

ESL 9-12 Developing/Expanding

Unit Title: High Point Level 2 (Units 1-2) Grades 9-12 Developing/Expanding

Stage 1: Desired Results

Standards & Indicators:

WIDA ELD Standards

- 1: Social & Instructional Language
 - ELD-SI.4-12.Narrate
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representations to add meaning
 - Identify and raise questions about what might be unexplained, missing, or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
 - Create closure, recap, and offer next steps
 - ELD-SI.4-12. Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and wholes of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
 - ELD-SI.4-12.Explain
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understandings of how or why something is or works in particular ways
 - ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence
- 2: Language for Language Arts
 - ELD-LA.9-12.Narrate.Interpretive. Interpret language arts narratives by
 - Identifying themes or central ideas that develop over the course of a text
 - Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
 - Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
 - EDL-LA.9-12.Narrate.Expressive. Construct language arts narratives that
 - Orient audience to context and one or multiple point(s) of view
 - Develop and describe characters and their relationships over a progression of experiences or events
 - Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
 - Engage and adjust for audience
 - ELD-LA.9-12.Inform.Interpretive. Interpret informational texts in language arts by
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text

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- ELD-LA.9-12.Inform.Expressive. Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text
- ELD-LA.9-12.Argue.Interpretive. Interpret language arts arguments by
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- ELD-LA.9-12.Argue.Expressive. Construct language arts arguments that
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- 3: Language for Mathematics
 - ELD-MA.9-12.Explain.Interpretive. Interpret mathematical explanations by
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
 - Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles
 - ELD-MA.9-12.Explain.Expressive. Construct mathematical explanations that
 - Introduce mathematical concept or entity
 - Share solutions with others
 - Describe data and/or approach used to solve a problem
 - State reasoning used to generate own or alternate solutions
 - ELD-MA.9-12.Argue.Interpretive. Interpret concepts in arguments by
 - Comparing conjectures with previously established results and stated assumptions
 - Distinguishing correct from flawed logic
 - Evaluating relationships among evidence and mathematical principles to create generalizations
 - ELD-MA.9-12.Argue.Expressive. Construct mathematics arguments that
 - Create precise conjecture, using definitions, previously established results, and stated assumptions
 - Generalize logical relationships across cases
 - Justify (and refute) conclusions with evidence and mathematical principles
 - Evaluate and extend others' arguments
- 4: Language for Science
 - ELD-SC.9-12.Explain.Interpretive. Interpret scientific explanations by
 - Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
 - Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
 - Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
 - ELD-SC.9-12.Explain.Expressive. Construct scientific explanations that
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system

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- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs
- ELD-SC.9-12.Argue.Interpretive. Interpret scientific arguments by
 - Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
 - Comparing reasoning and claims based on evidence from competing arguments or design solutions
 - Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues
- ELD-SC.9-12.Argue.Expressive. Construct scientific arguments that
 - Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal
- 5: Language for Social Studies
 - ELD-SS.9-12.Explain.Interpretive. Interpret social studies explanations by
 - Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
 - Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
 - ELD-SS.9-12.Explain.Expressive. Construct social studies explanations that
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
 - Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
 - ELD-SS.9-12.Argue.Interpretive. Interpret social studies arguments by
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
 - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
 - ELD-SS.9-12.Argue.Expressive. Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

NJSLS for English Language Arts

- L.SS.9-10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Use parallel structure.

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- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - E. Recognize spelling conventions.
- L.KL.9-10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9-10.3. Language. Vocabulary Acquisition, Use and Literal Meaning. 9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use content (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- L.VI.9-10.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
 - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- RL.CR.9-10.1. Reading Literature. Close Reading of Text.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CR.9-10.1. Reading Informational Texts. Close Reading of Text.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9-10.2. Reading Literature. Central Ideas and Themes of Texts.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9-10.2. Reading Informational Texts. Central Ideas and Themes of Texts.9-10.2. Determine one of more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9-10.3. Reading Literature. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RI.IT.9-10.3. Reading Informational Texts. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RL.TS.9-10.4. Reading Literature.Text Structure.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise)

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- RL.PP.9-10.5. Reading Literature. Perspective and Purpose in Texts.9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.PP.9-10.5. Reading Informational Texts. Perspective and Purpose in Texts.9-10.5. Determine an author's purpose in a text (including culture experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9-10.6. Reading Informational Texts. Diverse Media and Formats.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9-10.7. Reading Informational Texts. Analysis of an Argument.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- W.AW.9-10.1. Writing, Argumentative Writing.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing).
 - E. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9-10.2. Writing. Informative and Explanatory Writing.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use of appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.NW.9-10.3. Writing.Narrative Writing.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.9-10.7. Writing. Range of Writing.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.PE.9-10.1. Speaking and Listening. Participate Effectively.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
 - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.PI.9-10.4. Speaking and Listening. Present Information.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9-10.5. Speaking and Listening. Use media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasonings, and evidence and to add interest.
- SL.AS.9-10.6. Speaking and Listening. Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- L.SS.11-12.1. Language. System and Structure of Language.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - C. Recognize spelling conventions.
- L.KL.11-12.2. Language. Knowledge of Language.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.11-12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its parts of speech, its etymology, or its standard usage.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).

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- RL.CR.11-12.1. Reading Literature. Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11-12.1. Reading Informational Texts. Close Reading of Text.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.PP.11-12.5. Reading Informational Texts. Perspective and Purpose in Texts.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- W.AW.11-12.1. Writing. Argumentative Writing.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.NW.11-12.3. Writing. Narrative Writing.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.11-12.7. Writing.Range of Writing.9-10.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- SL.PE.11-12.1. Speaking and Listening. Participate Effectively.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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- SL.PI.11-12.4. Speaking and Listening. Present Information.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.11-12.5. Speaking and Listening. Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.
- SL.AS.11-12.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving social responsibility.	There are different ways you can influence government policy to improve your financial situation.
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences of financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

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9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g. 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a)	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.CA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, <i>Social Studies Practice: Gathering and Evaluating Sources</i>).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.TL.1	Access digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p>Central Idea/Enduring Understanding:</p> <p>Units 1-2</p> <p>Students will understand that...</p> <p>Discover Yourself</p> <ul style="list-style-type: none"> As we grow older, we discover things about ourselves, our dreams, and our goals. <p>Many Kind of Smart</p> <ul style="list-style-type: none"> We have our special ways of learning and expressing ourselves. <p>Pulling Together</p> <ul style="list-style-type: none"> When people pull together to get the job done, that's called teamwork. <p>Count on Me</p> <ul style="list-style-type: none"> Sometimes, our lives depend on being able to count on others. 	<p>Essential/Guiding Question:</p> <p>Units 1-2</p> <ul style="list-style-type: none"> What is identity? Can identity ever change? How can new experiences bring new discoveries? What are ways of learning about ourselves? How do you express yourself? What do you do well? What is hard for you? How could you get better at the things that are hard for you? Why is it important for every person to have a skill? What are some ways we cooperate with others? What happens when we do not cooperate with others? How do teammates work together to get a job done?
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	<ul style="list-style-type: none"> • Why is it important for every team member to do his or her part? • When is working as a team easier than working alone? • In what ways do people count on other people to survive? • In what ways do people and animals count on each other to survive? • How are our lives made better when we have others that we can count on?
Content: Identity (unique, discover, dreams, goals) Color Words Foods Character Traits Values Describing Words People Words Present Tense Verbs Adjectives Math (circle graph, percent) Hobbies Character Traits Free-verse poem Question words Interviews Nouns Questions Statements Geography (country, continent, ocean) Directions (north, south, east, west) Careers Multiple Intelligences Words About Intelligence Drama (plays, sets, actors) Math (measure, estimate, distance, angles) Articles Careers (teacher, mechanic, doctor, reporter) Math (calculate, percentage, graph) Shapes Proper Adjectives Common and Proper Nouns Shapes (geometric, circle, rectangle, square, triangle) Rhyme Rhyme Scheme Writing Process Peer-conferencing Subject-Verb Agreement	Skills(Objectives): Engage in discussion Interpret a visual image Make comparisons Preview Build background Use graphic organizers (mind map) Role-play Respond to a photograph Relate to a personal experience Use graphic organizers (chart) Generate ideas Listen actively Recite Describe people Classify Use graphic organizers (word chart) Activate prior knowledge Use graphic organizers (circle graph) Relate words Listen to a preview Predict Read a poem Set a purpose for reading Use graphic organizers (T-chart) Identify details Make judgments Write sentences Express opinions Use graphic organizers (Venn diagram) Give information Locate resources Gather information Take notes Use the Internet Ask and answer questions Make inferences Use graphic organizers (five Ws chart) Use graphic organizers (word web) Use new words in context Use text features (typographical clues) Read a selection Listen to a selection Form opinions Draw conclusions

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	Identify character's point of view Formulate questions Explore geography Study a news article Organize and synthesize information Use graphic organizers (concept map) Use graphic organizers (bar graph, prediction chart) Respond to literature Confirm predictions Analyze information Use graphic organizers (tree diagram) Describe a painting Use graphic organizers (category chart) Relate cause and effect Evaluate impact of author's culture on literature Identify author's purpose Express feelings Visualize Use text features in poetry Paraphrase Recite Analyze and evaluate information Interact with peers Self-assess Use word-processing software Compare and evaluate literature
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Interdisciplinary Connections:

Social Studies; Geography; Science

Stage 2: Assessment Evidence

Performance Task(s):

Read alouds
 Practice workbook activities – Fill in the blank;
 multiple choice; True/False; picture matching;
 sentence frames/stems
 Grammar and content-related handouts
 Use new vocabulary in speaking
 Ability to listen and repeat with correct
 pronunciation

Other Evidence:

Class participation
 Do Now/Warm-ups
 Unit tests
 Selection tests

- “Discovery”
- “Could I Ask You a Question?”
- “Many People, Many Intelligences”
- “Art Smart”
- “Teamwork”
- “Together, We Dream”
- “A Dog You Can Count On”
- “A Mountain Rescue”

 Writing Assignments

- Writing That Describes (Descriptive Writing/Poetry)
- Writing That Informs and Explains (Expository Writing/Summary)
- Research Poster
- Questions
- Venn Diagram
- Circle Graph
- Research Report
- Descriptive (poem)

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	<ul style="list-style-type: none"> • Class poem <p>Interview Report Describing Game Oral Report Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form</p>
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 1 - A Very Unique You</u></p> <p>Theme 1 - Discover Yourself</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Describe People • “Discovery” (Poem; Reading Strategy: Classify Ideas) • Build Language and Vocabulary: Ask and Answer Questions • “Could I Ask You a Question?” (Interview; Reading Strategy: Make Comparisons) <p>Theme 2 - Many Kinds of Smart</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: “Give Information” • “Many People, Many Intelligences” (Science article; Reading Strategy: Make and Check Predictions) • Build Language and Vocabulary: Describe Things • “Art Smart” (Self-portraits; Reading Strategy: Relate Causes and Effects) • “Just Me” (Poem; Reading Strategy: Read a Rhyming Poem) <p><u>Unit 2 - United, We Stand</u></p> <p>Theme 1 - Pulling Together</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Engage in Discussion • “Teamwork” (Photo-essay; Reading Strategy: Identify Main Ideas) • Build Language and Vocabulary: Describe Events • “Together We Dream” (Poems; Reading Strategy: Ask Questions and Clarify) • Build Language and Vocabulary: Ask for and Give Information • “A Mountain Rescue” (Story; Reading Strategy: Identify Problems and Solutions) 	<p><u>Resources:</u></p> <p><u>Unit 1 - A Very Unique You</u></p> <p>High Point Textbook (p.8-65) High Point Language Skills Practice Book (p.1-31) High Point Listen and Learn Audio Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment (Unit 1 Test), Writing Assessment, Self-Assessment High Point Newsletter 1 and 2 (Home-school connections) High Point Teacher’s Edition (p.T8a-T65) Theme Library (“Grandfather’s Journey” and “Just Like Me”) From <i>The Basics Bookshelf</i> (“Good News,” “What Is It?”, “and “I Make Pictures Move”) “Just Like Me” “My Name is Georgia” “Eye on the Wild: A Story About Ansel Adams” “The Straight Line Wonder” “With Open Eyes: Images from the Art Institute of Chicago” “TesselMania! Deluxe!”</p> <p><u>Unit 2 - United, We Stand</u></p> <p>High Point Textbook (p.66-121) High Point Language Skills Practice Book (p.32-61) High Point Listen and Learn Audio Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment (Unit 2 Test), Writing Assessment, Self-Assessment High Point Newsletter 3 and 4 (Home-school connections) High Point Teacher’s Edition (p.T66a-T121) Theme Library (“Seven Blind Mice” and “My Buddy”) From <i>The Basics Bookshelf</i> (“A Year Without Rain,” “Families,” and “More Than a Meal”) “Raising Yoder’s Barn” “All for the Better: A Story of El Barrio” “Ant Cities” “The Three Musketeers” “Sunder” (Film) “It’s Mine!” “Rikki-Tikki-Tavi” “Ten True Animal Rescues”</p>

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	<p>"Julie of the Wolves"</p> <p>"Black Stallion" (Film)</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Sensory Supports (real-life objects; manipulatives; pictures and photographs; illustrations, diagrams, drawings; magazines and newspapers; physical activities; videos and films; broadcasts; models and figures)

Graphic Organizers (Venn diagrams; T-charts; cycles; cause and effect; semantic webs)

Graphic Support (charts; graphic organizers; tables; graphs; timelines; number lines)

Language Arts Supports (illustrated word/phrase walls; felt or magnetic figures of story elements; sequence blocks; environmental print; posters or displays; bulletin boards; photographs; cartoons; audio books; songs/chants)

Interactive Supports (in pairs or partners; in triads or small groups; in a whole group; using cooperative group structures with the Internet or software programs; in the native language with mentors)

Technology Supports (software programs; language-learning apps; Oxford Picture Dictionary online)

Modifications

Pacing (extend time requirements; omit assignments)

Environment (assign preferential seating; assign peer buddy)

Reinforcement and Follow Through (use positive reinforcement; use concrete reinforcement; check often for understanding/review; arrange for peer tutoring; plan cooperative learning experiences; provide language experience; give immediate feedback; have student repeat directions; make/use vocabulary files; teach study skills; use study guides to organize materials; repeat/review/drill)

Assignments (lower reading level; give directions in small, distinct steps; allow copying from paper/book; use written backup for oral directions; lower difficulty level; shorten assignment; read directions to students; give oral cues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)

Presentation of Subject Material (use individual/small group instruction; use specialized curriculum; simplify language; record lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

Materials (provided recorded textbooks; highlight textbooks/study guides; use supplementary materials; give assistance in note taking; type handwritten teacher materials; use bilingual dictionaries, language learner dictionaries and electronic translators; use adapted/modified textbooks; allow use of computer)

Testing Adaptations (allow students to answer orally; use multiple-choice format; read test to student; modify format; write a different test; shorten test length; require only selected test items; create alternative assessment)

Grading (modify grading system; modify weights of course components; modify course objectives/outcomes)

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Accelerated Programs Independent Study Small groups	Grade level texts Small Groups	Remediation Peer tutoring Small Groups	Any student requiring further accommodations and/or modifications will have them individually listed in

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Activity extensions, projects Peer teaching			<p>their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit Title: High Point Level 2 (Unit 3) Grades 9-12 Developing/Expanding

Stage 1: Desired Results

Standards & Indicators:

WIDA ELD Standards

- 1: Social & Instructional Language
 - ELD-SI.4-12.Narrate
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representations to add meaning
 - Identify and raise questions about what might be unexplained, missing, or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
 - Create closure, recap, and offer next steps
 - ELD-SI.4-12. Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and wholes of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
 - ELD-SI.4-12.Explain
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understandings of how or why something is or works in particular ways
 - ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence
- 2: Language for Language Arts
 - ELD-LA.9-12.Narrate.Interpretive. Interpret language arts narratives by

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- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
- EDL-LA.9-12.Narrate.Expressive. Construct language arts narratives that
 - Orient audience to context and one or multiple point(s) of view
 - Develop and describe characters and their relationships over a progression of experiences or events
 - Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
 - Engage and adjust for audience
- ELD-LA.9-12.Inform.Interpretive. Interpret informational texts in language arts by
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text
- ELD-LA.9-12.Inform.Expressive. Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text
- ELD-LA.9.12.Argue.Interpretive. Interpret language arts arguments by
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- ELD-LA.9-12.Argue.Expressive. Construct language arts arguments that
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- 3: Language for Mathematics
 - ELD-MA.9-12.Explain.Interpretive. Interpret mathematical explanations by
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
 - Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles
 - ELD-MA.9-12.Explain.Expressive. Construct mathematical explanations that
 - Introduce mathematical concept or entity
 - Share solutions with others
 - Describe data and/or approach used to solve a problem
 - State reasoning used to generate own or alternate solutions
 - ELD-MA.9-12.Argue.Interpretive. Interpret concepts in arguments by
 - Comparing conjectures with previously established results and stated assumptions
 - Distinguishing correct from flawed logic
 - Evaluating relationships among evidence and mathematical principles to create generalizations
 - ELD-MA.9-12.Argue.Expressive. Construct mathematics arguments that

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- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments
- 4: Language for Science
 - ELD-SC.9-12.Explain.Interpretive. Interpret scientific explanations by
 - Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
 - Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
 - Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
 - ELD-SC.9-12.Explain.Expressive. Construct scientific explanations that
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
 - Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs
 - ELD-SC.9-12.Argue.Interpretive. Interpret scientific arguments by
 - Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
 - Comparing reasoning and claims based on evidence from competing arguments or design solutions
 - Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues
 - ELD-SC.9-12.Argue.Expressive. Construct scientific arguments that
 - Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal
- 5: Language for Social Studies
 - ELD-SS.9-12.Explain.Interpretive. Interpret social studies explanations by
 - Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
 - Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
 - ELD-SS.9-12.Explain.Expressive. Construct social studies explanations that
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
 - Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
 - ELD-SS.9-12.Argue.Interpretive. Interpret social studies arguments by

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- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
- ELD-SS.9-12.Argue.Expressive. Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

NJSLS for English Language Arts

- L.SS.9-10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Use parallel structure.
 - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - E. Recognize spelling conventions.
- L.KL.9-10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9-10.3. Language. Vocabulary Acquisition, Use and Literal Meaning. 9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use content (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- L.VI.9-10.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- RL.CR.9-10.1. Reading Literature. Close Reading of Text.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

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- RI.CR.9-10.1. Reading Informational Texts. Close Reading of Text.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9-10.2. Reading Literature. Central Ideas and Themes of Texts.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9-10.2. Reading Informational Texts. Central Ideas and Themes of Texts.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9-10.3. Reading Literature. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RI.IT.9-10.3. Reading Informational Texts. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RL.TS.9-10.4. Reading Literature. Text Structure.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise)
- RL.PP.9-10.5. Reading Literature. Perspective and Purpose in Texts.9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.PP.9-10.5. Reading Informational Texts. Perspective and Purpose in Texts.9-10.5. Determine an author's purpose in a text (including culture experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9-10.6. Reading Informational Texts. Diverse Media and Formats.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9-10.7. Reading Informational Texts. Analysis of an Argument.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- W.AW.9-10.1. Writing, Argumentative Writing.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing).
 - E. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9-10.2. Writing. Informative and Explanatory Writing.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use of appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.NW.9-10.3. Writing. Narrative Writing. 9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.9-10.7. Writing. Range of Writing. 9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.PE.9-10.1. Speaking and Listening. Participate Effectively. 9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
 - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.PI.9-10.4. Speaking and Listening. Present Information. 9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9-10.5. Speaking and Listening. Use media. 9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasonings, and evidence and to add interest.
- SL.AS.9-10.6. Speaking and Listening. Adapt Speech. 9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- L.SS.11-12.1. Language. System and Structure of Language. 11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - C. Recognize spelling conventions.

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- L.KL.11-12.2. Language. Knowledge of Language.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.11-12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its parts of speech, its etymology, or its standard usage.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- RL.CR.11-12.1. Reading Literature. Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11-12.1. Reading Informational Texts. Close Reading of Text.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.PP.11-12.5. Reading Informational Texts. Perspective and Purpose in Texts.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- W.AW.11-12.1. Writing. Argumentative Writing.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.NW.11-12.3. Writing. Narrative Writing.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.11-12.7. Writing.Range of Writing.9-10.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- SL.PE.11-12.1. Speaking and Listening. Participate Effectively.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.PI.11-12.4. Speaking and Listening. Present Information.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.11-12.5. Speaking and Listening. Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.
- SL.AS.11-12.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving social responsibility.	There are different ways you can influence government policy to improve your financial situation.
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.

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9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences of financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8)	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g. 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a)	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, <i>Social Studies Practice: Gathering and Evaluating Sources</i>).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.TL.1	Access digital tools based on features such as accessibility options, capacities, and utility for	Digital tools differ in features, capacities, and styles. Knowledge of

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	accomplishing a specified task (e.g., W.11-12.6).	different digital tools is helpful in selecting the best tool for a given task.
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<p><u>Central Idea/Enduring Understanding:</u></p> <p>Unit 3 Students will understand that...</p> <p>Finding Friendship</p> <ul style="list-style-type: none"> The qualities that make a true friend are the same around the world and over time. <p>Across Generations</p> <ul style="list-style-type: none"> Those who come before us help to make us who we are. 	<p><u>Essential/Guiding Question:</u></p> <p>Unit 3</p> <ul style="list-style-type: none"> What makes a good friend? How can you be a good friend to others? What does friendship mean to you? Why is friendship important? How do you make new friends? What are your special talents? Who else in your family has talents like yours? What are your physical features? Who else in your family has features like yours? How have earlier generations changed your world? How can you change the world for the generations that will follow you?
<p><u>Content:</u></p> <p>Careers Family People Friendship Words Past Tense Verbs Fable Actions Dialogue Present Tense Verbs Words About Story Writing (plot, characters, solution) Characterization Illustrated Fable Map Biography Verb + Infinitive Personal Narrative Irregular Past Tense Verbs Setting Linking Verbs Autobiography Setting Point of View Family (ancestors, grandmother, grandfather, mother) Family Words Feelings (honor, respect, admire) Art (colors, patterns, drawing, painting, color theory, landscapes, shapes) Context Clues Rhyme Rhythm Repetition Words About Features</p>	<p><u>Skills(Objectives):</u></p> <p>Engage in discussion Respond to photographs Interpret visual images Classify Predict Preview Build background Use graphic organizers (mind map) Role-play Relate to personal experience Use graphic organizers (chart) Generate ideas Listen actively Express feelings Use graphic organizers (flow chart, concept map) Make inferences Relate a sequence of events Use words in context Identify sequence Listen to a preview Read a selection Listen to a selection Set a purpose for reading Use graphic organizers (sequence chain) Identify details Form opinions Respond to literature Use graphic organizers (storyboard) Identify author's purpose Ask for and give advice Describe actions Use graphic organizers (story map) Gather information Take notes</p>

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<p>Demonstrative Pronouns</p> <p>Negative Sentence</p> <p>Genetics (genes, heredity, dominant, recessive)</p> <p>Writing Process</p> <p>Peer-conferencing</p>	<p>Use a map</p> <p>Use the Internet</p> <p>Activate prior knowledge</p> <p>Relate words</p> <p>Make comparisons</p> <p>Read a poem</p> <p>Listen to a poem</p> <p>Express likes and dislikes</p> <p>Use graphic organizers (concept chart)</p> <p>Relate main idea and details</p> <p>Use graphic organizers (tree diagram)</p> <p>Analyze information</p> <p>Draw conclusions</p> <p>Conduct an interview</p> <p>Paraphrase</p> <p>Describe a visual image</p> <p>Use graphic organizers (reflection log)</p> <p>Identify cause and effect</p> <p>Use graphic organizers (cause and effect)</p> <p>Organize and synthesize information</p> <p>Use search engines</p> <p>Evaluate and select appropriate media for presentations</p> <p>Use text features in poetry</p> <p>Identify character's motive</p> <p>Evaluate impact of literary devices on meaning</p> <p>Use graphic organizers (observation and data chart)</p> <p>Use text features in nonfiction</p> <p>Connect new information to known</p> <p>Visualize</p> <p>Interact with peers</p> <p>Self-assess</p> <p>Use word-processing software</p>
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Interdisciplinary Connections:

Social Studies, Math, Science, Art

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Read alouds</p> <p>Practice workbook activities - Fill in the blank; multiple choice; True/False; picture matching; sentence frames/stems</p> <p>Grammar and content-related handouts</p> <p>Use new vocabulary in speaking</p> <p>Ability to listen and repeat with correct pronunciation</p>	<p><u>Other Evidence:</u></p> <p>Class participation</p> <p>Do Now/Warm-ups</p> <p>Unit tests</p> <p>Selection Tests</p> <ul style="list-style-type: none"> • "The Qualities of Friendship" • "My Best Friend" • "Honoring Our Ancestors" • "Grandfather's Nose" <p>Writing Assignments</p> <ul style="list-style-type: none"> • "Writing for Personal Expression (Expressive Writing/Main Idea Paragraph)" • Story Map • Personal Narrative • Description • Dedication • Venn Diagram
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	<ul style="list-style-type: none"> • Labels <p>Report Oral Description Multimedia Presentation Group Talk Punnett (genetic) Square Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 3 - Making Connections</u></p> <p>Theme 1 - Finding Friendship</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Express Feelings • “The Qualities of Friendship” (Fables; Reading Strategy: Identify Sequence) • “We Could Be Friends” (Poem; Reading Strategy: Compare Experiences) • Build Language and Vocabulary: Express Likes and Dislikes • “My Best Friend” (Autobiography; Reading Strategy: Relate Main Ideas and Details) <p>Theme 2 - Across Generations</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Give Information • “Honoring Our Ancestors” (Family portraits; Reading Strategy: Paraphrase) • “Everybody Says” (Poem; Reading Strategy: Characteristics of Poetry) • Build Language and Vocabulary: Define and Explain • “Grandfather’s Nose” (Science article; Reading Strategy: Read Nonfiction) 	<p><u>Resources:</u></p> <p><u>Unit 3 - Making Connections</u></p> <p>High Point Textbook (p.122-187) High Point Language Skills Practice Book (p.62-92) High Point Listen and Learn Audio Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment (Unit 3 Test), Writing Assessment, Self-Assessment High Point Newsletter 5 and 6 (Home-school connections) High Point Teacher’s Edition (p.T122a-T187) Theme Library (“Mrs. Katz and Tush” and “In My Family”) From <i>The Basics Bookshelf</i> (“Friends Are Like That,” “Let’s Dance!” and “Body Works”) “You’re Not My Best Friend Anymore” “Robin Hood and Little John” “Aesop and Company” “P.S. Longer Letter Later” “The Journey of Natty Gann” (Film) LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Sensory Supports (real-life objects; manipulatives; pictures and photographs; illustrations, diagrams, drawings; magazines and newspapers; physical activities; videos and films; broadcasts; models and figures)

Graphic Organizers (Venn diagrams; T-charts; cycles; cause and effect; semantic webs)

Graphic Support (charts; graphic organizers; tables; graphs; timelines; number lines)

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<p>Language Arts Supports (illustrated word/phrase walls; felt or magnetic figures of story elements; sequence blocks; environmental print; posters or displays; bulletin boards; photographs; cartoons; audio books; songs/chants)</p> <p>Interactive Supports (in pairs or partners; in triads or small groups; in a whole group; using cooperative group structures with the Internet or software programs; in the native language with mentors)</p> <p>Technology Supports (software programs; language-learning apps; Oxford Picture Dictionary online)</p> <p>Modifications</p> <p>Pacing (extend time requirements; omit assignments)</p> <p>Environment (assign preferential seating; assign peer buddy)</p> <p>Reinforcement and Follow Through (use positive reinforcement; use concrete reinforcement; check often for understanding/review; arrange for peer tutoring; plan cooperative learning experiences; provide language experience; give immediate feedback; have student repeat directions; make/use vocabulary files; teach study skills; use study guides to organize materials; repeat/review/drill)</p> <p>Assignments (lower reading level; give directions in small, distinct steps; allow copying from paper/book; use written backup for oral directions; lower difficulty level; shorten assignment; read directions to students; give oral cues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)</p> <p>Presentation of Subject Material (use individual/small group instruction; use specialized curriculum; simplify language; record lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)</p> <p>Materials (provided recorded textbooks; highlight textbooks/study guides; use supplementary materials; give assistance in note taking; type handwritten teacher materials; use bilingual dictionaries, language learner dictionaries and electronic translators; use adapted/modified textbooks; allow use of computer)</p> <p>Testing Adaptations (allow students to answer orally; use multiple-choice format; read test to student; modify format; write a different test; shorten test length; require only selected test items; create alternative assessment)</p> <p>Grading (modify grading system; modify weights of course components; modify course objectives/outcomes)</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Accelerated Programs</p> <p>Independent Study</p> <p>Small groups</p> <p>Activity extensions, projects</p> <p>Peer teaching</p>	<p>Grade level texts</p> <p>Small Groups</p>	<p>Remediation</p> <p>Peer tutoring</p> <p>Small Groups</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <p>breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Unit Title: High Point Level 2 (Unit 4) Grades 9-12 Developing/Expanding
Stage 1: Desired Results
<p>Standards & Indicators:</p> <p>WIDA ELD Standards</p> <ul style="list-style-type: none"> 1: Social & Instructional Language

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- ELD-SI.4-12.Narrate
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representations to add meaning
 - Identify and raise questions about what might be unexplained, missing, or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
 - Create closure, recap, and offer next steps
- ELD-SI.4-12. Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and wholes of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
- ELD-SI.4-12.Explain
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understandings of how or why something is or works in particular ways
- ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence
- 2: Language for Language Arts
 - ELD-LA.9-12.Narrate.Interpretive. Interpret language arts narratives by
 - Identifying themes or central ideas that develop over the course of a text
 - Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
 - Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
 - EDL-LA.9-12.Narrate.Expressive. Construct language arts narratives that
 - Orient audience to context and one or multiple point(s) of view
 - Develop and describe characters and their relationships over a progression of experiences or events
 - Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
 - Engage and adjust for audience
 - ELD-LA.9-12.Inform.Interpretive. Interpret informational texts in language arts by
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text
 - ELD-LA.9-12.Inform.Expressive. Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text

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- ELD-LA.9-12.Argue.Interpretive. Interpret language arts arguments by
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- ELD-LA.9-12.Argue.Expressive. Construct language arts arguments that
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- 3: Language for Mathematics
 - ELD-MA.9-12.Explain.Interpretive. Interpret mathematical explanations by
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
 - Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles
 - ELD-MA.9-12.Explain.Expressive. Construct mathematical explanations that
 - Introduce mathematical concept or entity
 - Share solutions with others
 - Describe data and/or approach used to solve a problem
 - State reasoning used to generate own or alternate solutions
 - ELD-MA.9-12.Argue.Interpretive. Interpret concepts in arguments by
 - Comparing conjectures with previously established results and stated assumptions
 - Distinguishing correct from flawed logic
 - Evaluating relationships among evidence and mathematical principles to create generalizations
 - ELD-MA.9-12.Argue.Expressive. Construct mathematics arguments that
 - Create precise conjecture, using definitions, previously established results, and stated assumptions
 - Generalize logical relationships across cases
 - Justify (and refute) conclusions with evidence and mathematical principles
 - Evaluate and extend others' arguments
- 4: Language for Science
 - ELD-SC.9-12.Explain.Interpretive. Interpret scientific explanations by
 - Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
 - Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
 - Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
 - ELD-SC.9-12.Explain.Expressive. Construct scientific explanations that
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
 - Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs
 - ELD-SC.9-12.Argue.Interpretive. Interpret scientific arguments by
 - Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions

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- Comparing reasoning and claims based on evidence from competing arguments or design solutions
 - Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues
- ELD-SC.9-12.Argue.Expressive. Construct scientific arguments that
 - Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal
- 5: Language for Social Studies
 - ELD-SS.9-12.Explain.Interpretive. Interpret social studies explanations by
 - Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
 - Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
 - ELD-SS.9-12.Explain.Expressive. Construct social studies explanations that
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
 - Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
 - ELD-SS.9-12.Argue.Interpretive. Interpret social studies arguments by
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
 - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
 - ELD-SS.9-12.Argue.Expressive. Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

NJSLS for English Language Arts

- L.SS.9-10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Use parallel structure.
 - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - E. Recognize spelling conventions.
- L.KL.9-10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9-10.3. Language. Vocabulary Acquisition, Use and Literal Meaning. 9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use content (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- L.VI.9-10.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning. 9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
 - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- RL.CR.9-10.1. Reading Literature. Close Reading of Text. 9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CR.9-10.1. Reading Informational Texts. Close Reading of Text. 9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9-10.2. Reading Literature. Central Ideas and Themes of Texts. 9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9-10.2. Reading Informational Texts. Central Ideas and Themes of Texts. 9-10.2. Determine one of more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9-10.3. Reading Literature. Interactions Among Text Elements. 9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RI.IT.9-10.3. Reading Informational Texts. Interactions Among Text Elements. 9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RL.TS.9-10.4. Reading Literature. Text Structure. 9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- RL.PP.9-10.5. Reading Literature. Perspective and Purpose in Texts. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.PP.9-10.5. Reading Informational Texts. Perspective and Purpose in Texts. 9-10.5. Determine an author's purpose in a text (including culture experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

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- RI.MF.9-10.6. Reading Informational Texts. Diverse Media and Formats.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9-10.7. Reading Informational Texts. Analysis of an Argument.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- W.AW.9-10.1. Writing, Argumentative Writing.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing).
 - E. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9-10.2. Writing. Informative and Explanatory Writing.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use of appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.NW.9-10.3. Writing. Narrative Writing.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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- W.RW.9-10.7. Writing. Range of Writing.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.PE.9-10.1. Speaking and Listening. Participate Effectively.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
 - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.PI.9-10.4. Speaking and Listening. Present Information.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9-10.5. Speaking and Listening. Use media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasonings, and evidence and to add interest.
- SL.AS.9-10.6. Speaking and Listening. Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- L.SS.11-12.1. Language. System and Structure of Language.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - C. Recognize spelling conventions.
- L.KL.11-12.2. Language. Knowledge of Language.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.11-12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its parts of speech, its etymology, or its standard usage.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- RL.CR.11-12.1. Reading Literature. Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11-12.1. Reading Informational Texts. Close Reading of Text.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of

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multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

- RI.PP.11-12.5. Reading Informational Texts. Perspective and Purpose in Texts.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- W.AW.11-12.1. Writing. Argumentative Writing.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.NW.11-12.3. Writing. Narrative Writing.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.11-12.7. Writing.Range of Writing.9-10.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- SL.PE.11-12.1. Speaking and Listening. Participate Effectively.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.PI.11-12.4. Speaking and Listening. Present Information.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.11-12.5. Speaking and Listening. Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.
- SL.AS.11-12.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving social responsibility.	There are different ways you can influence government policy to improve your financial situation.
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences of financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.

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9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g. 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, <i>Social Studies Practice: Gathering and Evaluating Sources.</i>)	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.TL.1	Access digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>Thinking Ahead</p> <ul style="list-style-type: none"> If we want to keep our planet healthy, communities must work together to care for the Earth. <p>Dealing With Disasters</p> <ul style="list-style-type: none"> Communities pull together when a natural disaster strikes. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> Who is responsible for taking care of our planet? What are some of the problems facing our planet? What are some solutions? How can we work together in our communities to keep our planet healthy? How do people in communities help each other every day? When disaster strikes, how do the contributions of each individual help the whole community recover? When is it important to help out in your community - every day, or when disaster strikes? Wh?
<p><u>Content:</u></p> <p>Communities (responsible, take care of, pull together, common ground)</p> <p>Natural Resources</p> <p>Nature Words</p> <p>Future Tense Verbs</p> <p>Statements with <i>there is/there are, was/were</i></p> <p>Adjectives that Compare</p> <p>Topic Sentence</p> <p>Supporting Details</p> <p>Words About the Environment</p> <p>Modals: <i>should, must, can</i></p> <p>Modals</p>	<p><u>Skills(Objectives):</u></p> <p>Engage in discussion</p> <p>Interpret a visual image</p> <p>Relate to personal experience</p> <p>Use graphic organizers (T-chart) •</p> <p>Solve problems</p> <p>Generate ideas</p> <p>Respond to a photograph</p> <p>Interpret visual information</p> <p>Make comparisons</p> <p>Formulate predictions</p> <p>Relate words</p> <p>Connect new information to known</p>

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Plural Nouns Tone Prepositions Word Choice Indefinite Pronouns Poem Repetition Style Propaganda (glittering generalities, bandwagon, name calling) Endangered Species (ecology, ecosystem, endangered species, extinction) Community (people, contributions, individual) Disasters (strike, recover) Words About Earthquakes Indefinite Adjectives Ordinal Numbers Contractions Helping Verbs Scientific Instruments (seismogram, seismograph, seismometer, seismoscope) Words and Phrases Adjectives Adverbs Quantity Words Count and Noncount Nouns Geography (boundaries, borders, topographic, oceanographic) Writing Process Verb Tense Theme Figurative Language Characterization Structural Clues (prefixes and suffixes) Beginning and Ending Sentences Peer-conferencing	Use graphic organizers (K-W-L chart) Listen to a preview Read a selection Listen to a selection Set a purpose for reading Identify details Make an inference Form opinions Use new words in context Identify cause and effect Use visuals Identify author's purpose Evaluate literary quality Evaluate literature Express opinions Gather information Use graphic organizers (chart) Choose a topic Use the Internet Activate prior knowledge Read songs Listen to songs Make, confirm, and revise predictions Evaluate impact of literary devices and genre on meaning Analyze information Use graphic organizers (category chart) Choral reading Express feelings Use the library Use audio-visual resources Use graphic organizers (Venn diagram) Listen actively Recite Give and carry out commands Role-play Use text structures and features in plays Identify character's motive Evaluate the impact of medium on meaning Use word-processing software Use graphic organizers (note-taking chart) Ask and answer questions Elaborate Classify Interact with peers Use graphic organizers (mind map) Compare and evaluate literature
Interdisciplinary Connections: Social Studies, Science, Math, Geography	
Stage 2: Assessment Evidence	
Performance Task(s): Read alouds	Other Evidence: Class participation Do Now/Warm-ups

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<p>Practice workbook activities - Fill in the blank; multiple choice; True/False; picture matching; sentence frames/stems</p> <p>Grammar and content-related handouts</p> <p>Use new vocabulary in speaking</p> <p>Ability to listen and repeat with correct pronunciation</p>	<p>Unit tests</p> <p>Selection Tests</p> <p>Writing Assignments</p> <ul style="list-style-type: none"> • Writing That Persuades (Persuasive Writing/Opinion Essay) • Predictions • Literary Analysis Essay • Literary Critique • Paragraph • Poster/Caption • Poem • Friendly Letter • Literary Analysis (Stage play) • News article <p>Advertisements</p> <p>Collage</p> <p>Self-Assessment Form</p> <p>Peer-Assessment Form</p> <p>Writing Progress Checklist</p> <p>Portfolio Evaluation Form</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 4 - Communities Count</u></p> <p>Theme 1 - Thinking Ahead</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Compare “Common Ground” (Persuasive essay; Reading Strategy: Make a K-W-L Chart) • Build Language and Vocabulary: Express Opinions/Persuade • “Protecting Our Planet” (Songs, Reading Strategy: Preview and Predict) <p>Theme 2 -Dealing With Disasters</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Give and Carry Out Commands • “Earthquake at Dawn” (Play; Reading Strategy: Read a Script) • Build Language and Vocabulary: Elaborate • “When Disaster Strikes” (News articles; Reading Strategy: Find Information” 	<p><u>Resources:</u></p> <p><u>Unit 4 - Communities Count</u></p> <p>High Point Textbook (p.188-261)</p> <p>High Point Language Skills Practice Book (p.93-132)</p> <p>High Point Listen and Learn Audio</p> <p>Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers</p> <p>High Point Language Acquisition Assessment (Unit 4 Test), Writing Assessment, Self-Assessment</p> <p>High Point Newsletter 7 and 8 (Home-school connections)</p> <p>High Point Teacher’s Edition (p.T188a-T261)</p> <p>Theme Library (“Nature’s Green Umbrella” and “Hurricane!”)</p> <p>From <i>The Basics Bookshelf</i> (“Rachel Carson” and “Power Out!”</p> <p>“The Giving Tree”</p> <p>“50 Simple Things Kids Can Do to Save the Earth”</p> <p>“Song From the Ancient Forest”</p> <p>“She’s Wearing a Dead Bird on Her Head”</p> <p>“The World of Nature” (Multimedia)</p> <p>“Flood”</p> <p>“If You Lived at the Time of the Great San Francisco Earthquake”</p> <p>“I Didn’t Know That Quakes Split the Ground Open”</p> <p>“Miloli’s Orchids”</p> <p>“SimCity”</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources
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	<ul style="list-style-type: none">• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation Sensory Supports (real-life objects; manipulatives; pictures and photographs; illustrations, diagrams, drawings; magazines and newspapers; physical activities; videos and films; broadcasts; models and figures) Graphic Organizers (Venn diagrams; T-charts; cycles; cause and effect; semantic webs) Graphic Support (charts; graphic organizers; tables; graphs; timelines; number lines) Language Arts Supports (illustrated word/phrase walls; felt or magnetic figures of story elements; sequence blocks; environmental print; posters or displays; bulletin boards; photographs; cartoons; audio books; songs/chants) Interactive Supports (in pairs or partners; in triads or small groups; in a whole group; using cooperative group structures with the Internet or software programs; in the native language with mentors) Technology Supports (software programs; language-learning apps; Oxford Picture Dictionary online) Modifications Pacing (extend time requirements; omit assignments) Environment (assign preferential seating; assign peer buddy) Reinforcement and Follow Through (use positive reinforcement; use concrete reinforcement; check often for understanding/review; arrange for peer tutoring; plan cooperative learning experiences; provide language experience; give immediate feedback; have student repeat directions; make/use vocabulary files; teach study skills; use study guides to organize materials; repeat/review/drill Assignments (lower reading level; give directions in small, distinct steps; allow copying from paper/book; use written backup for oral directions; lower difficulty level; shorten assignment; read directions to students; give oral cues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments) Presentation of Subject Material (use individual/small group instruction; use specialized curriculum; simplify language; record lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary) Materials (provided recorded textbooks; highlight textbooks/study guides; use supplementary materials; give assistance in note taking; type handwritten teacher materials; use bilingual dictionaries, language learner dictionaries and electronic translators; use adapted/modified textbooks; allow use of computer) Testing Adaptations (allow students to answer orally; use multiple-choice format; read test to student; modify format; write a different test; shorten test length; require only selected test items; create alternative assessment) Grading (modify grading system; modify weights of course components; modify course objectives/outcomes)			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Accelerated Programs Independent Study Small groups Activity extensions, projects Peer teaching	Grade level texts Small Groups	Remediation Peer tutoring Small Groups	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:

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			Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: High Point Level 2 (Unit 5) Grades 9-12 Developing/Expanding

Stage 1: Desired Results

Standards & Indicators:

WIDA ELD Standards

- 1: Social & Instructional Language
 - ELD-SI.4-12.Narrate
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representations to add meaning
 - Identify and raise questions about what might be unexplained, missing, or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
 - Create closure, recap, and offer next steps
 - ELD-SI.4-12. Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and wholes of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
 - ELD-SI.4-12.Explain
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understandings of how or why something is or works in particular ways
 - ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence
- 2: Language for Language Arts
 - ELD-LA.9-12.Narrate.Interpretive. Interpret language arts narratives by
 - Identifying themes or central ideas that develop over the course of a text
 - Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
 - Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
 - EDL-LA.9-12.Narrate.Expressive. Construct language arts narratives that
 - Orient audience to context and one or multiple point(s) of view
 - Develop and describe characters and their relationships over a progression of experiences or events

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- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
 - Engage and adjust for audience
- ELD-LA.9-12.Inform.Interpretive. Interpret informational texts in language arts by
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text
- ELD-LA.9-12.Inform.Expressive. Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text
- ELD-LA.9-12.Argue.Interpretive. Interpret language arts arguments by
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- ELD-LA.9-12.Argue.Expressive. Construct language arts arguments that
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- 3: Language for Mathematics
 - ELD-MA.9-12.Explain.Interpretive. Interpret mathematical explanations by
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
 - Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles
 - ELD-MA.9-12.Explain.Expressive. Construct mathematical explanations that
 - Introduce mathematical concept or entity
 - Share solutions with others
 - Describe data and/or approach used to solve a problem
 - State reasoning used to generate own or alternate solutions
 - ELD-MA.9-12.Argue.Interpretive. Interpret concepts in arguments by
 - Comparing conjectures with previously established results and stated assumptions
 - Distinguishing correct from flawed logic
 - Evaluating relationships among evidence and mathematical principles to create generalizations
 - ELD-MA.9-12.Argue.Expressive. Construct mathematics arguments that
 - Create precise conjecture, using definitions, previously established results, and stated assumptions
 - Generalize logical relationships across cases
 - Justify (and refute) conclusions with evidence and mathematical principles
 - Evaluate and extend others' arguments
- 4: Language for Science
 - ELD-SC.9-12.Explain.Interpretive. Interpret scientific explanations by
 - Defining investigable questions or problems based on observations, information, and/or data about a phenomenon

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- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
 - Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
- ELD-SC.9-12.Explain.Expressive. Construct scientific explanations that
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
 - Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs
- ELD-SC.9-12.Argue.Interpretive. Interpret scientific arguments by
 - Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
 - Comparing reasoning and claims based on evidence from competing arguments or design solutions
 - Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues
- ELD-SC.9-12.Argue.Expressive. Construct scientific arguments that
 - Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal
- 5: Language for Social Studies
 - ELD-SS.9-12.Explain.Interpretive. Interpret social studies explanations by
 - Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
 - Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
 - ELD-SS.9-12.Explain.Expressive. Construct social studies explanations that
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
 - Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
 - ELD-SS.9-12.Argue.Interpretive. Interpret social studies arguments by
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
 - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
 - ELD-SS.9-12.Argue.Expressive. Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Establish perspective

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- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

NJSLS for English Language Arts

- L.SS.9-10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Use parallel structure.
 - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - E. Recognize spelling conventions.
- L.KL.9-10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9-10.3. Language. Vocabulary Acquisition, Use and Literal Meaning. 9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use content (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- L.VI.9-10.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
 - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- RL.CR.9-10.1. Reading Literature. Close Reading of Text.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CR.9-10.1. Reading Informational Texts. Close Reading of Text.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9-10.2. Reading Literature. Central Ideas and Themes of Texts.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9-10.2. Reading Informational Texts. Central Ideas and Themes of Texts.9-10.2. Determine one of more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9-10.3. Reading Literature. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

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- RI.IT.9-10.3. Reading Informational Texts. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RL.TS.9-10.4. Reading Literature.Text Structure.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise)
- RL.PP.9-10.5. Reading Literature. Perspective and Purpose in Texts.9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.PP.9-10.5. Reading Informational Texts. Perspective and Purpose in Texts.9-10.5. Determine an author's purpose in a text (including culture experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9-10.6. Reading Informational Texts. Diverse Media and Formats.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9-10.7. Reading Informational Texts. Analysis of an Argument.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- W.AW.9-10.1. Writing. Argumentative Writing.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing).
 - E. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9-10.2. Writing. Informative and Explanatory Writing.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use of appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.NW.9-10.3. Writing.Narrative Writing.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.9-10.7. Writing. Range of Writing.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.PE.9-10.1. Speaking and Listening. Participate Effectively.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
 - C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.PI.9-10.4. Speaking and Listening. Present Information.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9-10.5. Speaking and Listening. Use media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasonings, and evidence and to add interest.
- SL.AS.9-10.6. Speaking and Listening. Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- L.SS.11-12.1. Language. System and Structure of Language.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - C. Recognize spelling conventions.
- L.KL.11-12.2. Language. Knowledge of Language.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.11-12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)

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- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its parts of speech, its etymology, or its standard usage.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- RL.CR.11-12.1. Reading Literature. Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11-12.1. Reading Informational Texts. Close Reading of Text.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.PP.11-12.5. Reading Informational Texts. Perspective and Purpose in Texts.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- W.AW.11-12.1. Writing. Argumentative Writing.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.NW.11-12.3. Writing. Narrative Writing.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.11-12.7. Writing.Range of Writing.9-10.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- SL.PE.11-12.1. Speaking and Listening. Participate Effectively.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.PI.11-12.4. Speaking and Listening. Present Information.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.11-12.5. Speaking and Listening. Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.
- SL.AS.11-12.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving social responsibility.	There are different ways you can influence government policy to improve your financial situation.
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences of financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign	Career planning requires purposeful planning based on research,

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	them.	self-knowledge, and informed choices.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g. 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, <i>Social Studies Practice: Gathering and Evaluating Sources</i> .)	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.TL.1	Access digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>In the Beginning</p> <ul style="list-style-type: none"> Since the beginning of time, people have told stories to explain the way things are. <p>Telling the Tale</p> <ul style="list-style-type: none"> Storytellers from around the world have many stories and many ways to share their tales. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> Who tells stories? What do people tell stories about? Why did ancient peoples use stories to explain how things happen? What makes the stories of one culture different from the stories of another culture? What do stories tell you about the traditions and beliefs of a culture? How has storytelling changed over time? How has it remained the same? How do storytellers pass along the history of a culture? What techniques can storytellers use to make their tales come alive?
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Content:	Skills(Objectives):
<p> Storytelling (culture, tradition, tales, storytellers) Ancient Greece Storytelling (ancient, culture, tradition, beliefs) Describing Words Complete Sentences Nature Words Myth Character Traits and Motives Characterization Phrases Subjects and Predicates Antonyms Compound Sentences Agriculture Fantasy and Reality Storytelling (techniques, exaggeration, tall tale) Time and Cause Words Complex Sentences Setting Style Geography (country, states, mountain ranges, rivers, oceans) Animals Story Words Present Perfect Tense Storytelling (techniques, elaboration, sequence, hyperbole) Past Progressive Forms of Verbs Helping Verbs Theme Letters (heading, greeting, body, closing, signature) Travel (location, climate, cultural traditions, sightseeing) Figurative Language Literary Devices (alliteration, word-choice) </p>	<p> Engage in a discussion Interpret a visual image Preview Build background Use graphic organizers (mind map) Make comparisons Respond to a visual image Relate to personal experience Use graphic organizers (chart) Generate ideas Listen actively Describe Use graphic organizers (character chart) Activate prior knowledge Relate words Monitor reading (preview, visualize, clarify, paraphrase) Listen to a preview Predict Read a selection Listen to a selection Set a purpose for reading Summarize Identify details Evaluate impact of culture on meaning Use text features in fiction and nonfiction Form generalizations Make inferences Evaluate impact of genre on meaning Use graphic organizers (chart) Analyze information (important and unimportant) Make judgments Synthesize information Express opinions Describe Gather and organize information Classify Respond to a photograph Use graphic organizers (word web, diagram) Locate and use definitions Relate reading rate to purpose Use graphic organizers (diagram) Use visuals Identify cause and effect Evaluate impact of author's background on meaning Relate events in a sequence Use graphic organizers (sequence chart) Compare literature Role-play Use graphic organizers (T-chart) Analyze information (fantasy and reality) Take notes Use charts, diagrams, and maps </p>

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	Use the Internet Use graphic organizers (observation chart) Use graphic organizers (story map) Relate words Use graphic organizers (time line) Respond to literature Use graphic organizers (note-taking chart) Identify characters' traits Evaluate author's style Elaborate Use graphic organizers (cause-and-effect story chart) Give information Interact with peers Summarize Use text structures (goal and outcome) Use graphic organizers (goal-and-outcome chart) Use graphic organizers (word web) Use text features in nonfiction (sidebar) Draw conclusions Evaluate impact on culture on meaning Evaluate impact of characterization on meaning Connect new information to known Use context clues to meaning Identify story elements Organize ideas Self-assess
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Interdisciplinary Connections:

Social Studies, Science, Math, Mythology

Stage 2: Assessment Evidence

Performance Task(s):

Read alouds
 Practice workbook activities - Fill in the blank;
 multiple choice; True/False; picture matching;
 sentence frames/stems
 Grammar and content-related handouts
 Use new vocabulary in speaking
 Ability to listen and repeat with correct
 pronunciation

Other Evidence:

Class participation
 Do Now/Warm-ups
 Unit tests
 Selection Tests

- "Echo and Narcissus"
- "How the Ox Star Fell from Heaven"
- "The Art of the Tall Tale"
- "Unwinding the Magic Thread"

 Writing Assignments

- Writing That Tells a Story (Narrative Writing/Story)
- Comparison (with chart)
- Research Report
- Timeline
- Tall Tale
- Friendly Letter
- Travel Guide
- Rewrite a poem
- Class story

 Maps/Labels
 Speech
 Speaking - Tell an original story
 Self-Assessment Form

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	Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Unit 5 - Stories to Tell</u></p> <p>Theme 1 - In the Beginning</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Describe • “Echo and Narcissus” (Greek myth) • “Life in Ancient Greece” (Article; Reading Strategy: Monitor Your Reading) • Build Language and Vocabulary: Make Comparisons • “How the Ox Star Fell from Heaven” (Chinese myth) • “A Peasant’s Life in Ancient China” (Article; Reading Strategy: Recognize Fiction and Nonfiction) <p>Theme 2 - Telling the Tale</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Retell a Story • “The Art of the Tall Tale” (Article and folk tale; Reading Strategy: Make a Time Line) • Build Language and Vocabulary: Tell an Original Story • “Unwinding the Magic Thread” (Article and Haitian folk tale; Reading Strategy: Relate Goals and Outcomes) • “When I Taste Salt” (Never-ending poem; Reading Strategy: Interpret Figurative Language) 	<p><u>Resources:</u></p> <p><u>Unit 5 - Stories to Tell</u></p> <p>High Point Textbook (p.262-333) High Point Language Skills Practice Book (p.133-172) High Point Listen and Learn Audio Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment (Unit 5 Test), Writing Assessment, Self-Assessment High Point Newsletter 9 and 10 (Home-school connections) High Point Teacher’s Edition (p.T262a-T333) Theme Library (“Coyote: A Trickster Tale from the American Southwest” and “Gilgamesh the King”) From <i>The Basics Bookshelf</i> (“Gift of Fire,” “All Across America,” and “Sunny and Moonshine: A Love Story”) “Why Rat Comes First” “Creating: Read-Aloud Stories from Many Lands” “Dateline: Troy” “Favorite Greek Myths” “The Greek and Roman World” “John Henry and His Might Hammer” “The Singing Man” “Listen to the Storyteller” “Paul Bunyan” “Pecos Bill” (Video) LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p> <p>Sensory Supports (real-life objects; manipulatives; pictures and photographs; illustrations, diagrams, drawings; magazines and newspapers; physical activities; videos and films; broadcasts; models and figures)</p> <p>Graphic Organizers (Venn diagrams; T-charts; cycles; cause and effect; semantic webs)</p> <p>Graphic Support (charts; graphic organizers; tables; graphs; timelines; number lines)</p>	

ESL 9-12 Developing/Expanding

<p>Language Arts Supports (illustrated word/phrase walls; felt or magnetic figures of story elements; sequence blocks; environmental print; posters or displays; bulletin boards; photographs; cartoons; audio books; songs/chants)</p> <p>Interactive Supports (in pairs or partners; in triads or small groups; in a whole group; using cooperative group structures with the Internet or software programs; in the native language with mentors)</p> <p>Technology Supports (software programs; language-learning apps; Oxford Picture Dictionary online)</p> <p>Modifications</p> <p>Pacing (extend time requirements; omit assignments)</p> <p>Environment (assign preferential seating; assign peer buddy)</p> <p>Reinforcement and Follow Through (use positive reinforcement; use concrete reinforcement; check often for understanding/review; arrange for peer tutoring; plan cooperative learning experiences; provide language experience; give immediate feedback; have student repeat directions; make/use vocabulary files; teach study skills; use study guides to organize materials; repeat/review/drill)</p> <p>Assignments (lower reading level; give directions in small, distinct steps; allow copying from paper/book; use written backup for oral directions; lower difficulty level; shorten assignment; read directions to students; give oral cues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)</p> <p>Presentation of Subject Material (use individual/small group instruction; use specialized curriculum; simplify language; record lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)</p> <p>Materials (provided recorded textbooks; highlight textbooks/study guides; use supplementary materials; give assistance in note taking; type handwritten teacher materials; use bilingual dictionaries, language learner dictionaries and electronic translators; use adapted/modified textbooks; allow use of computer)</p> <p>Testing Adaptations (allow students to answer orally; use multiple-choice format; read test to student; modify format; write a different test; shorten test length; require only selected test items; create alternative assessment)</p> <p>Grading (modify grading system; modify weights of course components; modify course objectives/outcomes)</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Accelerated Programs</p> <p>Independent Study</p> <p>Small groups</p> <p>Activity extensions, projects</p> <p>Peer teaching</p>	<p>Grade level texts</p> <p>Small Groups</p>	<p>Remediation</p> <p>Peer tutoring</p> <p>Small Groups</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <p>breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

Pacing Guide

ESL 9-12 Developing/Expanding

Content	Resources	Standards
UNIT 1: High Point Level 2 (Units 1-2)		
# Days - 45 Identity (unique, discover, dreams, goals) Color Words Foods Character Traits Values Describing Words People Words Present Tense Verbs Adjectives Math (circle graph, percent) Hobbies Character Traits Free-verse poem Question words Interviews Nouns Questions Statements Geography (country, continent, ocean) Directions (north, south, east, west) Careers Multiple Intelligences Words About Intelligence Drama (plays, sets, actors) Math (measure, estimate, distance, angles) Articles Careers (teacher, mechanic, doctor, reporter) Math (calculate, percentage, graph) Shapes Proper Adjectives Common and Proper Nouns Shapes (geometric, circle, rectangle, square, triangle) Rhyme Rhyme Scheme Writing Process Peer-conferencing Subject-Verb Agreement	High Point Textbook High Point Language Skills Practice Book High Point Listen and Learn Audio Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment Writing Assessment Self-Assessment High Point Newsletter High Point Teacher's Edition <i>The Basics Bookshelf</i>	WIDA ELD-SI.4-12 WIDA ELD-LA.9-12 WIDA ELD-MA.9-12 WIDA ELD-SC.9-12 WIDA ELD-SS.9-12
UNIT 2: High Point Level 2 (Unit 3)		
# Days - 45 Careers Family People	High Point Textbook High Point Language Skills Practice Book High Point Listen and Learn	WIDA ELD-SI.4-12 WIDA ELD-LA.9-12 WIDA ELD-MA.9-12 WIDA ELD-SC.9-12

ESL 9-12 Developing/Expanding

<p> Friendship Words Past Tense Verbs Fable Actions Dialogue Present Tense Verbs Words About Story Writing (plot, characters, solution) Characterization Illustrated Fable Map Biography Verb + Infinitive Personal Narrative Irregular Past Tense Verbs Setting Linking Verbs Autobiography Setting Point of View Family (ancestors, grandmother, grandfather, mother) Family Words Feelings (honor, respect, admire) Art (colors, patterns, drawing, painting, color theory, landscapes, shapes) Context Clues Rhyme Rhythm Repetition Words About Features Demonstrative Pronouns Negative Sentence Genetics (genes, heredity, dominant, recessive) Writing Process Peer-conferencing </p>	<p> Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment Writing Assessment Self-Assessment High Point Newsletter High Point Teacher’s Edition <i>The Basics Bookshelf</i> </p>	<p>WIDA ELD-SS.9-12</p>
UNIT 3: High Point Level 2 (Unit 4)		
<p> # Days - 45 Communities (responsible, take care of, pull together, common ground) Natural Resources Nature Words Future Tense Verbs Statements with <i>there is/there are, was/were</i> Adjectives that Compare Topic Sentence Supporting Details Words About the Environment Modals: <i>should, must, can</i> </p>	<p> High Point Textbook High Point Language Skills Practice Book High Point Listen and Learn Audio Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment Writing Assignment Self-Assessment High Point Newsletter </p>	<p> WIDA ELD-SI.4-12 WIDA ELD-LA.9-12 WIDA ELD-MA.9-12 WIDA ELD-SC.9-12 WIDA ELD-SS.9-12 </p>

ESL 9-12 Developing/Expanding

Modals Plural Nouns Tone Prepositions Word Choice Indefinite Pronouns Poem Repetition Style Propaganda (glittering generalities, bandwagon, name calling) Endangered Species (ecology, ecosystem, endangered species, extinction) Community (people, contributions, individual) Disasters (strike, recover) Words About Earthquakes Indefinite Adjectives Ordinal Numbers Contractions Helping Verbs Scientific Instruments (seismogram, seismograph, seismometer, seismoscope) Words and Phrases Adjectives Adverbs Quantity Words Count and Noncount Nouns Geography (boundaries, borders, topographic, oceanographic) Writing Process Verb Tense Theme Figurative Language Characterization Structural Clues (prefixes and suffixes) Beginning and Ending Sentences Peer-conferencing	High Point Teacher's Edition <i>The Basics Bookshelf</i>	
UNIT 4: High Point Level 2 (Unit 5)		
# Days - 45 Storytelling (culture, tradition, tales, storytellers) Ancient Greece Storytelling (ancient, culture, tradition, beliefs) Describing Words Complete Sentences Nature Words Myth	High Point Textbook High Point Language Skills Practice Book High Point Listen and Learn Audio Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment Writing Assessment	WIDA ELD-SI.4-12 WIDA ELD-LA.9-12 WIDA ELD-MA.9-12 WIDA ELD-SC.9-12 WIDA ELD-SS.9-12

ESL 9-12 Developing/Expanding

Character Traits and Motives Characterization Phrases Subjects and Predicates Antonyms Compound Sentences Agriculture Fantasy and Reality Storytelling (techniques, exaggeration, tall tale) Time and Cause Words Complex Sentences Setting Style Geography (country, states, mountain ranges, rivers, oceans) Animals Story Words Present Perfect Tense Storytelling (techniques, elaboration, sequence, hyperbole) Past Progressive Forms of Verbs Helping Verbs Theme Letters (heading, greeting, body, closing, signature) Travel (location, climate, cultural traditions, sightseeing) Figurative Language Literary Devices (alliteration, word-choice)	Self-Assessment High Point Newsletter High Point Teacher's Edition <i>The Basics Bookshelf</i>	
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