

ESL 9-12 Entering/Beginning

Unit Title: High Point Level 1 (Basic) Units Pre-5 (Entering/Beginning)

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 baked 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., 1.1.12profCR3a).	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. 1.3.E.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.16a).	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.

Central Idea/Enduring Understanding:

Unit 1 - Glad to Meet You!

- Personal Information
- Communication
- Numbers and Basic Operations
- Exchange Greetings and Good-byes
- Give Information
- Use the Telephone
- Pronouns
- Present Tense Verbs
- Statements and Exclamations
- Phonics (Short a, Short o)
- Comprehension (Identify Sequence; sequence chain)
- Sentences
- Postcard

Essential/Guiding Question:

- How can you give information?
- How can you ask questions to receive information?
- In what ways are numbers used in your experiences?
- How can you express your likes and dislikes?
- When is it appropriate to use *yes* or *no* as a response to a question?
- How do you use a map?

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- Mathematics

Unit 2 - Set the Table!

- Colors, Shapes, and Sizes
- Foods and Food Groups
- Express Likes
- Describe
- Adjectives
- Action Verbs
- Negative Sentences
- Phonics (Short *u*, Short *i*, Digraph *ch*, and *tch*)
- Comprehension (Identify Steps in a Process; sequence chain)
- Sentences to Describe
- Sentences with *not*
- Exhibit Card
- Science (food pyramid)

Unit 3 - On the Job

- Actions
- Tools and Careers
- Science and Measurement Words
- Give Information
- Ask and Answer Questions
- Present Tense Verbs
- Yes-or-No Questions
- Questions with *Who?*, *What?*, *Where?*, and *When?*
- Phonics (Short *e*, *sh*, *ck*, and Double Consonants)
- Comprehension (Identify Details; concept web)
- Sentences
- Questions and Answers
- Job Handbook
- Science (scientific processes)
- Mathematics (measurement)

Unit 4 - Numbers Count

- Cardinal Numbers
- Ordinal Numbers
- Geography
- Ask Questions
- Give Information
- Express Needs
- Questions with *Do* and *Does*
- Negative Sentences
- Contractions with *not*
- Phonics (Blends and Digraphs)
- Comprehension (Identify Problems and Solutions; problem-and-solution chart); (Identify Details)
- Questions and Answers
- Sentences
- Fact Sheet

ESL 9-12 Entering/Beginning

<ul style="list-style-type: none"> • Social Studies (geography/charts) <p><u>Unit 5 - City Sights</u></p> <ul style="list-style-type: none"> • Location Words • Neighborhood • Maps • Ask For and Give Information • Prepositions • Regular Past Tense Verbs • Statements with <i>There is</i> and <i>There are</i> • Pronoun-Verb Contractions • Word Patterns and Multisyllabic Words • Comprehension (Identify Details; detail chart) • Sentences • Questions and Answers • Journal Entry • Social Studies (map) 	
<p><u>Content:</u></p> <p>Numbers and Number Words School Locations Classroom Objects School Tools Greetings and Introductions Telling Time School Subjects Schedules Classroom Activities Shapes Letters Personal Information Library Objects Basic/General School Vocabulary Sports Parts of the Body Sickness and Injury Feeling Words Food Money Science Materials and Activities Clothing Colors Days of the Week Good-byes Months of the Year Actions Geography Present Tense Verbs Present Tense Action Verbs Adjectives Pronunciation</p>	<p><u>Skills(Objectives):</u></p> <p>Interpret a visual image Listen actively Repeat spoken language Patterns and structures Give information Express social courtesies Recognize high frequency words Ask and answer questions Build oral vocabulary Develop phonemic awareness Associate letters and sounds Blend sounds to decode words Give and carry out commands Give personal information Express needs Ask for and give information Express likes Express feelings Express dislikes Write a statement Express needs and thoughts Analyze information Generate ideas Write an exclamation Respond to self-portraits Preview Build background Relate to personal experience Use the telephone Hold a book and turn pages Use left-to-right directionality Identify sequence Track print Identify words Retell a story</p>

ESL 9-12 Entering/Beginning

	Use graphic organizers Associate sounds and symbols Predict Set a purpose for reading Write sentences with correct capitalization and end marks Solve problems Self-Assess Make judgments Describe actions Use picture clues Identify steps in a process Gather information Analyze information Draw conclusions Write and respond to yes-or-no questions Identify capital letters Conduct an interview Use maps Formulate questions Take noteWDIs Use the research process Identify where a story begins and ends Identify details Read aloud a story (choral reading) Dramatize Divide words into syllables Decode multisyllabic words
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Interdisciplinary Connections:

Math, Social Studies, Science, Art

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
 Ongoing, Informal Assessment
 Decoding Progress Check

Other Evidence:

Class participation
 Do Now/Warm-ups
 Unit tests
 Writing Assignments

- Postcard
- Exhibit Card
- Job Handbook
- Fact Sheet
- Journal Entry
- Family Album
- Class Travel Book
- Friendship Book
- Celebration Poster
- Job Advertisement
- Personal Narrative
- Fact-and-Opinion Poster
- Comparison Poster
- New Story Ending
- Class Book on Healthy Habits
- Biographical Sketch
- Crop Report

ESL 9-12 Entering/Beginning

- Diamante Poem
- Sentences
- Order Form
- Labels
- Lists
- Questions and Answers

Self-Assessment Form

Peer-Assessment Form

Writing Progress Checklist

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lakeside School (Introduction Unit)

Lesson 1

- Use numbers
- Introduce numbers
- Identify numbers

Lesson 2

- Use Names of School Locations and Objects
- Look at photographs
- Sketch a school building
- Label the sketch

Lesson 3

- Give information
- Introduce the pattern: *This is* ____.
- Take a school tour
- Express Social Courtesies
- Introduce the pattern: *I am* ____.
- Practice Introduction

Lesson 4

- Introduce new words
- Look at the word, listen to the word, listen to the word in a sentence, say the word, spell the word, say the word again.
- Sort words
- Build sentences

Lesson 5

- Use names of classroom objects and school tools
- Introduce the pattern: *Here is* ____.
- Ask and answer questions
- Introduce the pattern *Is this* ____? And *This is* ____.

Lesson 6

- Express Social Courtesies
- Use introductions (hi, hello, nice to meet you)
- Make introductions

Lesson 7

- Introduce new words

Lesson 8

- Teach Letters and Sounds
- Build oral vocabulary (I Spy)

Resources:

National Geographic LIFT Series

Lakeside School (Introduction Unit)

High Point Textbook "Basic" (p.10-39)

High Point Vocabulary and Language Development posters

High Point Listen and Learn Audio

High Point Word Tiles

High Point Language Practice Book (p.1-38)

- Numbers and Number Words (p.1,2)
- School Locations (p.3,4,8,9,17)
- Classroom Objects, School Tools (p.5,6,12,15)
- Greetings and Introductions (p.7)
- Telling Time (p.10)
- School Subjects, Schedules (p.11,17)
- Classroom Activities (p.13,18)
- Shapes (p.14,15)
- Letters (p.15)
- Personal Information (p.16,17)
- Library Objects (p.19)
- Basic/General (p.20)
- School Vocabulary (p.21)
- Sports (p.22,23)
- Parts of the Body (p.24,26)
- Sickness and Injury (p.25,27)
- Feeling Words (Health) (p.27)
- Food (p.28,30)
- Money (p.29)
- Science Materials and Activities (p.31)
- School Activities (p.32)
- Clothing/Colors (p.33,34)
- Days of the Week (p.35)
- Good-byes (p.36)
- Months of the Year (p.37)
- Actions (p.38,39)

High Point Reading Practice Book (p.1-37)

- High Frequency Words: am, I, is, school, the, this, you (p.1)
- High Frequency Words: a, an, here, my, no, yes (p.2)
- Letters and Sounds: Ss, Mm, Ff, Hh, Tt, As (p.3,4)
- High Frequency Words: at, it, look, of, an, see, show, where (p.5)
- Blend Words with Short a (p.6,7)

ESL 9-12 Entering/Beginning

<ul style="list-style-type: none"> • Develop phonemic awareness • Associate letters and sounds <p>Lesson 9</p> <ul style="list-style-type: none"> • Use Names of School Locations • View a map • Go on a tour and create map of own school <p>Lesson 10</p> <ul style="list-style-type: none"> • Express Social Courtesies • Use Please, Thank You, and You're Welcome • Introduce the pattern: <i>Where is _____?</i> <p>Lesson 11</p> <ul style="list-style-type: none"> • Introduce new words • Build sentences <p>Lesson 12</p> <ul style="list-style-type: none"> • Teach Blending • Build oral vocabulary • Develop phonemic awareness • Blend sounds to read words <p>Lesson 13</p> <ul style="list-style-type: none"> • Introduce clock time • Introduce the pattern: <i>What time is it? And It is _____.</i> • Learn about schedules • Introduce the pattern: <i>It is time for.</i> <p>Lesson 14</p> <ul style="list-style-type: none"> • Ask and Answer Questions • Introduce the pattern: <i>Where/Who is _____?</i> • Talk about schedules • Give information • Introduce the pattern: <i>Here is/are _____.</i> <p>Lesson 15</p> <ul style="list-style-type: none"> • Introduce new words • Build sentences <p>Lesson 16</p> <ul style="list-style-type: none"> • Teach Letters and Sounds • Build oral vocabulary • Develop phonemic awareness • Associate letters and sounds <p>Lesson 17</p> <ul style="list-style-type: none"> • Use Words for Classroom Activities • Identify actions • Present words for classroom activities • Pantomime <p>Lesson 18</p> <ul style="list-style-type: none"> • Use Names of Shapes • Introduce shapes • Identify shapes • Give and Carry Out Commands • Introduce commands 	<ul style="list-style-type: none"> • High Frequency Words: are, good, he, she, same, time, who, your (p.8) • Letters and Sounds: Nn, Ll, Pp, Gg, Li (p.9,10) • High Frequency Words: answer, point, read, to, with, work, write (p.11) • Blend Words with Short a and i (p.12,13) • High Frequency Words: call, name, need, number, to, what (p.14) • Letters and Sounds: Rr, Dd, Cc, Vv, Oo (p.15,16) • High Frequency Words: do, does, for, help, in, like, me, picture, will (p.17) • Blend Words with Short a, i, and o (p.18,19) • High Frequency Words: around, can, play, too, we (p.20) • Letters and Sounds: Jj, Bb, Ww, Kk, Ee (p.21,22) • High Frequency Words: feel, has, have, how, put, they (p.23) • Blend Words with Short a, i, o, and e (p.24,25) • High Frequency Words: and, don't, food, not, that (p.26) • How to Write a Statement (p.27) • High Frequency Words: give, take, think (p.28) • Letters and Sounds: Zz, Yy, Uu, Qq, Xx (p.29,30) • High Frequency Words: both, get, little, old, them, these, things, those, very, which (p.31) • Blend Words with Short a, i, o, e, and u (p.32,33) • High Frequency Words: great, later, soon, tomorrow (p.34) • How to Write a Question (p.35) • High Frequency Words: book, boy, day, girl, group, letters, night, year (p.36) • How to Write an Exclamation (p.37) <p>High Point Language Acquisition Assessment and Unit Test High Point Teacher's Edition (p.T10a-T39z)</p>
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ESL 9-12 Entering/Beginning

<ul style="list-style-type: none">• Introduce the patterns: <i>Point to _____.</i> and <i>Show me _____.</i> <p>Lesson 19</p> <ul style="list-style-type: none">• Introduce new words• Build sentences <p>Lesson 20</p> <ul style="list-style-type: none">• Teach Blending• Build oral vocabulary• Develop phonemic awareness• Blend sounds to read words <p>Lesson 21</p> <ul style="list-style-type: none">• Use Names of School Objects and Personnel• Introduce school objects and personnel• Give Personal Information• Introduce the pattern: <i>My name is _____.</i>• Introduce the pattern: <i>My phone number is _____.</i> <p>Lesson 22</p> <ul style="list-style-type: none">• Ask For Information• Introduce the pattern: <i>Where/What is _____?</i>• Ask and answer questions• Express Needs• Introduce the pattern: <i>I need to _____.</i>• Use the pattern: <i>I need to _____.</i> <p>Lesson 23</p> <ul style="list-style-type: none">• Introduce new words• Sort words <p>Lesson 24</p> <ul style="list-style-type: none">• Teach Letters and Sounds• Build oral vocabulary• Develop phonemic awareness• Associate letters and sounds <p>Lesson 25</p> <ul style="list-style-type: none">• Use Names of Library Objects• Introduce library objects• Ask For and Give Information• Introduce plurals with -s• Introduce the patterns: <i>What is in the _____?; A _____ is in the _____.; Some _____ are in the _____.</i>• Visit the school library <p>Lesson 26</p> <ul style="list-style-type: none">• Express Likes• Introduce the patterns: <i>Do you like _____?</i> and <i>I like _____.</i>• People hunt sentence frames• Ask and Answer Questions• Introduce the patterns: <i>Will you _____?</i> and <i>Does _____?</i> <p>Lesson 27</p> <ul style="list-style-type: none">• Introduce new words	
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ESL 9-12 Entering/Beginning

<ul style="list-style-type: none">• Build sentences <p>Lesson 28</p> <ul style="list-style-type: none">• Teach Blending• Build oral vocabulary• Develop phonemic awareness• Blend sounds to read words <p>Lesson 29</p> <ul style="list-style-type: none">• Use Sports Words• Introduce sports words• Visit the school gym• Express likes• Review the pattern: <i>I like _____</i>. <p>Lesson 30</p> <ul style="list-style-type: none">• Ask and Answer Questions• Introduce the pattern: <i>You can _____</i>.• Introduce the patterns: <i>Can you _____?</i> <i>And I can _____</i>.• Talk about sports <p>Lesson 31</p> <ul style="list-style-type: none">• Introduce new words• Build sentences <p>Lesson 32</p> <ul style="list-style-type: none">• Teach Letters and Sounds• Build oral vocabulary• Develop phonemic awareness• Associate letters and sounds <p>Lesson 33</p> <ul style="list-style-type: none">• Use Names for Body Parts• Look at photographs• Identify body parts• Give Information• Introduce the patterns: <i>He/She has _____</i>; <i>I/They have _____</i>.• Role-play <p>Lesson 34</p> <ul style="list-style-type: none">• Ask Questions and Express Feelings (Health)• Introduce the pattern: <i>How do you feel?</i>• Introduce the patterns: <i>I feel _____</i>. And <i>My _____ hurt(s)</i>.• Introduce the patterns: <i>How do(es)</i> <i>he/she/they feel?</i> And <i>He/She/They feel(s)</i> <i>_____</i>.• Use the patterns <p>Lesson 35</p> <ul style="list-style-type: none">• Introduce new words• Sort words <p>Lesson 36</p> <ul style="list-style-type: none">• Teach Blending• Build oral vocabulary• Develop phonemic awareness• Blend sounds to read words <p>Lesson 37</p>	
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ESL 9-12 Entering/Beginning

- Use Names of Foods
- Introduce foods
- Listen for food names
- Express Likes and Dislikes
- Introduce the patterns: *I like/do not like* _____.

- Think, pair, share

Lesson 38

- Identify Money
- Introduce money values
- Build a lunch
- Ask For and Give Information
- Introduce the patterns: *What is this/that?* and *This/That is* _____.
- Role-play

Lesson 39

- Introduce new words
- Build sentences

Lesson 40

- Introduce
- Learn new statements
- Build sentences

Lesson 41

- Use Science Vocabulary
- Introduce science tools
- Introduce science processes
- Visit a school science lab

Lesson 42

- Express Needs and Thoughts
- Introduce the patterns: *I need* _____ and *I think* _____.
- Distinguish between needs and thoughts
- Think, pair, share

Lesson 43

- Introduce new words
- Build sentences

Lesson 44

- Teach Letters and Sounds
- Build oral vocabulary
- Develop phonemic awareness
- Associate letters and sounds

Lesson 45

- Use Words for Colors and Clothing
- Identify colors
- Identify articles of clothing
- Play "I Spy"

Lesson 46

- Ask and Answer Questions
- Introduce the patterns: *I like this/that* _____; *I like these/those* _____.
- Introduce the pattern: *Which* _____ *do you like?*

ESL 9-12 Entering/Beginning

<ul style="list-style-type: none"> • Use the patterns to ask and answer questions <p>Lesson 47</p> <ul style="list-style-type: none"> • Introduce new words • Sort words <p>Lesson 48</p> <ul style="list-style-type: none"> • Teach Blending • Build oral vocabulary • Develop phonemic awareness • Blend sounds to read words <p>Lesson 49</p> <ul style="list-style-type: none"> • Use Names for Days of the Week • Introduce the days of the week • Play a game • Discuss Daily Activities • Introduce abbreviations <p>Lesson 50</p> <ul style="list-style-type: none"> • Express Social Courtesies • Introduce ways to say Good-bye • Use the pattern: <i>See you _____</i>. <p>Lesson 51</p> <ul style="list-style-type: none"> • Introduce new words • Build sentences <p>Lesson 52</p> <ul style="list-style-type: none"> • Introduce • Learn about questions • Build questions <p>Lesson 53</p> <ul style="list-style-type: none"> • Use Names for the Months of the Year • Introduce the months of the year • Conduct a survey • Analyze information • Record monthly activities <p>Lesson 54</p> <ul style="list-style-type: none"> • Use Third Person Singular Verbs • View the photographs • Introduce action verbs • Use action verbs <p>Lesson 55</p> <ul style="list-style-type: none"> • Introduce new words • Sort words <p>Lesson 56</p> <ul style="list-style-type: none"> • Introduce • Learn about exclamations • Build sentences <p><u>Unit 1 - Glad to Meet You!</u></p> <p>Language Development</p> <ul style="list-style-type: none"> • Pronouns • Present Tense Verbs: <i>am</i> and <i>are</i> • Present Tense Verbs: <i>is</i> and <i>are</i> • Vocabulary: Personal Information • Vocabulary: Communication <p>Language and Literacy</p>	<p><u>Unit 1 - Glad to Meet You!</u></p> <p>High Point Textbook "Basic" (p.40-55)</p> <p>High Point Language and Literacy Student Book (p.40-55)</p> <p>High Point Language Skills Practice Book (p.40-45)</p> <p>High Point Language Reading Skills Practice Book (p.38-41)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>Good News (The Basics Bookshelf)</i></p> <p>High Point Letter Tiles</p>
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ESL 9-12 Entering/Beginning

<ul style="list-style-type: none"> • Read and Think Together: Sequence • “Good News” (Realistic Fiction) • Words to Know • Reading and Spelling: short <i>a</i> and short <i>o</i> • Read on Your Own: Sequence • “New at School” (Realistic Fiction) • Statements and Exclamations <p>Language Across the Curriculum</p> <ul style="list-style-type: none"> • Success in Mathematics: Basic Operations <p><u>Unit 2 - Set the Table</u></p> <p>Language Development</p> <ul style="list-style-type: none"> • Adjectives • Vocabulary: Colors, Shapes, and Sizes • Vocabulary: Foods • Action Verbs <p>Language and Literacy</p> <ul style="list-style-type: none"> • Read and Think Together: Steps in a Process • “I Make Pictures Move!” (Career Sketch) • Words to Know • Reading and Spelling: short <i>i</i>, short <i>u</i>, <i>ch</i>, and <i>tch</i> • Read on Your Own: Steps in a Process • “Something Good for Lunch” (Realistic Fiction) • Negative Sentences <p>Language Across the Curriculum</p> <ul style="list-style-type: none"> • Success in Science: Food Pyramid <p><u>Unit 3 - On the Job</u></p> <p>Language Development</p> <ul style="list-style-type: none"> • Vocabulary: Actions/Careers • Present Tense Verbs • Yes-or-No Questions • Vocabulary: Tools and Careers <p>Language and Literacy</p> <ul style="list-style-type: none"> • Read and Think Together: Details • “What Is It?” (Fantasy) • Words to Know • Reading and Spelling: short <i>e</i>, <i>sh</i>, <i>ck</i>, and double consonants • Read on Your Own: Details • “Let Ben Take It” (Realistic Fiction) • Questions with <i>Who?</i>, <i>What?</i>, <i>Where?</i>, and <i>When?</i> <p>Language Across the Curriculum</p> <ul style="list-style-type: none"> • Success in Science and Mathematics: Scientific Processes; Measurement <p><u>Unit 4 - Numbers Count</u></p> <p>Language Development</p> <ul style="list-style-type: none"> • Questions with <i>Do</i> and <i>Does</i> • Vocabulary: Cardinal Numbers • Negative Sentences • Vocabulary: Ordinal Numbers 	<p>High Point Language Acquisition Assessment (Unit 1 Test), Writing Assessment, Self-Assessment</p> <p>High Point Newsletter 1 (Home-school connections)</p> <p>High Point Teacher’s Edition (p.T40h-T55)</p> <p>“Talking Walls”</p> <p>“Apples in a Box”</p> <p>“Just Like Me”</p> <p>“At the Beach”</p> <p>“Puff...Flash...Bang!”</p> <p><u>Unit 2 Set the Table!</u></p> <p>High Point Textbook “Basic” (p.56-69)</p> <p>High Point Language and Literacy Student Book (p.56-69)</p> <p>High Point Language Skills Practice Book (p.46-50)</p> <p>High Point Language Reading Skills Practice Book (p.42-45)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>I Make Pictures Move! (The Basics Bookshelf)</i></p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 2 Test), Writing Assessment, Self-Assessment</p> <p>High Points Teacher’s Edition (p.T56a-T69)</p> <p>“How My Parents Learned to Eat”</p> <p>“The Tortilla Factory”</p> <p>“Start It Up!”</p> <p>“Growing Colors”</p> <p>“Ice Cream, Please”</p> <p><u>Unit 3 - On the Job!</u></p> <p>High Point Textbook “Basic” (p.70-83)</p> <p>High Point Language and Literacy Student Book (p.70-83)</p> <p>High Point Language Skills Practice Book (p.51-55)</p> <p>High Point Language Reading Skills Practice Book (p.46-49)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>What Is It? (The Basics Bookshelf)</i></p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 3 Test), Writing Assessment, Self-Assessment</p> <p>High Point Teacher’s Edition (p.T70a-T83)</p> <p>“How a House Is Built”</p> <p>“Tools” (with photos)</p> <p>“An Auto Mechanic”</p> <p>“Tool Box”</p> <p><u>Unit 4 - Numbers Count</u></p> <p>High Point Textbook “Basic” (p.84-97)</p> <p>High Point Language and Literacy Student Book (p.84-97)</p> <p>High Point Language Skills Practice Book (p.56-61)</p> <p>High Point Language Reading Skills Practice Book (p.50-53)</p> <p>High Point Listen and Learn Audio</p>
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ESL 9-12 Entering/Beginning

<p>Language and Literacy</p> <ul style="list-style-type: none"> • Read and Think Together: Problems and Solutions • “A Year Without Rain” (Historical Fiction) • Words to Know • Reading and Spelling: blends and digraphs • Read on Your Own: Details • “Rush!” (Realistic Fiction) • Contractions with <i>not</i> <p>Language Across the Curriculum</p> <ul style="list-style-type: none"> • Success in Social Studies: Geography; Charts <p><u>Unit 5 - City Sights</u></p> <p>Language Development</p> <ul style="list-style-type: none"> • Vocabulary: Location Words • Vocabulary: Neighborhood • Regular Past Tense Verbs • Statements with <i>There is</i> and <i>There are</i> <p>Language and Literacy</p> <ul style="list-style-type: none"> • Read and Think Together: Details • “More Than a Meal” (Realistic Fiction) • Words to Know • Reading and Spelling: word patterns and multisyllabic words • Read on Your Own: Details • “Meet Jo” (Newspaper Article) • Pronoun-Verb Contractions <p>Language Across the Curriculum</p> <ul style="list-style-type: none"> • Success in Social Studies: Communities; Maps 	<p>Theme Book <i>A Year Without Rain</i> (<i>The Basics Bookshelf</i>)</p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 4 Test), Writing Assessment, Self-Assessment</p> <p>High Point Newsletter 2 (Home-school connections)</p> <p>High Point Teacher’s Edition (p.T84a-T97)</p> <p>“Josefina”</p> <p>“Bring Me Your Horses”</p> <p>“Seven Blind Mice”</p> <p>“Hottest, Coldest, Highest, Deepest”</p> <p>“Math Shop Deluxe”</p> <p><u>Unit 5 - City Sights</u></p> <p>High Point Textbook “Basic” (p.98-113)</p> <p>High Point Language and Literacy Student Book (p.98-113)</p> <p>High Point Language Skills Practice Book (p.62-68)</p> <p>High Point Language Reading Skills Practice Book (p.54-57)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>More Than A Meal</i> (<i>The Basics Bookshelf</i>)</p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 5 Test), Writing Assessment, Self-Assessment</p> <p>High Point Teacher’s Edition (p.T98a-T113)</p> <p>“Abuela”</p> <p>“Round Trip”</p> <p>“Sing a Song of People”</p> <p>“I Read Signs”</p> <p>“SimTown”</p> <p>“Signs Around You”</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)

ESL 9-12 Entering/Beginning

<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 1 (Basic) Units 6-12 Grades 9-12 (Entering/Beginning)
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., 1.1.12profCR3a).	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. 1.3.E.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.16a).	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., NJSLA.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><u>Unit 6 - Welcome Home!</u></p> <ul style="list-style-type: none"> ● Family ● Rooms in a House ● Household Objects ● Mathematics ● Give Information ● Ask and Answer Questions ● Present Tense Verbs (<i>have, has</i>) ● Plural Nouns ● Phonics (Long Vowels) ● Comprehension (Relate Main Idea and Details; main-idea diagram) ● Sentences ● Questions and Answers ● Family Album ● Mathematics (fractions, decimals, and percents) <p><u>Unit 7 - Pack Your Bags!</u></p> <ul style="list-style-type: none"> ● Landforms and Transportation ● Weather and Clothing ● Diagrams ● Give and Carry Out Commands ● Describe Places ● Give Information ● Commands 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● How can you give or carry out a command? ● How can you describe specific places? ● How can you express your feelings? ● Why is geography important? ● How can sensory adjectives add to a description? ● How can you give an opinion? ● How can you make a suggestion?
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- Verbs (*can*)
- Proper Nouns
- Phonics (Long Vowels: *ai, ay; ee, ea; oa, ow*)
- Comprehension (Classify; concept map)
- Sentences
- Postcard
- Class Travel Book
- Science (water cycle)

Unit 8 - Friend to Friend

- Feelings
- Graphs
- Describe Actions
- Express Feelings
- Regular Past Tense Verbs
- Irregular Past Tense Verbs (*was, were*)
- Negative Sentences and Contractions with *not*
- Possessive Nouns
- Verb Ending: *-ed*
- Comprehension (Identify Cause and Effect; cause-and-effect chart)
- Sentences
- Friendship Book
- Mathematics (bar graphs)

Unit 9 - Let's Celebrate

- Actions
- Country Words
- Geography
- Ask and Answer Questions
- Describe People
- Adverbs
- Present Progressive Verbs
- Phrases with *like to* and *want to*
- Verb Ending: *-ing*
- Comprehension (Classify; concept map); (Identify Details)
- Sentences
- Description
- Celebration Poster
- Social Studies (maps)

Unit 10 - Here to Help

- Time
- Local Government
- Tell What May Happen
- Verbs (*may, might, could*)
- Phrases with *have to* and *need to*
- Possessive Pronouns
- Long Vowels
- Comprehension (Identify Cause and Effect; cause-and-effect chart)
- Sentences Captions
- Job Advertisement

ESL 9-12 Entering/Beginning

<ul style="list-style-type: none"> • Social Students (local government) <p><u>Unit 11 - Make a Difference!</u></p> <ul style="list-style-type: none"> • Directions Words • Civil Rights • Data Displays • Give Information • Express Wants and Feelings • Irregular Past Tense Verbs • Prepositions • R-controlled Vowels • Comprehension (Identify Sequence; time line); (Classify Information) • Directions • Charts • Personal Narrative in a Mandala • Mathematics (table and circle graph) <p><u>Unit 12 - Our Living Planet</u></p> <ul style="list-style-type: none"> • Opinion Words • Animals, Plants, and Habitats • Graphs • Give Opinions • Describe Places • Make a Suggestion • Sensory Adjectives • Verbs (<i>must, should</i>) • Multisyllabic Words • Comprehension (Identify Sequence; data chart, time line); (Identify Details); (Cause and Effect) • Opinions • Description • Fact-and-Opinion Poster • Science and Mathematics (line graphs) 	
<p><u>Content:</u></p> <p>Family</p> <p>Rooms in a House</p> <p>Household Objects</p> <p>Plural Nouns</p> <p>Pronunciation</p> <p>Mathematics (fractions, decimals, percents)</p> <p>Landforms</p> <p>Weather</p> <p>Transportation</p> <p>Clothing</p> <p>Verbs</p> <p>Habitats</p> <p>Proper Nouns</p> <p>Diagrams</p> <p>Cycles</p> <p>Regular Past Tense Verbs</p> <p>Feelings</p> <p>Irregular Past Tense Verbs</p> <p>Negative Sentences</p>	<p><u>Skills(Objectives):</u></p> <p>Respond to a visual image</p> <p>Relate to personal experience</p> <p>Preview</p> <p>Build background</p> <p>Make inferences</p> <p>Generate ideas</p> <p>Role-play</p> <p>Listen actively</p> <p>Repeat spoken language (echo reading)</p> <p>Recite</p> <p>Give information</p> <p>Activate prior knowledge</p> <p>Identify title and author</p> <p>Represent English sounds in print</p> <p>Listen to a book</p> <p>Identify details that support a main idea</p> <p>Predict words</p> <p>Identify words</p> <p>Use graphic organizers</p>

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<p>Contractions with <i>not</i></p> <p>Possessive Nouns</p> <p>Graphs</p> <p>Adverbs</p> <p>Present Progressive Verbs</p> <p>Country Words</p> <p>Action Verbs</p> <p>Geography</p> <p>Community Workers</p> <p>Time</p> <p>Possessive Pronouns</p> <p>Local Government</p> <p>Helping Others</p> <p>Irregular Past Tense Verbs</p> <p>Direction Words</p> <p>Civil Rights</p> <p>Data Displays</p> <p>Animals</p> <p>Modals</p> <p>Plants</p> <p>Sensory Adjectives</p>	<p>Recognize high frequency words</p> <p>Build oral vocabulary</p> <p>Develop phonemic awareness</p> <p>Use word patterns to decode words</p> <p>Identify plural endings (-s, -es)</p> <p>Decode words with endings</p> <p>Make predictions</p> <p>Retell</p> <p>Ask and write questions</p> <p>Solve problems</p> <p>Plan</p> <p>Generate and organize ideas</p> <p>Self-Assess</p> <p>Draw conclusions</p> <p>Classify</p> <p>Give and carry out commands</p> <p>Describe places</p> <p>Use text features (photos, captions, labels)</p> <p>Identify exclamations and statements</p> <p>Set a purpose for reading</p> <p>Identify steps in a process</p> <p>Make inferences</p> <p>Express feelings</p> <p>Demonstrate non-verbal communication</p> <p>Describe actions</p> <p>Identify dialogue</p> <p>Identify cause and effect</p> <p>Read aloud a story (choral reading)</p> <p>Conduct a survey</p> <p>Use text structures (bar graphs)</p> <p>Write captions</p> <p>Describe people</p> <p>Track print (directionality)</p> <p>Identify verb endings</p> <p>Locate information, resources</p> <p>Take Notes</p> <p>Express possibility or probability</p> <p>Express intentions</p> <p>Analyze story elements (characters)</p> <p>Plan and set goals</p> <p>Relate steps in a process</p> <p>Identify visual symbols</p> <p>Express wants and feelings</p> <p>Make judgments</p> <p>Make comparisons</p> <p>Give opinions</p> <p>Use text features (labels)</p> <p>Use graphic organizers (data chart, time line)</p> <p>Recognize syllable types</p> <p>Decode multisyllabic words</p>
<p>Interdisciplinary Connections: Social Studies, Science, Math, Art</p>	

ESL 9-12 Entering/Beginning

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
Ongoing, Informal Assessment
Decoding Progress Check

Other Evidence:

Class participation
Do Now/Warm-ups
Unit tests
Writing Assignments

- Family Album
- Class Travel Book
- Friendship Book
- Celebration Poster
- Job Advertisement
- Personal Narrative
- Fact-and-Opinion Poster
- Sentences
- Labels for a Family Tree
- Questions
- Commands
- Postcard
- Captions
- Answers to Questions
- Description
- Clues
- Plan
- Chart
- Information About People
- Opinions
- Suggestions

Self-Assessment Form
Peer-Assessment Form
Writing Progress Checklist
Portfolio Evaluation Form

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 6 - Welcome Home!

Language Development

- Vocabulary: Family
- Present Tense Verbs: *have* and *has*
- Vocabulary: Rooms in a House
- Vocabulary: Household Objects

Language and Literacy

- Read and Think Together: Main Idea and Details
- "Families" (Photo Essay)
- Words to Know
- Reading and Spelling: long vowels (*a, i, o, u*)
- Read on Your Own: Main Ideas and Details
- "When We Came to Wisconsin" (Realistic Fiction)

Resources:

National Geographic LIFT Series
Unit 6 - Welcome Home!
High Point Textbook "Basic" (p.114-127)
High Point Language and Literacy Student Book (p.114-127)
High Point Language Skills Practice Book (p.69-73)
High Point Language Reading Skills Practice Book (p.58-61)
High Point Listen and Learn Audio
Theme Book *Families* (*The Basics Bookshelf*)
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 6 Test),
Writing Assessment, Self-Assessment
High Point Teacher's Edition (p.T114a-T127)
"In My Family"
"This Is My House"
"Houses and Homes"
"Homes Are For Living"
"Knock Knock"

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<ul style="list-style-type: none"> • Plural Nouns <p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Mathematics: Fractions, Decimals, and Percents <p><u>Unit 7 - Pack Your Bags!</u></p> <p><u>Language Development</u></p> <ul style="list-style-type: none"> • Commands • Vocabulary: Landforms and Transportation • Vocabulary: Weather and Clothing • Verbs: <i>can</i> <p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Read and Think Together: Classify • "Explore!" (Travel Essay) • Words to Know • Reading and Spelling: long vowels (<i>ai, ay; ee, ea; oa, ow</i>) • Read on Your Own: Classify • "Explore a Wetland" (Science Article) • Capitalization: Proper Nouns <p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Science: Cycles; Diagrams <p><u>Unit 8 - Friend to Friend</u></p> <p><u>Language Development</u></p> <ul style="list-style-type: none"> • Regular Past Tense Verbs • Vocabulary: Feelings • Irregular Past Tense Verbs: <i>was</i> and <i>were</i> • Negative Sentences and Contractions with <i>not</i> <p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Read and Think Together: Cause and Effect • "Friends Are Like That" (Fictional Journal) • Words to Know • Reading and Spelling: verb ending (<i>-ed</i>) • Read on Your Own: Cause and Effect • "Eva's Lesson" (Realistic Fiction) • Possessive Nouns <p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Mathematics: Bar Graphs <p><u>Unit 9 - Let's Celebrate!</u></p> <p><u>Language Development</u></p> <ul style="list-style-type: none"> • Adverbs • Present Progressive Verbs • Vocabulary: Country Words • Phrases with <i>like to</i> and <i>want to</i> <p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Read and Think Together: Classify • "Let's Dance" (Photo Essay) • Words to Know • Reading and Spelling: verb ending (<i>-ing</i>) • Read on Your Own: Details • "Dance to Celebrate" (Social Studies Article) 	<p><u>Unit 7 - Pack Your Bags!</u></p> <p>High Point Textbook "Basic" (p.128-141)</p> <p>High Point Language and Literacy Student Book (p.128-141)</p> <p>High Point Language Skills Practice Book (p.74-79)</p> <p>High Point Language Reading Skills Practice Book (p.62-66)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>Explore! (The Basics Bookshelf)</i></p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 7 Test), Writing Assessment, Self-Assessment</p> <p>High Point Newsletter 3 (Home-school connections)</p> <p>High Point Teacher's Edition (T.128a-T141)</p> <p>"Deserts"</p> <p>"Hide and Seek"</p> <p>"Weather Words and What They Mean"</p> <p>"On the Go"</p> <p>"Road Adventures USA"</p> <p><u>Unit 8 - Friend to Friend</u></p> <p>High Point Textbook "Basic" (p.142-155)</p> <p>High Point Language and Literacy Student Book (p.142-155)</p> <p>High Point Language Skills Practice Book (p.80-85)</p> <p>High Point Language Reading Skills Practice Book (p.67-70)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>Friends Are Like That (The Basics Bookshelf)</i></p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 8 Test), Writing Assessment, Self-Assessment</p> <p>High Point Teacher's Edition (p.T142a-T155)</p> <p>"The Bracelet"</p> <p>"The Leaving Morning"</p> <p>"Voices of the Heart"</p> <p>"The Giving Tree"</p> <p>"The Journey of Natty Gann"</p> <p><u>Unit 9 - Let's Celebrate</u></p> <p>High Point Textbook "Basic" (p.156-169)</p> <p>High Point Language and Literacy Student Book (p.156-169)</p> <p>High Point Language Skills Practice Book (p.86-90)</p> <p>High Point Language Reading Skills Practice Book (p.71-73)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>Let's Dance! (The Basics Bookshelf)</i></p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 9 Test), Writing Assessment, Self-Assessment</p> <p>High Point Teacher's Edition (p.T156a-T169)</p> <p>"Celebrations of Light"</p> <p>"Dance"</p>
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ESL 9-12 Entering/Beginning

<p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Social Studies: World Cultures; Maps <p><u>Unit 10 - Here to Help</u></p> <p><u>Language Development</u></p> <ul style="list-style-type: none"> • Verbs: <i>may, might, and could</i> • Vocabulary: Time • Phrases with <i>have to</i> and <i>need to</i> • Possessive Pronouns <p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Read and Think Together: Cause and Effect • "Power Out!" (Realistic Fiction) • Words to Know • Reading and Spelling: long vowels (<i>ie, igh, ui, ue</i>) • Read on Your Own: Cause and Effect • "Hot Crumbs Cause Fire" (Newspaper Article) <p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Social Studies: Local Government <p><u>Unit 11 - Make a Difference!</u></p> <p><u>Language Development</u></p> <ul style="list-style-type: none"> • Irregular Past Tense Verbs • Vocabulary: Directions Words • Vocabulary: Civil Rights • Irregular Past Tense Verbs <p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Read and Think Together: Sequence • "Who Was Martin Luther King, Jr.?" (Biography) • Words to Know • Reading and Spelling <i>r</i>-controlled vowels • Read on Your Own: Classify Information • "Kids Are Helping Kids" (Biographies) <p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Mathematics; U.S. Elections; Tables and Circle Graphs <p><u>Unit 12 - Our Living Planet</u></p> <p><u>Language Development</u></p> <ul style="list-style-type: none"> • Vocabulary: Opinion Words • Vocabulary: Animals and Habitats • Vocabulary: Plants and Habitats • Sensory Adjectives <p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Read and Think Together: Sequence • "Rachel Carson" (Biography) • Words to Know • Reading and spelling: <i>r</i>-controlled syllable types • Read on Your Own: Details, Cause and Effect 	<p>"Ayu and the Perfect Moon"</p> <p>"Nine O'Clock Lullaby"</p> <p>"Up, Up and Away"</p> <p><u>Unit 10 - Here to Help</u></p> <p>High Point Textbook "Basic" (p.170-183)</p> <p>High Point Language and Literacy Student Book (p.170-183)</p> <p>High Point Language Skills Practice Book (p.91-95)</p> <p>High Point Language Reading Skills Practice Book (p.74-76)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>Power Out! (The Basics Bookshelf)</i></p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 10 Test), Writing Assessment, Self-Assessment</p> <p>High Point Newsletter 4 (Home-school connections)</p> <p>High Point Teacher's Edition (p.T170a-T183)</p> <p>"Emergency!"</p> <p>"Make a Tune"</p> <p>"A Road Might Lead to Anywhere"</p> <p>"Coaches"</p> <p><u>Unit 11 - Make a Difference!</u></p> <p>High Point Textbook "Basic" (p.184-197)</p> <p>High Point Language and Literacy Student Book (p.184-197)</p> <p>High Point Language Skills Practice Book (p.96-100)</p> <p>High Point Language Reading Skills Practice Book (p.77-80)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>Who Was Martin Luther King, Jr.? (The Basics Bookshelf)</i></p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 11 Test), Writing Assessment, Self-Assessment</p> <p>High Point Teacher's Edition (p.T184a-T197)</p> <p>"I Am Rosa Parks"</p> <p>"Happy Birthday, Martin Luther King"</p> <p>"Behind the Mask"</p> <p>"Oh, Freedom!"</p> <p><u>Unit 12 - Our Living Planet</u></p> <p>High Point Textbook "Basic" (p.198-211)</p> <p>High Point Language and Literacy Student Book (p.198-211)</p> <p>High Point Language Skills Practice Book (p.101-105)</p> <p>High Point Language Reading Skills Practice Book (p.81-83)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>Rachel Carson (The Basics Bookshelf)</i></p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 12 Test), Writing Assessment, Self-Assessment</p> <p>High Point Teacher's Edition (p.T198a-T211)</p> <p>"Common Ground: The Water, Earth, and Air We Share"</p> <p>"Where the Forest Meets the Sea"</p> <p>"Hairy, Scary, Ordinary"</p> <p>"Beast Feast"</p>
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<ul style="list-style-type: none"> • “Animals in the Wild” (Science Article) <p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Science and Mathematics: Endangered Animals • Line Graphs 	<p>“The World of Nature”</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 1 (Basic) Units 13-15 Grades 9-12 (Entering/Beginning)

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., 1.1.12profCR3a).	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. 1.3.E.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.16a).	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.

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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.
<u>Central Idea/Enduring Understanding:</u> <u>Unit 13 - Past and Present</u> <ul style="list-style-type: none">• History and Historical Records• U.S. Government• Have a Discussion• Make Comparisons• Nouns• Present and Past Tense Verbs• Object Pronouns• Phonics (Words with y)• Comprehension (Make Comparisons; comparison chart)• Comparisons• Letter• Comparison Poster• Social Studies (U.S. Government) <u>Unit 14 - Tell Me More</u> <ul style="list-style-type: none">• Story Elements• Opposites• Phrases for Time and Places• Ask for and Give Advice• Ask for and Accept a Favor• Describe Actions• Prepositions• Commands• Diphthongs and Variant Vowels• Comprehension (Story Elements; Characters; character map; Setting; Plot)• Notes• Commands• Story Endings• Language Arts (myths) <u>Unit 15 - Personal Best</u> <ul style="list-style-type: none">• The Body• Sports• Ask for and Give Information• Express Thanks• Present Tense Verbs• Pronouns• Phonics (Variant Vowels and Consonants)• Comprehension (Relate Main Idea and Details; main-idea diagram)• Facts• Thank-You Speech• Paragraph for a Healthy-Habits Book• Language Arts (how to build a paragraph)		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none">• How can you start and end a discussion?• What types of things can be compared?• How does the U.S. government work?• How can you ask for advice?• How can you give advice?• How can you ask for a favor?• How can you do a favor?• What are the parts of the body?• How can you thank someone?
<u>Content:</u> Graphs Animals	<u>Skills(Objectives):</u> Interpret a visual image Preview; build background	

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<p>Habitats Facts and Opinions History Nouns Present and Past Tense Verbs Object Pronouns Words about World War II U.S. Government Story Elements Opposites Phrases for Times and Places Prepositions Commands Words with Diphthongs and Variant Vowels Myths Story ending The Body Sports Pronouns</p>	<p>Use visuals Make inferences Relate to personal experience Relate events in a sequence Listen actively Repeat spoken language (echo reading) Have a discussion Make comparisons Give information Activate prior knowledge Listen to a book Form opinions Participate in a discussion Read aloud in a book (Choral reading) Predict words Track print Use graphic organizers (comparison chart) Recognize high frequency words Build oral vocabulary Develop phonemic awareness Associate sounds and symbols Blend sounds to decode words Identify noun endings Decode words with endings Recite Read a selection Set a purpose for reading Paraphrase Identify details Plan; generate and organize ideas Self-Assess Role-play Ask for and give advice Ask for and accept a favor Describe actions Give and carry out commands Identify quotation marks Identify indentation of paragraphs Identify character traits Dramatize Identify words Retell a story Use graphic organizers (character map) Describe a character Make, confirm, and revise predictions Use graphic organizers (storyboard) Conduct an experiment Express thanks Relate main ideas and details Use graphic organizers (main idea and detail diagram)</p>
<p><u>Interdisciplinary Connections:</u> Social Studies, Science, Health</p>	

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Stage 2: Assessment Evidence

Performance Task(s):

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

Other Evidence:

Class participation
Do Now/Warm-ups
Unit tests
Writing Assignments

- Time Line
- Sentences
- Comparisons
- Paragraph
- Letter
- Comparison Poster
- New Story Ending
- Class Book on Healthy Habits
- Sentences with Advice
- Notes
- Description
- Story Ending
- Facts
- Thank-You Speech
- Giving Information
- Paragraph for a Health-Habits Book

Self-Assessment Form
Peer-Assessment Form
Writing Progress Checklist
Portfolio Evaluation Form

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 13 - Past and Present

Language Development

- Vocabulary: History
- Vocabulary: Historical Records
- Nouns
- Present and Past Tense Verbs
- Object Pronouns

Language and Literacy

- Read and Think Together: Comparisons
- "The Children We Remember" (Historical Account)
- Words to Know
- Reading and Spelling: words with y
- Read on Your Own: Comparisons
- "Kidworks for Peace" (Web Page)

Language Across the Curriculum

- Success in Social Studies: U.S. Government

Unit 14 - Tell Me More

Language Development

- Vocabulary: Story Elements
- Vocabulary: Opposites
- Vocabulary: Phrases for Time and Places

Resources:

National Geographic LIFT Series
Unit 13 - Past and Present
High Point Textbook "Basic" (p.212-227)
High Point Language and Literacy Student Book (p.212-227)
High Point Language Skills Practice Book (p.106-110)
High Point Language Reading Skills Practice Book (p.84-87)
High Point Listen and Learn Audio
Theme Book *The Children We Remember (The Basic Bookshelf)*
High Point Letter Tiles
High Point Language Acquisition Assessment (Unit 13 Test), Writing Assessment, Self-Assessment
High Point Newsletter 5 (Home-school connections)
High Point Teacher's Edition (p.T212a-T227)
"Baseball Saved Us"
"The Flag We Love"
"The Butterfly"
"My Fellow Americans," "The Bicycle Man"
Unit 14 - Tell Me More
High Point Textbook "Basic" (p.228-241)
High Point Language and Literacy Student Book (p.228-241)
High Point Language Skills Practice Book (p.111-115)
High Point Language Reading Skills Practice Book (p.88-91)

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<ul style="list-style-type: none"> • Commands <p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Read and Think Together: Characters • “The Eagles and the Moon Gold” (Fable) • Words to Know • Reading and Spelling: diphthongs and variant vowels • Read on Your Own: Story Elements • “A Chill in the Air” (Realistic Fiction) <p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Language Arts: Myths; Characters, Setting, and Plot <p><u>Unit 15 - Personal Best</u></p> <p><u>Language Development</u></p> <ul style="list-style-type: none"> • Vocabulary: The Body • Present Tense Verbs • Vocabulary: Sports • Pronouns <p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Read and Think Together: Main Idea and Details • “Body Works” (Science Essay) • Words to Know • Reading and Spelling: variant vowels and consonants • Read on Your Own: Main Idea and Details • “Summer Games Are a Big Hit” (Newspaper Article) <p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Language Arts: How to Build a Paragraph 	<p>High Point Listen and Learn Audio</p> <p>Theme Book <i>The Eagle and the Moon Gold (The Basics Bookshelf)</i></p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 14 Test), Writing Assessment, Self-Assessment</p> <p>High Point Teacher’s Edition (p.T228a-T241)</p> <p>“Cinder-Elly”</p> <p>“Seven Blind Mice”</p> <p>“Hoop Dancers”</p> <p>“The Fox in the Moon”</p> <p>“The Princess and the Pea”</p> <p><u>Unit 15 - Personal Best</u></p> <p>High Point Textbook “Basic” (p.242-255)</p> <p>High Point Language and Literacy Student Book (p.242-255)</p> <p>High Point Language Skills Practice Book (p.116-120)</p> <p>High Point Language Reading Skills Practice Book (p.92-95)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>Body Works (The Basic Bookshelf)</i></p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 15 Test), Writing Assessment, Self-Assessment</p> <p>High Point Teacher’s Edition (p.T242a-T255)</p> <p>“Wilma Unlimited”</p> <p>“For the Love of the Game”</p> <p>“Sports”</p> <p>“My Soccer Book”</p> <p>“100 Unforgettable Moments in the Summer Olympics”</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)

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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: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: High Level 1 (Basic) Units 16-18 Grades 9-12 (Entering/Beginning)
Stage 1: Desired Results
Standards & Indicators: WIDA ELD Standards <ul style="list-style-type: none"> ● 1: Social & Instructional Language <ul style="list-style-type: none"> ○ ELD-SI.4-12.Narrate

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- 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
 - ELD-LA.9.12.Argue.Interpretive. Interpret language arts arguments by

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- 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
 - Comparing reasoning and claims based on evidence from competing arguments or design solutions

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- 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.
 - 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.

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- 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.
- 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

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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.
- 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.

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

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- 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., 1.1.12profCR3a).	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. 1.3.E.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.16a).	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., NJLSA.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><u>Unit 16 - This Land Is Our Land</u></p> <ul style="list-style-type: none"> ● American History ● Landforms and Bodies of Water ● Geography ● Ask and Answer Questions ● Give Directions ● Questions with <i>How?</i> and <i>Why?</i> ● Capitalization (Proper Nouns; geographical names) ● Multisyllabic Words ● Comprehension (Classify; category chart; concept map) ● Questions and Answers ● Directions ● Biographical Sketch ● Social Studies (regions of the U.S.) <p><u>Unit 17 - Harvest Time</u></p> <ul style="list-style-type: none"> ● Farming ● At the Restaurant ● Plants ● Buy or Sell an Item ● Give information ● Order an item ● Questions with <i>How many?</i> and <i>How much?</i> 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● What are different ways to ask a question? ● What is a biography? ● What are the major regions of the United States? ● How do you order food at a restaurant? ● How do you buy an item? ● How do you sell an item? ● How do you show that you agree or disagree?
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ESL 9-12 Entering/Beginning

<ul style="list-style-type: none"> • Sensory Adjectives • Suffixes (-ly, -y, -less, -ful) • Prefixes (un-, re-) • Comprehension (Make Comparisons; comparison chart; concept map) • Questions and Answers • Crop Comparison Report • Science (plants) <p><u>Unit 18 - Superstars</u></p> <ul style="list-style-type: none"> • Idioms • Space • Agree and Disagree • Give Information • Future Tense Verbs • Verb Tense Review (present, past, future) • Contractions • Multisyllabic Words • Comprehension (Relate Goal and Outcome; goal-and-outcome map) • Opinions • Description • Diamante Poem • Science (outer space) 	
<p>Content:</p> <p>Geography American History Questions (<i>Who?</i>, <i>What?</i>, <i>When?</i>, and <i>Where?</i>) Questions (<i>How?</i> and <i>Why?</i>) Landforms Bodies of Water Directions Proper Nouns People Words Farming Questions (<i>How many?</i> and <i>How much?</i>) Restaurant Words Sensory Adjectives Crops Plants Stars Idioms Future Tense Verbs Contractions with <i>will</i> Space Verb Tenses The Solar System Multisyllabic Words</p>	<p>Skills(Objectives):</p> <p>Listen actively Interpret a visual image Preview; build background Generate ideas Repeat spoken language (echo reading) Recite Ask and answer questions Give directions Give information Use text structures (maps) Listen to a book Classify Track print Identify words Use graphic organizers (category chart) Recognize high frequency words Build oral vocabulary Develop phonemic awareness Divide words into syllables Decode multisyllabic words Read a selection Answer questions Set a purpose for reading Adjust reading rate Listen to an article Use text structures and features (maps, symbols, photographs) Identify details Summarize Relate to personal experience</p>

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	Plan; generate and organize ideas Self-Assess Gather information Take notes Locate resources Relate steps in a process Buy or sell an item Order an item Make comparisons Predict words Use graphic organizer (comparison chart) Read a selection Compare texts Identify steps in a process Use the research process Agree and disagree Relate goal and outcome Retell a story Identify details
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Interdisciplinary Connections:

Social Studies, Geography, Science, Art

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
 Ongoing, Informal Assessment
 Decoding Progress Check

Other Evidence:

Class participation
 Do Now/Warm-ups
 Unit tests
 Writing Assignments

- Biographical Sketch
- Crop Report
- Diamante Poem
- Questions and Answers
- Directions
- Sentences
- Postcard
- Paragraph (biographical sketch)
- Restaurant Order
- Description
- Crop Comparisons
- Report
- Captioned Drawing
- Opinions
- Give Information

 Self-Assessment Form
 Peer-Assessment Form
 Writing Progress Checklist
 Portfolio Evaluation Form

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 16 - This Land Is Our Land
Language Development

- Vocabulary: American History

Resources:

National Geographic LIFT Series
Unit 16 - This Land Is Our Land
 High Point Textbook "Basic" (p.256-269)

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<ul style="list-style-type: none"> • Questions with <i>How?</i> and <i>Why?</i> • Vocabulary: Landforms and Bodies of Water • Capitalization: Proper Nouns <p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Read and Think Together: Classify • “All Across America” (Song) • Words to Know • Reading and Spelling: multisyllabic words • Read on Your Own: Classify • “Deep Canyon” (Travel Article) <p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Social Studies: Regions of the U.S.; Maps <p><u>Unit 17 - Harvest Time</u></p> <p><u>Language Development</u></p> <ul style="list-style-type: none"> • Questions: <i>How many?</i> and <i>How much?</i> • Vocabulary: Farming • Vocabulary: At the Restaurant • Sensory Adjectives <p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Read and Think Together: Comparisons • “Crops” (Informational Text) • Words to Know • Reading and Spelling: prefixes and suffixes • Read on Your Own: Comparisons • “Many Places to Plant a Plant” (Informational Text) <p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Science: Plants <p><u>Unit 18 - Superstars</u></p> <p><u>Language Development</u></p> <ul style="list-style-type: none"> • Vocabulary: Idioms • Future Tense Verbs and Contractions • Vocabulary: Space • Verb Tenses: Present, Past, Future <p><u>Language and Literacy</u></p> <ul style="list-style-type: none"> • Read and Think Together: Goal and Outcome • “Sunny and Moonshine” (Fantasy) • Words to Know • Reading and Spelling: multisyllabic words • Read on Your Own: Goal and Outcome • “Fifth Moon’s Story” (Legend) <p><u>Language Across the Curriculum</u></p> <ul style="list-style-type: none"> • Success in Science: Space 	<p>High Point Language and Literacy Student Book (p.256-269)</p> <p>High Point Language Skills Practice Book (p.121-125)</p> <p>High Point Language Reading Skills Practice Book (p.96-99)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>All Across America</i> (<i>The Basics Bookshelf</i>)</p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 16 Test), Writing Assessment, Self-Assessment</p> <p>High Point Newsletter 6 (Home-school connections)</p> <p>High Point Teacher’s Edition (p.T256a-T269)</p> <p>“Grandfather’s Journey”</p> <p>“My Fellow Americans”</p> <p>“Geography from A to Z”</p> <p>“American the Beautiful”</p> <p>“Honest Abe”</p> <p><u>Unit 17 - Harvest Time</u></p> <p>High Point Textbook “Basic” (p.270-283)</p> <p>High Point Language and Literacy Student Book (p.270-283)</p> <p>High Point Language Skills Practice Book (p.126-130)</p> <p>High Point Language Reading Skills Practice Book (p.100-104)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>Crops</i> (<i>The Basics Bookshelf</i>)</p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 17 Test), Writing Assessment, Self-Assessment</p> <p>High Point Teacher’s Edition (P.T270a-T283)</p> <p>“Farms,” “Farming”</p> <p>“Corn”</p> <p>“Apples,” “The Milk Makers”</p> <p><u>Unit 18 - Superstars</u></p> <p>High Point Textbook “Basic” (p.284-297)</p> <p>High Point Language and Literacy Student Book (p.284-297)</p> <p>High Point Language Skills Practice Book (p.131-136)</p> <p>High Point Language Reading Skills Practice Book (p.105-109)</p> <p>High Point Listen and Learn Audio</p> <p>Theme Book <i>Sunny and Moonshine</i> (<i>The Basics Bookshelf</i>)</p> <p>High Point Letter Tiles</p> <p>High Point Language Acquisition Assessment (Unit 18 Test), Writing Assessment, Self-Assessment</p> <p>High Point Teacher’s Edition (p.T264a-T297)</p> <p>“The Lost Children”</p> <p>“The Planets”</p> <p>“Postcards from Pluto”</p> <p>“The International Space Station”</p> <p>“My Place in Space”</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
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<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> <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
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,

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			kinesthetic, model), and/or small group instruction for reading/writing 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
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Pacing Guide

Content	Resources	Standards
UNIT 1: High Point Level 1 (Basic) Units Pre-5		
# Days - 50 Numbers and Number Words School Locations Classroom Objects School Tools Greetings and Introductions Telling Time School Subjects Schedules Classroom Activities Shapes Letters Personal Information Library Objects Basic/General School Vocabulary Sports Parts of the Body Sickness and Injury Feeling Words Food Money Science Materials and Activities Clothing Colors Days of the Week Good-byes Months of the Year Actions Geography Present Tense Verbs Present Tense Action Verbs Adjectives Pronunciation	National Geographic LIFT Series High Point Textbook High Point Vocabulary and Language Development posters High Point Listen and Learn Audio High Point Word Tiles High Point Language Practice Book High Point Reading Practice Book High Point Language Acquisition Assessment and Unit Test High Point Teacher's Edition High Point Language and Literacy Student Book High Point Language Skills Practice Book High Point Reading Skills Practice Book <i>The Basics Bookshelf</i> High Point Letter Tiles High Point Newsletter Writing Assessment Self-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

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UNIT 2: High Point Level 1 (Basic) Units 6-12		
# Days - 70 Family Rooms in a House Household Objects Plural Nouns Pronunciation Mathematics (fractions, decimals, percents) Landforms Weather Transportation Clothing Verbs Habitats Proper Nouns Diagrams Cycles Regular Past Tense Verbs Feelings Irregular Past Tense Verbs Negative Sentences Contractions with <i>not</i> Possessive Nouns Graphs Adverbs Present Progressive Verbs Country Words Action Verbs Geography Community Workers Time Possessive Pronouns Local Government Helping Others Irregular Past Tense Verbs Direction Words Civil Rights Data Displays Animals Modals Plants Sensory Adjectives	National Geographic LIFT Series High Point Textbook High Point Language and Literacy Student Book High Point Language Skills Practice Book High Point Language Reading Skills Practice Book High Point Listen and Learn Audio <i>The Basics Bookshelf</i> High Point Letter Tiles High Point Language Acquisition Assessment Writing Assessment Self-Assessment High Point Teacher's Edition High Point Newsletter	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 3: High Point Level 1 (Basic) Units 13-15		
# Days - 30 Graphs Animals Habitats Facts and Opinions History	National Geographic LIFT Series High Point Textbook "Basic" High Point Language and Literacy Student Book High Point Language Skills Practice Book	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

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Nouns Present and Past Tense Verbs Object Pronouns Words about World War II U.S. Government Story Elements Opposites Phrases for Times and Places Prepositions Commands Words with Diphthongs and Variant Vowels Myths Story ending The Body Sports Pronouns	High Point Listen and Learn Audio <i>The Basic Bookshelf</i> High Point Letter Tiles High Point Language Acquisition Assessment Writing Assessment Self-Assessment High Point Newsletter High Point Teacher's Edition	
UNIT 4: High Point Level 1 (Basic) Units 16-18		
# Days - 30 Geography American History Questions (<i>Who?</i> , <i>What?</i> , <i>When?</i> , and <i>Where?</i>) Questions (<i>How?</i> and <i>Why?</i>) Landforms Bodies of Water Directions Proper Nouns People Words Farming Questions (<i>How many?</i> and <i>How much?</i>) Restaurant Words Sensory Adjectives Crops Plants Stars Idioms Future Tense Verbs Contractions with <i>will</i> Space Verb Tenses The Solar System Multisyllabic Words	National Geographic LIFT Series High Point Textbook "Basic" High Point Language and Literacy Student Book High Point Language Skills Practice Book High Point Language Reading Skills Practice Book High Point Listen and Learn Audio <i>The Basics Bookshelf</i> High Point Letter Tiles High Point Language Acquisition Assessment Writing Assessment Self-Assessment High Point Newsletter High Point Teacher's Edition	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