickens

"On First Looking into Chapman's Homer" (poem) by John Keats

Cultural Literacy (excerpt) by E.D. Hirsch

Are You Smarter Than a Fifth Grader? (questions)

"Learning from the Giants" (article) by George Will

"Who's Educated? Who Knows?" (article) by Margo Kaufman

"Of Studies" by Francis Bacon (pg. 464-466)

The Once and Future King Book One by T.H. White

Holt McDougal Literature Grade 12 British Literature textbook Poetry, short stories, articles, excerpts (on heroism and/or archetypes) Historical Background to period (pgs. 23-27) and handouts

The Epic Tradition and The Beowulf Poet (pgs. 38-41) and handouts Beowulf (p. 42) (textbook/online resources and handouts)

Anglo Saxon Poetry

## Scaffolding

### Year Long Standard(s):

Grade 12

<https://www.state.nj.us/education/modelcurriculum/ela/12.pdf>

<b>Level 1 Entering</b>	<p>WIDA CAN DO's BY MODE:  <a href="https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf">https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf</a></p> <p>Model Curriculum Scaffold with ELA  Unit 4</p> <p>Grade 12  <a href="https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u4.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u4.pdf</a></p>
<b>Level 2 Beginning</b>	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
<b>Level 3 Developing</b>	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
<b>Level 4 Expanding</b>	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
<b>Level 5 Bridging</b>	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>
<b>Level 6 Reaching</b>	<p>Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</p>

## Assessment/Performance Tasks

### Performance Tasks:

Evaluate a speaker's message  
 Respond to and interpret visuals  
 Compare cultures: customs  
 Read and analyze information  
 Debate  
 Determine Importance: Identify Main ideas and Details:  
 Review strategies  
 Analyze nonfiction: Author's purpose  
 Activate prior knowledge  
 Use text evidence  
 Subject: Pronouns  
 Analyze development of ideas  
 Pronouns in a compound subject  
 Connect personal experiences  
 Analyze text features  
 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

### Other Evidence:

Graphic organizers reading response notebook  
 Close reading and annotations  
 Text-based writing  
 Grammar and vocabulary activities  
 Writing a business letter  
 Writing: Position Paper – Argument Writing (RST)  
 Graphic organizers  
 Close reading and annotating  
 Reading response journal  
 Grammar and vocabulary activities  
 Comparative essay writing Text-based writing  
 Writing: Research Report – Argument Writing (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 12

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/12u4.pdf>

Grade 12 Scoring Guide

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/12u4.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)

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

## Integration of 21<sup>st</sup> 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.

### **Indicators:**

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

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

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

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

### **Technology Connections**

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

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

### **Vocabulary**

5

Do you like \_\_\_\_?

Yes, I like \_\_\_\_.

No, I do not like \_\_\_\_.

What do you like?

I like \_\_\_\_.

I do not like \_\_\_\_.

What is that?

What are these?

What are those?

This is \_\_\_\_.

That is \_\_\_\_.

There are \_\_\_\_.

This is \_\_\_\_.

Those are \_\_\_\_.

### **Language Function**

Express likes and dislikes

Give information

Give commands

Follow commands

### **Grammar**

Plurals

Sentence structure

Nouns and adjectives

End punctuation: Period, Exclamation, Question Mark

### **Unit 4 Project**

Complete multimedia Argumentative piece