

# ESL Pacing Guide

## Grade 9-12 Developing

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1 – A Very Unique You	22 days	22 days
MP1	Unit 2 – United, We Stand	23 days	45 days
MP2	Unit 3 – Making Connections	45 days	90 days
MP3	Unit 4 – Communities Count	45 days	135 days
MP4	Unit 5 – Stories to Tell	45 days	180 days

\* Unit Total is inclusive of introduction, instruction, unit assessments, projects, etc. for that particular unit.

\*\* Cumulative Total is a running total, inclusive of prior and current units.

# **Pemberton Township School District**

## **Grade 9-12 ESL**

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

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

##### **WIDA ELP Standards**

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 3: The Language of Mathematics
- 4: The Language of Science
- 5: The Language of Social Studies

##### **NJSLS Grades 9-12 English Language Arts**

- RL.9-10.1, RL.11-12.1
- RL.9-10.2, RL.11-12.2
- RL.9-10.3, RL.11-12.3
- RL.9-10.4, RL.11-12.4
- RL.9-10.5, RL.11-12.5
- RL.9-10.6, RL.11-12.6
- RL.9-10.10, RL.11-12.10
- RI.9-10.1, RI.11-12.1
- RI.9-10.2, RI.11-12.2
- RI.9-10.3, RI.11-12.3
- RI.9-10.4, RI.11-12.4
- RI.9-10.5, RI.11-12.5
- RI.9-10.6, RI.11-12.6
- RI.9-10.10, RI.11-12.10
- W.9-10.2(A,B,C,D,E,F), W.11-12.2(A,B,C,D,E,F)
- W.9-10.3(A,B,C,D,E), W.11-12.3(A,B,C,D,E)
- W.9-10.4, W.11-12.4
- W.9-10.5, W.11-12.5
- W.9-10.6, W.11-12.6
- W.9-10.10, W.11-12.10
- SL.9-10.1(A,B,C,D), SL.11-12(A,B,C,D)
- SL.9-10.2, SL.11-12.2
- SL.9-10.3, SL.11-12.3
- SL.9-10.4, SL.11-12.4
- SL.9-10.5, SL.11-12.5
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)

# **Pemberton Township School District**

## **Grade 9-12 ESL**

### **Standards & Indicators:**

- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)
- L.9-10.5(A,B), L.11-12(A,B)
- L.9-10.6, L.11-12.6

### **NJCCCS Technology**

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1
- 8.1.12.A.3
- 8.1.8.C.1

### **NJSLS 21<sup>st</sup> Century Life and Careers**

- CRP1.
- CRP2.
- CRP3.
- CRP4.
- CRP11.

### **NJSLS Grades 9-12 Social Studies**

- 6.1.B

# Pemberton Township School District

## Grade 9-12 ESL

### Central Idea / Enduring Understanding:

Students will understand that...

#### **Discover Yourself**

- As we grow older, we discover new things about ourselves, our dreams, and our goals.

#### **Many Kinds of Smart**

- We have our special ways of learning and expressing ourselves.

#### **Pulling Together**

- When people pull together to get the job done, that's called teamwork.

#### **Count on Me**

- Sometimes, our lives depend on being able to count on others.

### Essential/Guiding Question:

- What is identity?
- Can identity ever change?
- How can new experiences bring new discoveries?
- What are ways of learning about ourselves?
- How do you express yourself?
- What do you do well?
- What is hard for you?
- How could you get better at the things that are hard for you?
- Why is it important for every person to have a skill?
- What are some ways we cooperate with others?
- What happens when we do not cooperate with others?
- How do teammates work together to get a job done?
- Why is it important for every team member to do his or her part?
- When is working as a team easier than working alone?
- In what ways do people count on other people to survive?
- In what ways do people and animals count on each other to survive?

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**Grade 9-12 ESL**

**Essential/Guiding Question:**

- How are our lives made better when we have others that we can count on?

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## Grade 9-12 ESL

### Content:

- Identity (unique, discover, dreams, goals)
- Color Words
- Foods
- Character Traits
- Values
- Describing Words
- People Words
- Present Tense Verbs
- Adjectives
- Math (circle graph, percent)
- Hobbies
- Character Traits
- Free-verse poem
- Question words
- Interviews
- Nouns
- Questions
- Statements
- Geography (country, continent, ocean)
- Directions (north, south, east, west)

### Skills (Objectives):

- Engage in discussion
- Interpret a visual image
- Make comparisons
- Preview
- Build background
- Use graphic organizers (mind map)
- Role-play
- Respond to a photograph
- Relate to a personal experience
- Use graphic organizers (chart)
- Generate ideas
- Listen actively
- Recite
- Describe people
- Classify
- Use graphic organizers (word chart)
- Activate prior knowledge
- Use graphic organizers (circle graph)
- Relate words
- Listen to a preview

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## Grade 9-12 ESL

### Content:

- Careers
- Multiple Intelligences
- Words About Intelligence
- Drama (plays, sets, actors)
- Math (measure, estimate, distance, angles)
- Articles
- Careers (teacher, mechanic, doctor, reporter)
- Math (calculate, percentage, graph)
- Shapes
- Proper Adjectives
- Common and Proper Nouns
- Shapes (geometric, circle, rectangle, square, triangle)
- Rhyme
- Rhyme Scheme
- Writing Process
- Peer-conferencing
- Subject-Verb Agreement

### Skills (Objectives):

- Predict
- Read a poem
- Set a purpose for reading
- Use graphic organizers (T-chart)
- Identify details
- Make judgments
- Write sentences
- Express opinions
- Use graphic organizers (Venn diagram)
- Give information
- Locate resources
- Gather information
- Take notes
- Use the Internet
- Ask and answer questions
- Make inferences
- Use graphic organizers (five Ws chart)
- Use graphic organizers (word web)
- Use new words in context
- Use text features (typographical clues)

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**Grade 9-12 ESL**

**Skills (Objectives):**

- Read a selection
- Listen to a selection
- Form opinions
- Draw conclusions
- Identify character's point of view
- Formulate questions
- Explore geography
- Study a news article
- Organize and synthesize information
- Use graphic organizers (concept map)
- Use graphic organizers (bar graph, prediction chart)
- Respond to literature
- Confirm predictions
- Analyze information
- Use graphic organizers (tree diagram)
- Describe a painting
- Use graphic organizers (category chart)
- Relate cause and effect
- Evaluate impact of author's culture on literature



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**Grade 9-12 ESL**

**Skills (Objectives):**

- Identify author's purpose
- Express feelings
- Visualize
- Use text features in poetry
- Paraphrase
- Recite
- Analyze and evaluate information
- Interact with peers
- Self-assess
- Use word-processing software
- Compare and evaluate literature

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## Grade 9-12 ESL

### Stage 2: Assessment Evidence

#### Performance Task(s):

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

#### Other Evidence:

- Class participation
- Do Now/Warm-ups
- Unit tests
- Selection Tests
  - “Discovery”
  - “Could I Ask You a Question?”
  - “Many People, Many Intelligences”
  - “Art Smart”
  - “Teamwork”
  - “Together, We Dream”
  - A Dog You Can Count On”
  - “A Mountain Rescue”
- Writing Assignments
  - Writing That Describes (Descriptive Writing/Poetry)
  - Writing That Informs and Explains (Expository Writing/Summary)
  - Research Poster
  - Questions
  - Venn Diagram
  - Circle Graph
  - Research Report
  - Descriptive (poem)
  - Class Poem
- Interview
- Report
- Describing Game
- Oral Report
- Self-Assessment Form

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**Grade 9-12 ESL**

**Other Evidence:**

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

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## Grade 9-12 ESL

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### **Unit 1 – A Very Unique You**

##### **Theme 1 – Discovery Yourself**

- Build Language and Vocabulary: Describe People
- “Discovery” (Poem; Reading Strategy: Classify Ideas)
- Build Language and Vocabulary: Ask and Answer Questions
- “Could I Ask You a Question?” (Interview; Reading Strategy: Make Comparisons)

##### **Theme 2 – Many Kinds of Smart**

- Build Language and Vocabulary: “Give Information”
- “Many People, Many Intelligences” (Science article; Reading Strategy: Make and Check Predictions)
- Build Language and Vocabulary: Describe Things
- “Art Smart” (Self-portraits; Reading Strategy: Relate Causes and Effects)
- “Just Me” (Poem; Reading Strategy: Read a Rhyming Poem)

#### Resources:

#### **Unit 1 – A Very Unique You**

High Point Textbook (p. 8-65)  
 High Point Language Skills Practice Book (p. 1-31)  
 High Point Listen and Learn Audio  
 Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers  
 High Point Language Acquisition Assessment (Unit 1 Test), Writing Assessment, Self-Assessment  
 High Point Newsletter 1 and 2 (Home-school connections)  
 High Point Teacher’s Edition (p. T8a-T65)  
 Theme Library (“Grandfather’s Journey” and “Just Like Me”)  
 From *The Basics Bookshelf* (“Good News,” “What Is It?, and “I Make Pictures Move”)  
 “Just Like Me”  
 “My Name is Georgia”  
 “Eye on the Wild: A Story About Ansel Adams”  
 “The Straight Line Wonder”  
 “With Open Eyes: Images from the Art Institute of Chicago”  
 “TesselMania! Deluxe”

# Pemberton Township School District

## Grade 9-12 ESL

### Learning Opportunities/Strategies:

#### **Unit 2 – United, We Stand**

##### **Theme 1 – Pulling Together**

- Build Language and Vocabulary: Engage in Discussion
- “Teamwork” (Photo-essay; Reading Strategy: Identify Main Ideas)
- Build Language and Vocabulary: Describe Events
- “Together We Dream” (Poems; Reading Strategy: Visualize)

##### **Theme 2 – Count on Me**

- Build Language and Vocabulary: Give Directions
- “A Dog You Can Count On” (Article; Reading Strategy: Ask Questions and Clarify)
- Build Language and Vocabulary: Ask for and Give Information
- “A Mountain Rescue” (Story; Reading Strategy: Identify Problems and Solutions)

### Resources:

#### **Unit 2 – United, We Stand**

High Point Textbook (p. 66-121)  
 High Point Language Skills Practice Book (p. 32-61)  
 High Point Listen and Learn Audio  
 Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers  
 High Point Language Acquisition Assessment (Unit 2 Test), Writing Assessment, Self-Assessment  
 High Point Newsletter 3 and 4 (Home-school connections)  
 High Point Teacher’s Edition (p. T66a-T121)  
 Theme Library (“Seven Blind Mice” and “My Buddy”) From *The Basics Bookshelf* (“A Year Without Rain,” “Families,” and “More Than a Meal”)  
 “Raising Yoder’s Barn”  
 “All for the Better: A Story of El Barrio”  
 “Ant Cities”  
 “The Three Musketeers”  
 “Sunder” (Film)  
 “It’s Mine!”  
 “Rikki-Tikki-Tavi”  
 “Ten True Animal Rescues”  
 “Julie of the Wolves”  
 “Black Stallion” (Film)

# Pemberton Township School District

## Grade 9-12 ESL

### Differentiation

#### Special Needs/ELL

**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 Supports** (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 clues 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; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

**Materials** (provide taped 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/word processor)

**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)

# Pemberton Township School District

## Grade 9-12 ESL

**Unit Title:** High Point Level A (Unit 3) Grades 9-12 Developing/Expanding

### Stage 1: Desired Results

#### Standards & Indicators:

##### WIDA ELP Standards

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 4: The Language of Science
- 5: The Language of Social Studies

##### NJSLS Grades 9-12 English Language Arts

- RL.9-10.1, RL.11-12.1
- RL.9-10.2, RL.11-12.2
- RL.9-10.3, RL.11-12.3
- RL.9-10.4, RL.11-12.4
- RL.9-10.5, RL.11-12.5
- RL.9-10.6, RL.11-12.6
- RL.9-10.10, RL.11-12.10
- RI.9-10.1, RI.11-12.1
- RI.9-10.2, RI.11-12.2
- RI.9-10.3, RI.11-12.3
- RI.9-10.4, RI.11-12.4
- RI.9-10.5, RI.11-12.5
- RI.9-10.6, RI.11-12.6
- RI.9-10.10, RI.11-12.10
- W.9-10.2(A,B,C,D,E,F), W.11-12.2(A,B,C,D,E,F)
- W.9-10.3(A,B,C,D,E), W.11-12.3(A,B,C,D,E)
- W.9-10.4, W.11-12.4
- W.9-10.5, W.11-12.5
- W.9-10.6, W.11-12.6
- W.9-10.10, W.11-12.10
- SL.9-10.1(A,B,C,D), SL.11-12(A,B,C,D)
- SL.9-10.2, SL.11-12.2
- SL.9-10.3, SL.11-12.3
- SL.9-10.4, SL.11-12.4
- SL.9-10.5, SL.11-12.5
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)

# **Pemberton Township School District**

## **Grade 9-12 ESL**

### **Standards & Indicators:**

- L.9-10.5(A,B), L.11-12(A,B)
- L.9-10.6, L.11-12.6

### **NJCCCS Technology**

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1
- 8.1.12.A.3
- 8.1.8.C.1

### **NJSLS 21<sup>st</sup> Century Life and Careers**

- CRP1.
- CRP2.
- CRP3.
- CRP4.
- CRP11.



# Pemberton Township School District

## Grade 9-12 ESL

### Central Idea / Enduring Understanding:

Students will understand that...

#### **Finding Friendship**

- The qualities that make a true friend are the same around the world and over time.

#### **Across Generations**

- Those who come before us help to make us who we are.

### Essential/Guiding Question:

- What makes a good friend?
- How can you be a good friend to others?
- What does friendship mean to you?
- Why is friendship important?
- How do you make new friends?
- How do you keep friends?
- What are your special talents?
- Who else in your family has talents like yours?
- What are your physical features?
- Who else in your family has features like yours?
- How have earlier generations changed your world?
- How can you change the world for the generations that will follow you?

# Pemberton Township School District

## Grade 9-12 ESL

<u>Content:</u>	<u>Skills (Objectives):</u>
<ul style="list-style-type: none"> <li>• Careers</li> <li>• Family</li> <li>• People</li> <li>• Friendship Words</li> <li>• Past Tense Verbs</li> <li>• Fable</li> <li>• Actions</li> <li>• Dialogue</li> <li>• Present Tense Verbs</li> <li>• Words About Story Writing (plot, characters, solution)</li> <li>• Characterization</li> <li>• Illustrated Fable</li> <li>• Map</li> <li>• Biography</li> <li>• Verb + Infinitive</li> <li>• Personal Narrative</li> <li>• Irregular Past Tense Verbs</li> <li>• Setting</li> <li>• Linking Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in discussion</li> <li>• Respond to photographs</li> <li>• Interpret visual images</li> <li>• Classify</li> <li>• Predict</li> <li>• Preview</li> <li>• Build background</li> <li>• Use graphic organizers (mind map)</li> <li>• Role-play</li> <li>• Relate to personal experience</li> <li>• Use graphic organizers (chart)</li> <li>• Generate ideas</li> <li>• Listen actively</li> <li>• Express feelings</li> <li>• Use graphic organizers (flow chart, concept map)</li> <li>• Make inferences</li> <li>• Relate a sequence of events</li> <li>• Use words in context</li> <li>• Identify sequence</li> </ul>

# Pemberton Township School District

## Grade 9-12 ESL

### Content:

- Autobiography
- Setting
- Point of View
- Family (ancestors, grandmother, grandfather, mother)
- Family Words
- Feelings (honor, respect, admire)
- Art (colors, patterns, drawing, painting, color theory, landscapes, shapes)
- Context Clues
- Rhyme
- Rhythm
- Repetition
- Words About Features
- Demonstrative Pronouns
- Negative Sentences
- Genetics (genes, heredity, dominant, recessive)
- Writing Process
- Peer-conferencing

### Skills (Objectives):

- Listen to a preview
- Read a selection
- Listen to a selection
- Set a purpose for reading
- Use graphic organizers (sequence chain)
- Identify details
- Form opinions
- Respond to literature
- Use graphic organizers (storyboard)
- Identify author's purpose
- Ask for and give advice
- Describe actions
- Use graphic organizers (story map)
- Gather information
- Take notes
- Use a map
- Use the Internet
- Activate prior knowledge
- Relate words
- Make comparisons

**Pemberton Township School District**  
**Grade 9-12 ESL**

**Skills (Objectives):**

- Read a poem
- Listen to a poem
- Express likes and dislikes
- Use graphic organizers (concept chart)
- Relate main idea and details
- Use graphic organizers (tree diagram)
- Analyze information
- Draw conclusions
- Conduct an interview
- Paraphrase
- Describe a visual image
- Use graphic organizers (reflection log)
- Identify cause and effect
- Use graphic organizers (cause and effect)
- Organize and synthesize information
- Use search engines
- Evaluate and select appropriate media for presentations
- Use text features in poetry
- Identify character's motive

**Pemberton Township School District**  
**Grade 9-12 ESL**

**Skills (Objectives):**

- Evaluate impact of literary devices on meaning
- Use graphic organizers (observation and data chart)
- Use text features in nonfiction
- Connect new information to known
- Visualize
- Interact with peers
- Self-assess
- Use word-processing software

# Pemberton Township School District

## Grade 9-12 ESL

### Stage 2: Assessment Evidence

#### Performance Task(s):

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

#### Other Evidence:

- Class participation
- Do Now/Warm-ups
- Unit tests
- Selection Tests
  - “The Qualities of Friendship”
  - “My Best Friend”
  - “Honoring Our Ancestors”
  - “Grandfather’s Nose”
- Writing Assignments
  - Writing for Personal Expression (Expressive Writing/Main Idea Paragraph)
  - Story Map
  - Personal Narrative
  - Description
  - Dedication
  - Venn Diagram
  - Labels
- Report
- Oral Description
- Multimedia Presentation
- Group Talk
- Punnett (genetic) Square
- Self-Assessment Form
- Peer-Assessment Form
- Writing Progress Checklist

**Pemberton Township School District**  
**Grade 9-12 ESL**

**Other Evidence:**

- Portfolio Evaluation Form

# Pemberton Township School District

## Grade 9-12 ESL

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### **Unit 3 – Making Connections**

##### **Theme 1 – Finding Friendship**

- Build Language and Vocabulary: Express Feelings
- “The Qualities of Friendship” (Fables; Reading Strategy: Identify Sequence)
- “We Could Be Friends” (Poem; Reading Strategy: Compare Experiences)
- Build Language and Vocabulary: Express Likes and Dislikes
- “My Best Friend” (Autobiography; Reading Strategy: Relate Main Ideas and Details)

##### **Theme 2 – Across Generations**

- Build Language and Vocabulary: Give Information
- “Honoring Our Ancestors” (Family portraits; Reading Strategy: Paraphrase)
- “Everybody Says” (Poem; Reading Strategy: Characteristics of Poetry)
- Build Language and Vocabulary: Define and Explain
- “Grandfather’s Nose” (Science article; Reading Strategy: Read Nonfiction)

#### Resources:

#### **Unit 3 – Making Connections**

High Point Textbook (p. 122-187)  
 High Point Language Skills Practice Book (p. 62-92)  
 High Point Listen and Learn Audio  
 Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers  
 High Point Language Acquisition Assessment (Unit 3 Test), Writing Assessment, Self-Assessment  
 High Point Newsletter 5 and 6 (Home-school connections)  
 High Point Teacher’s Edition (p. T122a-T187)  
 Theme Library (“Mrs. Katz and Tush” and “In My Family”)  
 From *The Basics Bookshelf* (“Friends Are Like That,” “Let’s Dance!”, and “Body Works”)  
 “You’re Not My Best Friend Anymore”  
 “Robin Hood and Little John”  
 “Aesop and Company”  
 “P.S. Longer Letter Later”  
 “The Journey of Natty Gann” (Film)



# Pemberton Township School District

## Grade 9-12 ESL

### Differentiation

#### Special Needs/ELL

**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 Supports** (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 clues 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; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

**Materials** (provide taped 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/word processor)

**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)

# Pemberton Township School District Unit Planner

**Unit Title:** High Point Level A (Unit 4) Grades 9-12 Developing/Expanding

## Stage 1: Desired Results

### Standards & Indicators:

#### 2016 WIDA ELP Standards

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 4: The Language of Science
- 5: The Language of Social Studies

#### 2016 NJSLs Grades 9-12 English Language Arts

- RL.9-10.1, RL.11-12.1
- RL.9-10.2, RL.11-12.2
- RL.9-10.3, RL.11-12.3
- RL.9-10.4, RL.11-12.4
- RL.9-10.5, RL.11-12.5
- RL.9-10.6, RL.11-12.6
- RL.9-10.10, RL.11-12.10
- RI.9-10.1, RI.11-12.1
- RI.9-10.2, RI.11-12.2
- RI.9-10.3, RI.11-12.3
- RI.9-10.4, RI.11-12.4
- RI.9-10.5, RI.11-12.5
- RI.9-10.6, RI.11-12.6
- RI.9-10.10, RI.11-12.10
- W.9-10.2(A,B,C,D,E,F), W.11-12.2(A,B,C,D,E,F)
- W.9-10.3(A,B,C,D,E), W.11-12.3(A,B,C,D,E)
- W.9-10.4, W.11-12.4
- W.9-10.5, W.11-12.5
- W.9-10.6, W.11-12.6
- W.9-10.10, W.11-12.10
- SL.9-10.1(A,B,C,D), SL.11-12(A,B,C,D)
- SL.9-10.2, SL.11-12.2
- SL.9-10.3, SL.11-12.3
- SL.9-10.4, SL.11-12.4
- SL.9-10.5, SL.11-12.5
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)
- L.9-10.5(A,B), L.11-12(A,B)
- L.9-10.6, L.11-12.6

#### 2014 NJCCCS Technology

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1
- 8.1.12.A.3
- 8.1.8.C.1

#### 2016 NJSLs 21<sup>st</sup> Century Life and Careers

- CRP1.
- CRP2.
- CRP3.

# Pemberton Township School District

## Unit Planner

<ul style="list-style-type: none"> <li>• CRP4.</li> <li>• CRP11.</li> </ul> <p><b>2014 NJSLG Grades 9-12 Social Studies</b></p> <ul style="list-style-type: none"> <li>• 6.1.A</li> <li>• 6.1.B</li> </ul>	
<p><b>Central Idea / Enduring Understanding:</b></p> <p><b>Thinking Ahead</b></p> <ul style="list-style-type: none"> <li>• If we want to keep our planet healthy, communities must work together to care for the Earth.</li> </ul> <p><b>Dealing With Disasters</b></p> <ul style="list-style-type: none"> <li>• Communities pull together when a natural disaster strikes.</li> </ul>	<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• Who is responsible for taking care of our planet?</li> <li>• What are some of the problems facing our planet?</li> <li>• What are some solutions?</li> <li>• How can we work together in our communities to keep our planet healthy?</li> <li>• How do people in communities help each other every day?</li> <li>• When disaster strikes, how do the contributions of each individual help the whole community recover?</li> <li>• When is it important to help out in your community – every day, or when disaster strikes? Why?</li> </ul>
<p><b>Content:</b></p> <p>Communities (responsible, take care of, pull together, common ground)</p> <p>Natural Resources</p> <p>Nature Words</p> <p>Future Tense Verbs</p> <p>Statements with <i>there is/there are, was/were</i></p> <p>Adjectives that Compare</p> <p>Topic Sentence</p> <p>Supporting Details</p> <p>Words About the Environment</p> <p>Modals: <i>should, must, can</i></p> <p>Modals</p> <p>Plural Nouns</p> <p>Tone</p> <p>Prepositions</p> <p>Word Choice</p> <p>Indefinite Pronouns</p> <p>Poem</p> <p>Repetition</p> <p>Style</p> <p>Propaganda (glittering generalities, bandwagon, name calling)</p> <p>Endangered Species (ecology, ecosystem, endangered species, extinction)</p> <p>Community (people, contributions, individual)</p> <p>Disasters (strike, recover)</p> <p>Words About Earthquakes</p> <p>Indefinite Adjectives</p> <p>Ordinal Numbers</p> <p>Contractions</p> <p>Helping Verbs</p> <p>Scientific Instruments (seismogram, seismograph, seismometer, seismoscope)</p> <p>Words and Phrases</p> <p>Adjectives</p> <p>Adverbs</p>	<p><b>Skills(Objectives):</b></p> <p>Engage in discussion</p> <p>Interpret a visual image</p> <p>Relate to personal experience</p> <p>Use graphic organizers (T-chart)</p> <p>Solve problems</p> <p>Generate ideas</p> <p>Respond to a photograph</p> <p>Interpret visual information</p> <p>Make comparisons</p> <p>Formulate predictions</p> <p>Relate words</p> <p>Connect new information to known</p> <p>Use graphic organizers (K-W-L chart)</p> <p>Listen to a preview</p> <p>Read a selection</p> <p>Listen to a selection</p> <p>Set a purpose for reading</p> <p>Identify details</p> <p>Make an inference</p> <p>Form opinions</p> <p>Use new words in context</p> <p>Identify cause and effect</p> <p>Use visuals</p> <p>Identify author's purpose</p> <p>Evaluate literary quality</p> <p>Evaluate literature</p> <p>Express opinions</p> <p>Gather information</p> <p>Use graphic organizers (chart)</p> <p>Choose a topic</p> <p>Use the Internet</p> <p>Activate prior knowledge</p> <p>Read songs</p> <p>Listen to songs</p> <p>Make, confirm, and revise predictions</p> <p>Evaluate impact of literary devices and genre on meaning</p>

# Pemberton Township School District Unit Planner

<p>Quantity Words Count and Noncount Nouns Geography (boundaries, borders, topographic, oceanographic) Writing Process Verb Tense Theme Figurative Language Characterization Structural Clues (prefixes and suffixes) Beginning and Ending Sentences Peer-conferencing</p>	<p>Identify author's point of view Visualize Evaluate impact of author's beliefs on literature Analyze information Use graphic organizers (category chart) Choral reading Express feelings Use the library Use audio-visual resources Use graphic organizers (Venn diagram) Listen actively Recite Give and carry out commands Role-play Use text structures and features in plays Identify character's motive Evaluate the impact of medium on meaning Use word-processing software Use graphic organizers (note-taking chart) Ask and answer questions Elaborate Classify Interact with peers Use graphic organizers (mind map) Compare and evaluate literature</p>
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## Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b> 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</p>	<p><b><u>Other Evidence:</u></b> Class participation Do Now/Warm-ups Unit tests Selection Tests Writing Assignments <ul style="list-style-type: none"> <li>• Writing That Persuades (Persuasive Writing/Opinion Essay)</li> <li>• Predictions</li> <li>• Literary Analysis Essay</li> <li>• Literary Critique</li> <li>• Paragraph</li> <li>• Poster/Caption</li> <li>• Poem</li> <li>• Friendly Letter</li> <li>• Literary Analysis (Stage play)</li> <li>• News article</li> </ul> Advertisements Collage Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form</p>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b> Unit 4 – Communities Count</p>	<p><b><u>Resources:</u></b> Unit 4 – Communities Count</p>
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# Pemberton Township School District

## Unit Planner

<p><b>Theme 1 – Thinking Ahead</b></p> <ul style="list-style-type: none"> <li>• Build Language and Vocabulary: Compare</li> <li>• "Common Ground" (Persuasive essay; Reading Strategy: Make a K-W-L Chart)</li> <li>• Build Language and Vocabulary: Express Opinions/Persuade</li> <li>• "Protecting Our Planet" (Songs; Reading Strategy: Preview and Predict)</li> </ul> <p><b>Theme 2 – Dealing With Disasters</b></p> <ul style="list-style-type: none"> <li>• Build Language and Vocabulary: Give and Carry Out Commands</li> <li>• "Earthquake at Dawn" (Play; Reading Strategy: Read a Script)</li> <li>• Build Language and Vocabulary: Elaborate</li> <li>• "When Disaster Strikes" (News articles; Reading Strategy: Find Information)</li> </ul>	<p>High Point Textbook (p. 188-261)          High Point Language Skills Practice Book (p. 93-132)          High Point Listen and Learn Audio          Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers          High Point Language Acquisition Assessment (Unit 4 Test), Writing Assessment, Self-Assessment          High Point Newsletter 7 and 8 (Home-school connections)          High Point Teacher's Edition (p. T188a-T261)          Theme Library ("Nature's Green Umbrella" and "Hurricane!")          From <i>The Basics Bookshelf</i> ("Rachel Carson" and "Power Out!")          "The Giving Tree"          "50 Simple Things Kids Can Do to Save the Earth"          "Song From the Ancient Forest"          "She's Wearing a Dead Bird on Her Head"          "The World of Nature" (Multimedia)          "Flood"          "If You Lived at the Time of the Great San Francisco Earthquake"          "I Didn't Know That Quakes Split the Ground Open"          "Miloli's Orchids"          "SimCity"</p>
<b>Differentiation</b>	
<b>Special Needs/ELL</b>	
<p><b>Sensory Supports</b> (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)  <b>Graphic Supports</b> (charts; graphic organizers; tables; graphs; timelines; number lines)  <b>Language Arts Supports</b> (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)  <b>Interactive Supports</b> (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)  <b>Technology Supports</b> (software programs; language-learning apps; Oxford Picture Dictionary online)  <b>Modifications</b>  <b>Pacing</b> (extend time requirements; omit assignments)  <b>Environment</b> (assign preferential seating; assign peer buddy)  <b>Reinforcement and Follow Through</b> (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)  <b>Assignments</b> (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 clues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)  <b>Presentation of Subject Material</b> (use individual/small group instruction; use specialized curriculum; simplify language; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)  <b>Materials</b> (provide taped 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/word processor)  <b>Testing Adaptations</b> (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)  <b>Grading</b> (modify grading system; modify weights of course components; modify course objectives/outcomes)</p>	

# Pemberton Township School District Unit Planner

**Unit Title:** High Point Level A (Unit 5) Grades 9-12 Developing/Expanding

## Stage 1: Desired Results

### **Standards & Indicators:**

#### **2016 WIDA ELP Standards**

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 4: The Language of Science
- 5: The Language of Social Studies

#### **2016 NJSLs Grades 9-12 English Language Arts**

- RL.9-10.1, RL.11-12.1
- RL.9-10.2, RL.11-12.2
- RL.9-10.3, RL.11-12.3
- RL.9-10.4, RL.11-12.4
- RL.9-10.5, RL.11-12.5
- RL.9-10.6, RL.11-12.6
- RL.9-10.10, RL.11-12.10
- RI.9-10.1, RI.11-12.1
- RI.9-10.2, RI.11-12.2
- RI.9-10.3, RI.11-12.3
- RI.9-10.4, RI.11-12.4
- RI.9-10.5, RI.11-12.5
- RI.9-10.6, RI.11-12.6
- RI.9-10.10, RI.11-12.10
- W.9-10.2(A,B,C,D,E,F), W.11-12.2(A,B,C,D,E,F)
- W.9-10.3(A,B,C,D,E), W.11-12.3(A,B,C,D,E)
- W.9-10.4, W.11-12.4
- W.9-10.5, W.11-12.5
- W.9-10.6, W.11-12.6
- W.9-10.10, W.11-12.10
- SL.9-10.1(A,B,C,D), SL.11-12(A,B,C,D)
- SL.9-10.2, SL.11-12.2
- SL.9-10.3, SL.11-12.3
- SL.9-10.4, SL.11-12.4
- SL.9-10.5, SL.11-12.5
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)
- L.9-10.5(A,B), L.11-12(A,B)
- L.9-10.6, L.11-12.6

#### **2014 NJCCCS Technology**

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1
- 8.1.12.A.3
- 8.1.8.C.1

#### **2016 NJSLs 21<sup>st</sup> Century Life and Careers**

- CRP1.
- CRP2.
- CRP3.

# Pemberton Township School District

## Unit Planner

<ul style="list-style-type: none"> <li>• CRP4.</li> <li>• CRP11.</li> </ul> <p><b><u>2014 NJSLG Grades 9-12 Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• 6.1.A</li> <li>• 6.1.B</li> </ul>	
<p><b><u>Central Idea / Enduring Understanding:</u></b></p> <p><b>In the Beginning</b></p> <ul style="list-style-type: none"> <li>• Since the beginning of time, people have told stories to explain the way things are.</li> </ul> <p><b>Telling the Tale</b></p> <ul style="list-style-type: none"> <li>• Storytellers from around the world have many stories and many ways to share their tales.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• Who tells stories?</li> <li>• What do people tell stories about?</li> <li>• Why did ancient peoples use stories to explain how things happen?</li> <li>• What makes the stories of one culture different from the stories of another culture?</li> <li>• What do stories tell you about the traditions and beliefs of a culture?</li> <li>• How has storytelling changed over time?</li> <li>• How has it remained the same?</li> <li>• How do storytellers pass along the history of a culture?</li> <li>• What techniques can storytellers use to make their tales come alive?</li> </ul>
<p><b><u>Content:</u></b></p> <p>Storytelling (culture, tradition, tales, storytellers)</p> <p>Ancient Greece</p> <p>Storytelling (ancient, culture, tradition, beliefs)</p> <p>Describing Words</p> <p>Complete Sentences</p> <p>Nature Words</p> <p>Myth</p> <p>Character Traits and Motives</p> <p>Characterization</p> <p>Phrases</p> <p>Subjects and Predicates</p> <p>Antonyms</p> <p>Compound Sentences</p> <p>Agriculture</p> <p>Fantasy and Reality</p> <p>Storytelling (techniques, exaggeration, tall tale)</p> <p>Time and Cause Words</p> <p>Complex Sentences</p> <p>Setting</p> <p>Style</p> <p>Geography (country, states, mountain ranges, rivers, oceans)</p> <p>Animals</p> <p>Story Words</p> <p>Present Perfect Tense</p> <p>Storytelling (techniques, elaboration, sequence, hyperbole)</p> <p>Past Progressive Forms of Verbs</p> <p>Helping Verbs</p> <p>Theme</p> <p>Letters (heading, greeting, body, closing, signature)</p> <p>Travel (location, climate, cultural traditions, sightseeing)</p> <p>Figurative Language</p> <p>Literary Devices (alliteration, word-choice)</p>	<p><b><u>Skills(Objectives):</u></b></p> <p>Engage in discussion</p> <p>Interpret a visual image</p> <p>Preview</p> <p>Build background</p> <p>Use graphic organizers (mind map)</p> <p>Make comparisons</p> <p>Respond to a visual image</p> <p>Relate to personal experience</p> <p>Use graphic organizers (chart)</p> <p>Generate ideas</p> <p>Listen actively</p> <p>Describe</p> <p>Use graphic organizers (character chart)</p> <p>Activate prior knowledge</p> <p>Relate words</p> <p>Monitor reading (preview, visualize, clarify, paraphrase)</p> <p>Listen to a preview</p> <p>Predict</p> <p>Read a selection</p> <p>Listen to a selection</p> <p>Set a purpose for reading</p> <p>Summarize</p> <p>Identify details</p> <p>Evaluate impact of culture on meaning</p> <p>Use text features in fiction and nonfiction</p> <p>Form generalizations</p> <p>Make inferences</p> <p>Evaluate impact of genre on meaning</p> <p>Use graphic organizers (chart)</p> <p>Analyze information (important and unimportant)</p> <p>Make judgments</p> <p>Synthesize information</p> <p>Express opinions</p>

# Pemberton Township School District Unit Planner

	<p>Describe</p> <p>Gather and organize information</p> <p>Classify</p> <p>Respond to a photograph</p> <p>Use graphic organizers (comparison chart)</p> <p>Use graphic organizers (word web, diagram)</p> <p>Locate and use definitions</p> <p>Relate reading rate to purpose</p> <p>Use graphic organizers (diagram)</p> <p>Use visuals</p> <p>Identify cause and effect</p> <p>Evaluate impact of author's background on meaning</p> <p>Relate events in a sequence</p> <p>Use graphic organizers (sequence chart)</p> <p>Compare literature</p> <p>Role-play</p> <p>Use graphic organizers (T-chart)</p> <p>Analyze information (fantasy and reality)</p> <p>Take notes</p> <p>Use charts, diagrams, and maps</p> <p>Use the Internet</p> <p>Use graphic organizers (observation chart)</p> <p>Use graphic organizers (story map)</p> <p>Relate words</p> <p>Use graphic organizers (time line)</p> <p>Respond to literature</p> <p>Use graphic organizers (note-taking chart)</p> <p>Identify characters' traits</p> <p>Evaluate author's style</p> <p>Elaborate</p> <p>Use graphic organizers (cause-and-effect story chart)</p> <p>Give information</p> <p>Interact with peers</p> <p>Summarize</p> <p>Use text structures (goal and outcome)</p> <p>Use graphic organizers (goal-and-outcome chart)</p> <p>Use graphic organizers (word web)</p> <p>Use text features in nonfiction (sidebar)</p> <p>Draw conclusions</p> <p>Evaluate impact of culture on meaning</p> <p>Evaluate impact of characterization on meaning</p> <p>Connect new information to known</p> <p>Use context clues to meaning</p> <p>Identify story elements</p> <p>Organize ideas</p> <p>Self-assess</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; sentence frames/stems

Grammar and content-related handouts

Use new vocabulary in speaking

Ability to listen and repeat with correct pronunciation

### Other Evidence:

Class participation

Do Now/Warm-ups

Unit tests

Selection Tests

- "Echo and Narcissus"
- "How the Ox Star Fell from Heaven"



# Pemberton Township School District

## Unit Planner

	<ul style="list-style-type: none"> <li>• "The Art of the Tall Tale"</li> <li>• "Unwinding the Magic Thread"</li> </ul> <p>Writing Assignments</p> <ul style="list-style-type: none"> <li>• Writing That Tells a Story (Narrative Writing/Story)</li> <li>• Comparison (with chart)</li> <li>• Research Report</li> <li>• Timeline</li> <li>• Tall Tale</li> <li>• Friendly Letter</li> <li>• Travel Guide</li> <li>• Rewrite a poem</li> <li>• Class story</li> </ul> <p>Maps/Labels Speech Speaking – Tell an original story Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form</p>
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### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### **Unit 5 – Stories To Tell**

#### **Theme 1 – In the Beginning**

- Build Language and Vocabulary: Describe
- "Echo and Narcissus" (Greek myth)
- "Life in Ancient Greece" (Article; Reading Strategy: Monitor Your Reading)
- "Build Language and Vocabulary: Make Comparisons
- "How the Ox Star Fell from Heaven" (Chinese myth)
- "A Peasant's Life in Ancient China" (Article; Reading Strategy: Recognize Fiction and Nonfiction)

#### **Theme 2 – Telling the Tale**

- Build Language and Vocabulary: Retell a Story
- "The Art of the Tall Tale" (Article and folk tale; Reading Strategy: Make a Time Line)
- Build Language and Vocabulary: Tell an Original Story
- "Unwinding the Magic Thread" (Article and Haitian folk tale; Reading Strategy: Relate Goals and Outcomes)
- "When I Taste Salt" (Never-ending poem; Reading Strategy: Interpret Figurative Language)

#### Resources:

#### **Unit 5 – Stories To Tell**

High Point Textbook (p. 262-333)  
 High Point Language Skills Practice Book (p. 133-172)  
 High Point Listen and Learn Audio  
 Technology Support "Inspiration" for Visual Learning  
 Software with Graphic Organizers  
 High Point Language Acquisition Assessment (Unit 5 Test),  
 Writing Assessment, Self-Assessment  
 High Point Newsletter 9 and 10 (Home-school connections)  
 High Point Teacher's Edition (p. T262a-T333)  
 Theme Library ("Coyote: A Trickster Tale from the American Southwest" and "Gilgamesh the King")  
 From *The Basics Bookshelf* ("Gift of Fire," "All Across America," and "Sunny and Moonshine: A Love Story")  
 "Why Rat Comes First"  
 "Creation: Read-Aloud Stories from Many Lands"  
 "Dateline: Troy"  
 "Favorite Greek Myths"  
 "The Greek and Roman World"  
 "John Henry and His Mighty Hammer"  
 "The Singing Man"  
 "Listen to the Storyteller"  
 "Paul Bunyan"  
 "Pecos Bill" (Video)

#### Differentiation

#### Special Needs/ELL

**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 Supports** (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)

## Pemberton Township School District Unit Planner

**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 clues 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; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

**Materials** (provide taped 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/word processor)

**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)

# Pemberton Township School District Unit Planner

**Unit Title:** High Point Level A (Unit 5) Grades 9-12 Developing/Expanding

## Stage 1: Desired Results

### **Standards & Indicators:**

#### **2016 WIDA ELP Standards**

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 4: The Language of Science
- 5: The Language of Social Studies

#### **2016 NJSLs Grades 9-12 English Language Arts**

- RL.9-10.1, RL.11-12.1
- RL.9-10.2, RL.11-12.2
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- RL.9-10.5, RL.11-12.5
- RL.9-10.6, RL.11-12.6
- RL.9-10.10, RL.11-12.10
- RI.9-10.1, RI.11-12.1
- RI.9-10.2, RI.11-12.2
- RI.9-10.3, RI.11-12.3
- RI.9-10.4, RI.11-12.4
- RI.9-10.5, RI.11-12.5
- RI.9-10.6, RI.11-12.6
- RI.9-10.10, RI.11-12.10
- W.9-10.2(A,B,C,D,E,F), W.11-12.2(A,B,C,D,E,F)
- W.9-10.3(A,B,C,D,E), W.11-12.3(A,B,C,D,E)
- W.9-10.4, W.11-12.4
- W.9-10.5, W.11-12.5
- W.9-10.6, W.11-12.6
- W.9-10.10, W.11-12.10
- SL.9-10.1(A,B,C,D), SL.11-12(A,B,C,D)
- SL.9-10.2, SL.11-12.2
- SL.9-10.3, SL.11-12.3
- SL.9-10.4, SL.11-12.4
- SL.9-10.5, SL.11-12.5
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)
- L.9-10.5(A,B), L.11-12(A,B)
- L.9-10.6, L.11-12.6

#### **2014 NJCCCS Technology**

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1
- 8.1.12.A.3
- 8.1.8.C.1

#### **2016 NJSLs 21<sup>st</sup> Century Life and Careers**

- CRP1.
- CRP2.
- CRP3.

# Pemberton Township School District

## Unit Planner

<ul style="list-style-type: none"> <li>• CRP4.</li> <li>• CRP11.</li> </ul> <p><b><u>2014 NJSLs Grades 9-12 Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• 6.1.A</li> <li>• 6.1.B</li> </ul>	
<p><b><u>Central Idea / Enduring Understanding:</u></b></p> <p><b>In the Beginning</b></p> <ul style="list-style-type: none"> <li>• Since the beginning of time, people have told stories to explain the way things are.</li> </ul> <p><b>Telling the Tale</b></p> <ul style="list-style-type: none"> <li>• Storytellers from around the world have many stories and many ways to share their tales.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• Who tells stories?</li> <li>• What do people tell stories about?</li> <li>• Why did ancient peoples use stories to explain how things happen?</li> <li>• What makes the stories of one culture different from the stories of another culture?</li> <li>• What do stories tell you about the traditions and beliefs of a culture?</li> <li>• How has storytelling changed over time?</li> <li>• How has it remained the same?</li> <li>• How do storytellers pass along the history of a culture?</li> <li>• What techniques can storytellers use to make their tales come alive?</li> </ul>
<p><b><u>Content:</u></b></p> <p>Storytelling (culture, tradition, tales, storytellers)</p> <p>Ancient Greece</p> <p>Storytelling (ancient, culture, tradition, beliefs)</p> <p>Describing Words</p> <p>Complete Sentences</p> <p>Nature Words</p> <p>Myth</p> <p>Character Traits and Motives</p> <p>Characterization</p> <p>Phrases</p> <p>Subjects and Predicates</p> <p>Antonyms</p> <p>Compound Sentences</p> <p>Agriculture</p> <p>Fantasy and Reality</p> <p>Storytelling (techniques, exaggeration, tall tale)</p> <p>Time and Cause Words</p> <p>Complex Sentences</p> <p>Setting</p> <p>Style</p> <p>Geography (country, states, mountain ranges, rivers, oceans)</p> <p>Animals</p> <p>Story Words</p> <p>Present Perfect Tense</p> <p>Storytelling (techniques, elaboration, sequence, hyperbole)</p> <p>Past Progressive Forms of Verbs</p> <p>Helping Verbs</p> <p>Theme</p> <p>Letters (heading, greeting, body, closing, signature)</p> <p>Travel (location, climate, cultural traditions, sightseeing)</p> <p>Figurative Language</p> <p>Literary Devices (alliteration, word-choice)</p>	<p><b><u>Skills(Objectives):</u></b></p> <p>Engage in discussion</p> <p>Interpret a visual image</p> <p>Preview</p> <p>Build background</p> <p>Use graphic organizers (mind map)</p> <p>Make comparisons</p> <p>Respond to a visual image</p> <p>Relate to personal experience</p> <p>Use graphic organizers (chart)</p> <p>Generate ideas</p> <p>Listen actively</p> <p>Describe</p> <p>Use graphic organizers (character chart)</p> <p>Activate prior knowledge</p> <p>Relate words</p> <p>Monitor reading (preview, visualize, clarify, paraphrase)</p> <p>Listen to a preview</p> <p>Predict</p> <p>Read a selection</p> <p>Listen to a selection</p> <p>Set a purpose for reading</p> <p>Summarize</p> <p>Identify details</p> <p>Evaluate impact of culture on meaning</p> <p>Use text features in fiction and nonfiction</p> <p>Form generalizations</p> <p>Make inferences</p> <p>Evaluate impact of genre on meaning</p> <p>Use graphic organizers (chart)</p> <p>Analyze information (important and unimportant)</p> <p>Make judgments</p> <p>Synthesize information</p> <p>Express opinions</p>

# Pemberton Township School District Unit Planner

	Describe Gather and organize information Classify Respond to a photograph Use graphic organizers (comparison chart) Use graphic organizers (word web, diagram) Locate and use definitions Relate reading rate to purpose Use graphic organizers (diagram) Use visuals Identify cause and effect Evaluate impact of author's background on meaning Relate events in a sequence Use graphic organizers (sequence chart) Compare literature Role-play Use graphic organizers (T-chart) Analyze information (fantasy and reality) Take notes Use charts, diagrams, and maps Use the Internet Use graphic organizers (observation chart) Use graphic organizers (story map) Relate words Use graphic organizers (time line) Respond to literature Use graphic organizers (note-taking chart) Identify characters' traits Evaluate author's style Elaborate Use graphic organizers (cause-and-effect story chart) Give information Interact with peers Summarize Use text structures (goal and outcome) Use graphic organizers (goal-and-outcome chart) Use graphic organizers (word web) Use text features in nonfiction (sidebar) Draw conclusions Evaluate impact of culture on meaning Evaluate impact of characterization on meaning Connect new information to known Use context clues to meaning Identify story elements Organize ideas Self-assess
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## Stage 2: Assessment Evidence

<b>Performance Task(s):</b> 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	<b>Other Evidence:</b> Class participation Do Now/Warm-ups Unit tests Selection Tests <ul style="list-style-type: none"> <li>• "Echo and Narcissus"</li> <li>• "How the Ox Star Fell from Heaven"</li> </ul>
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# Pemberton Township School District

## Unit Planner

	<ul style="list-style-type: none"> <li>• "The Art of the Tall Tale"</li> <li>• "Unwinding the Magic Thread"</li> </ul> <p>Writing Assignments</p> <ul style="list-style-type: none"> <li>• Writing That Tells a Story (Narrative Writing/Story)</li> <li>• Comparison (with chart)</li> <li>• Research Report</li> <li>• Timeline</li> <li>• Tall Tale</li> <li>• Friendly Letter</li> <li>• Travel Guide</li> <li>• Rewrite a poem</li> <li>• Class story</li> </ul> <p>Maps/Labels Speech Speaking – Tell an original story Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form</p>
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### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### **Unit 5 – Stories To Tell**

##### **Theme 1 – In the Beginning**

- Build Language and Vocabulary: Describe
- "Echo and Narcissus" (Greek myth)
- "Life in Ancient Greece" (Article; Reading Strategy: Monitor Your Reading)
- "Build Language and Vocabulary: Make Comparisons
- "How the Ox Star Fell from Heaven" (Chinese myth)
- "A Peasant's Life in Ancient China" (Article; Reading Strategy: Recognize Fiction and Nonfiction)

##### **Theme 2 – Telling the Tale**

- Build Language and Vocabulary: Retell a Story
- "The Art of the Tall Tale" (Article and folk tale; Reading Strategy: Make a Time Line)
- Build Language and Vocabulary: Tell an Original Story
- "Unwinding the Magic Thread" (Article and Haitian folk tale; Reading Strategy: Relate Goals and Outcomes)
- "When I Taste Salt" (Never-ending poem; Reading Strategy: Interpret Figurative Language)

#### Resources:

#### **Unit 5 – Stories To Tell**

High Point Textbook (p. 262-333)  
 High Point Language Skills Practice Book (p. 133-172)  
 High Point Listen and Learn Audio  
 Technology Support "Inspiration" for Visual Learning  
 Software with Graphic Organizers  
 High Point Language Acquisition Assessment (Unit 5 Test),  
 Writing Assessment, Self-Assessment  
 High Point Newsletter 9 and 10 (Home-school connections)  
 High Point Teacher's Edition (p. T262a-T333)  
 Theme Library ("Coyote: A Trickster Tale from the American Southwest" and "Gilgamesh the King")  
 From *The Basics Bookshelf* ("Gift of Fire," "All Across America," and "Sunny and Moonshine: A Love Story")  
 "Why Rat Comes First"  
 "Creation: Read-Aloud Stories from Many Lands"  
 "Dateline: Troy"  
 "Favorite Greek Myths"  
 "The Greek and Roman World"  
 "John Henry and His Mighty Hammer"  
 "The Singing Man"  
 "Listen to the Storyteller"  
 "Paul Bunyan"  
 "Pecos Bill" (Video)

#### Differentiation

#### Special Needs/ELL

**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 Supports** (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)

# Pemberton Township School District

## Unit Planner

**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)

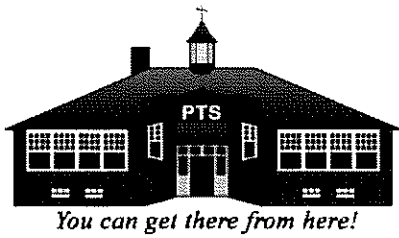
**Assignments** (lower reading level; give directions in small, distinct steps; allow copying from paper/book; use written backup for oral directions; lower difficulty level; shorten assignment; read directions to students; give oral clues or prompts; record or type assignments; adapt worksheets, packets;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

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

**Materials** (provide taped 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/word processor)

**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)



# ESL Pacing Guide

## Grade 9-12 Bridging

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1 – Get the Message!	22 days	22 days
MP1	Unit 2 – A Sense of Place	23 days	45 days
MP2	Unit 3 – Follow Your Dreams	45 days	90 days
MP3	Unit 4 – Coming Full Circle	45 days	135 days
MP4	Unit 5 – Overcoming Obstacles	45 days	180 days

\* Unit Total is inclusive of introduction, instruction, unit assessments, projects, etc. for that particular unit.

\*\* Cumulative Total is a running total, inclusive of prior and current units.



# Pemberton Township School District

## Grade 9-12 ESL

**Unit Title:** High Point Level B (Units 1-2) Grades 9-12 Bridging/Reaching

### Stage 1: Desired Results

#### Standards & Indicators:

##### WIDA ELP Standards

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 5: The Language of Social Studies

##### NJSLS Grades 9-12 English Language Arts

- RL.9-10.1, RL.11-12.1
- RL.9-10.2, RL.11-12.2
- RL.9-10.3, RL.11-12.3
- RL.9-10.4, RL.11-12.4
- RL.9-10.5, RL.11-12.5
- RL.9-10.6, RL.11-12.6
- RL.9-10.10, RL.11-12.10
- RI.9-10.1, RI.11-12.1
- RI.9-10.2, RI.11-12.2
- RI.9-10.3, RI.11-12.3
- RI.9-10.4, RI.11-12.4
- RI.9-10.5, RI.11-12.5
- RI.9-10.6, RI.11-12.6
- RI.9-10.10, RI.11-12.10
- W.9-10.2(A,B,C,D,E,F), W.11-12.2(A,B,C,D,E,F)
- W.9-10.3(A,B,C,D,E), W.11-12.3(A,B,C,D,E)
- W.9-10.4, W.11-12.4
- W.9-10.5, W.11-12.5
- W.9-10.6, W.11-12.6
- W.9-10.10, W.11-12.10
- SL.9-10.1(A,B,C,D), SL.11-12(A,B,C,D)
- SL.9-10.2, SL.11-12.2
- SL.9-10.3, SL.11-12.3
- SL.9-10.4, SL.11-12.4
- SL.9-10.5, SL.11-12.5
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)

# **Pemberton Township School District**

## **Grade 9-12 ESL**

### **Standards & Indicators:**

- L.9-10.5(A,B), L.11-12(A,B)
- L.9-10.6, L.11-12.6

### **NJCCCS Technology**

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1
- 8.1.12.A.3
- 8.1.8.C.1

### **NJSLS 21<sup>st</sup> Century Life and Careers**

- CRP1.
- CRP2.
- CRP3.
- CRP4.
- CRP11.

### **NJSLS Comprehensive Health and Physical Education**

- 2.1.B

### **NJSLS Grades 9-12 Social Studies**

- 6.1.A
- 6.1.B

# Pemberton Township School District

## Grade 9-12 ESL

### Central Idea / Enduring Understanding:

Students will understand that...

#### **Messages That Matter**

- Messages that express our feelings, preserve history, or honor heroes are all messages that matter.

#### **Messages Across Time and Space**

- Messages from long ago or far away connect us to people and places we may never know or see.

#### **Fitting In**

- When you find a place to belong in the world, you can connect with people from other times and other places.

#### **Bridging the Gap**

- You can overcome cultural differences by looking beyond the surface and finding your common interests.

### Essential/Guiding Question:

- What is communication?
- What are some examples of verbal communication?
- What are some examples of nonverbal communication?
- What are some examples of communication that last?
- What does belonging mean?
- To which groups do you automatically belong?
- Which groups do you join by choice?
- How can people bridge gaps and connect with each other?

# Pemberton Township School District

## Grade 9-12 ESL

### Content:

- Communication (express, messages, verbal, nonverbal, lasting, preserve)
- Communication (message, meaning)
- Words About Communication
- Complete Sentences
- Opinions
- Poetry
- Common and Proper Nouns
- Singular and Plural Nouns
- Context Clues
- Free Verse
- Style
- Mood Words
- Mood
- Possessive Nouns
- Subjects and Predicates
- Communication (messages, connect)
- Compound Sentences
- Folk Tale
- Story Elements (characters, setting, plot)

### Skills (Objectives):

- Engage in discussion
- Interpret a visual image
- Predict
- Build background
- Classify
- Preview
- Use graphic organizers (mind map)
- Relate to personal experience
- Use graphic organizers (chart)
- Generate ideas
- Make judgments
- Express opinions
- Form opinions
- Activate prior knowledge
- Relate words
- Visualize
- Read a poem
- Use new words in context
- Listen to a poem
- Set a purpose for reading

# Pemberton Township School District

## Grade 9-12 ESL

### Content:

- Present Tense Verbs
- Subject-Verb Agreement
- Political leaders (emperor, king, queen, prince, president, prime minister, premier)
- Grains and Diet
- Science Fiction
- Fantasy and Reality
- Narrative (Fiction)
- Writing Process

### Skills (Objectives):

- Paraphrase
- Identify details
- Identify character's motive
- Draw conclusions
- Make an inference
- Make decisions
- Respond to literature
- Give information
- Summarize
- Identify author's message
- Use graphic organizers (word web, chart)
- Express feelings and ideas
- Role-play
- Make comparisons
- Use graphic organizers (Venn diagram)
- Compare literature
- Use the internet
- Relate main idea and details
- Read a selection
- Listen to a selection

**Pemberton Township School District**  
**Grade 9-12 ESL**

**Skills (Objectives):**

- Respond to murals
- Identify cause and effect
- Evaluate impact of author's background on meaning
- Use graphic organizers (main idea diagram)
- Use the dictionary
- Interact with peers
- Demonstrate non-verbal communication
- Plan
- Use the library
- Locate resources
- Analyze story elements (character, plot, setting)
- Retell and listen to a story
- Scan
- Synthesize information
- Take notes
- Use computerized card catalogue
- Use graphic organizers (story staircase map\_
- Analyze information (fantasy and reality)
- Use visuals

**Pemberton Township School District**  
**Grade 9-12 ESL**

**Skills (Objectives):**

- Evaluate literature
- Tell an original story; write
- Formulate research questions
- Use graphic organizers (outline)  
Organize and synthesize information
- Listen critically
- Self-assess
- Use Word-processing software
- Read aloud

**Pemberton Township School District**  
**Grade 9-12 ESL**

**Stage 2: Assessment Evidence**

**Performance Task(s):**

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

**Other Evidence:**

- Class participation
- Do Now/Warm-ups
- Unit tests
- Selection Tests
  - “The Power of Poetry”
  - “Talking Walls”
  - “Tales Across Time”
  - “Fat Men from Space”
- Writing Assignments
  - Writing That Tells a Story (Narrative Writing/Fantasy)
  - Writing For Personal Expression (Expressive Writing/Personal History)
- Self-Assessment Form
- Peer-Assessment Form
- Writing Progress Checklist
- Portfolio Evaluation Form



# Pemberton Township School District

## Grade 9-12 ESL

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

#### **Unit 1 – Get the Message!**

##### **Theme 1 – Messages That Matter**

- Build Language and Vocabulary: Express Opinions
- “The Power of Poetry” (Poems and interview; Reading Strategy: Visualize)
- “Talking Walls” (Essay; Reading Strategy; Relate Main Idea and Details)
- 

##### **Theme 2 – Messages Across Time and Space**

- Build Language and Vocabulary: Make Comparisons
- “Tales Across Time” (Folk tales; Reading Strategy: Make Comparisons)
- “Fat Men from Space” (Science fiction; Reading Strategy: Identify Events in the Plot)

#### Resources:

#### **Unit 1 – Get the Message!**

High Point Textbook (p. 8-69)  
 High Point Language Skills Practice Book (p. 1-29)  
 High Point Listen and Learn Audio  
 Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers  
 High Point Language Acquisition Assessment (Unit 1 Test), Writing Assessment, Self-Assessment  
 High Point Newsletter 1 and 2 (Home-school connections)  
 High Point Teacher’s Edition (p. T8a-T69)  
 Theme Library (“Zora Hurston and the Chinaberry Tree” and “Aesop’s Fox”)  
 From *The Basics Bookshelf* (“Good News,” “I Make Pictures Move,” and “A Year Without Rain”)  
 “The Unbreakable Code”  
 “Toliver’s Secret”  
 “The Great Kapok Tree: A Tale of the Amazon Rain Forest”  
 “Talking Walls”  
 “Talking Walls: The Stories Continue”  
 “In My Own Voice: Multicultural Poets on Identity”  
 “Radio Man”  
 “The Adventures of Sojourner”  
 “Quennu and the Cave Bear”  
 “I Am the Mummy Heb-Nefert”  
 “Cocoon”

# Pemberton Township School District

## Grade 9-12 ESL

### Learning Opportunities/Strategies:

#### **Unit 2 – A Sense of Place**

##### **Theme 1 – Fitting In**

- Build Language and Vocabulary: Ask and Answer Questions
- “The Keeping Quilt” (Family history; Reading Strategy: Preview and Make Predictions)
- from “Human Family” (Poem; Reading Strategy: Use Text Structures – Stanzas)
- “Beyond the Color Lines” (Self-portraits; Reading Strategy: Distinguish Between Facts and Opinions)

##### **Theme 2 – Bridging the Gap**

- Build Language and Vocabulary: Express Likes and Dislikes
- “Teammates” (Biography; Reading Strategy: Connect New Information to What You Know)
- “Amir” (Realistic fiction; Reading Strategy: Sequence Events)
- “Starting a Community Garden” (How-to article; Reading Strategy: Set a Purpose and Reading Rate)

### Resources:

#### **Unit 2 – A Sense of Place**

High Point Textbook (p. 70-139)  
 High Point Language Skills Practice Book (p. 30-62)  
 High Point Listen and Learn Audio  
 Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers  
 High Point Language Acquisition Assessment (Unit 2 Test), Writing Assessment, Self-Assessment  
 High Point Newsletter 3 and 4 (Home-school connections)  
 High Point Teacher’s Edition (p. T70a-T139)  
 Theme Library (“Going Home” and “Seedfolks”)  
 From *The Basics Bookshelf* (“Families,” “Let’s Dancel”, and “More Than a Meal”)  
 “Journey to Ellis Island: How My Father Came to America”  
 “Yang the Third and Her Impossible Family”  
 “Home to Medicine Mountain”  
 “New Kids in Town: Oral Histories of Immigrant Teens”  
 “Fiddler on the Roof”  
 “The Bicycle Man”  
 “Oh, Freedom!”  
 “The Foxman”  
 “In My Own Voice: Multicultural Poets on Identity”  
 “The Jackie Robinson Story”

# Pemberton Township School District

## Grade 9-12 ESL

### Differentiation

#### Special Needs/ELL

**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 Supports** (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 clues 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; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

**Materials** (provide taped 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/word processor)

**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)

# Pemberton Township School District Unit Planner

**Unit Title:** High Point Level B (Unit 3) Grades 9-12 Bridging/Reaching

## Stage 1: Desired Results

### Standards & Indicators:

#### 2016 WIDA ELP Standards

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 5: The Language of Social Studies

#### 2016 NJSLs Grades 9-12 English Language Arts

- RL.9-10.1, RL.11-12.1
- RL.9-10.2, RL.11-12.2
- RL.9-10.3, RL.11-12.3
- RL.9-10.4, RL.11-12.4
- RL.9-10.5, RL.11-12.5
- RL.9-10.6, RL.11-12.6
- RL.9-10.10, RL.11-12.10
- RI.9-10.1, RI.11-12.1
- RI.9-10.2, RI.11-12.2
- RI.9-10.3, RI.11-12.3
- RI.9-10.4, RI.11-12.4
- RI.9-10.5, RI.11-12.5
- RI.9-10.6, RI.11-12.6
- RI.9-10.10, RI.11-12.10
- W.9-10.2(A,B,C,D,E,F), W.11-12.2(A,B,C,D,E,F)
- W.9-10.3(A,B,C,D,E), W.11-12.3(A,B,C,D,E)
- W.9-10.4, W.11-12.4
- W.9-10.5, W.11-12.5
- W.9-10.6, W.11-12.6
- W.9-10.10, W.11-12.10
- SL.9-10.1(A,B,C,D), SL.11-12(A,B,C,D)
- SL.9-10.2, SL.11-12.2
- SL.9-10.3, SL.11-12.3
- SL.9-10.4, SL.11-12.4
- SL.9-10.5, SL.11-12.5
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)
- L.9-10.5(A,B), L.11-12(A,B)
- L.9-10.6, L.11-12.6

#### 2014 NJCCCS Technology

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1
- 8.1.12.A.3
- 8.1.8.C.1

#### 2016 NJSLs 21<sup>st</sup> Century Life and Careers

- CRP1.
- CRP2.
- CRP3.
- CRP4.

# Pemberton Township School District Unit Planner

<ul style="list-style-type: none"> <li>CRP11.</li> </ul> <b>2014 NJSLG Grades 9-12 Social Studies</b>	
<ul style="list-style-type: none"> <li>6.1.A</li> <li>6.1.B</li> </ul>	
<b>Central Idea / Enduring Understanding:</b> <b>What Matters Most</b> <ul style="list-style-type: none"> <li>Knowing what is important in life can help you reach your dreams and achieve your goals.</li> </ul> <b>Toward a Better Future</b> <ul style="list-style-type: none"> <li>Courage and determination can help build a better future.</li> </ul>	<b>Essential/Guiding Question:</b> <ul style="list-style-type: none"> <li>What are dreams and decisions?</li> <li>Why are dreams important?</li> <li>How do you make decisions based on dreams?</li> </ul>
<b>Content:</b> Dreams (problems, decisions, goals, results, outcome, future) Life Experience (decisions, influence, values) Descriptive Words Adjectives Adverbs Prepositional Phrases Storytelling Historical Fiction Structural Clues Characterization Dialogue Compound Predicates Compound Subjects Gestures Comparative and Superlative Adjectives Goals (decisions, rewarding, future) Synonyms Complex Sentences Structural Clues (prefixes) Phrases and Clauses Population Shifts Words About Population (population, census, demographics, race, ethnic group) Context Clues (multiple-meaning words) Indefinite Adjectives Modals Two-word Verbs Word Origins (borrowed words, coined words) Idioms Author's Style Word Choice Writing Process Introductory Sentence	<b>Skills(Objectives):</b> Engage in discussion Interpret a visual image Use graphic organizers (map) Relate goals and outcomes Preview Build background Relate to personal experiences Classify Generate ideas Listen actively Tell a story Interpret visual information Use graphic organizers (story map) Activate prior knowledge Use new words in context Predict Read a selection Listen to a selection Use context clues to meaning Set a purpose for reading Use graphic organizers (chart) Identify details Identify cause and effect Make an inference Identify character's motive Traits Make comparisons Confirm word meaning Form opinions Summarize Evaluate impact of author's background on literature Retell a story Synthesize information Draw conclusions Make judgments Give information Formulate questions Gather information Use maps Take notes Use new words in context Paraphrase Relate words

# Pemberton Township School District

## Unit Planner

	Identify character's point of view Compare literature Evaluate literary quality Demonstrate non-verbal communication Use the internet Use Word-processing software Locate resources Plan Interact with peers Gather and synthesize information Respond to a paragraph Identify author's purpose Evaluate impact of medium on meaning Form generalizations Ask questions and clarify meaning Evaluate impact of author's qualifications on meaning Analyze information (apparent message and hidden agenda) State a goal Express probability Evaluate information from electronic resources Use text structures (character map) Self-assess Use desktop publishing software
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### Stage 2: Assessment Evidence

<b><u>Performance Task(s):</u></b> 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	<b><u>Other Evidence:</u></b> Class participation Do Now/Warm-ups Unit tests Selection tests <ul style="list-style-type: none"> <li>• "Ginger for the Heart"</li> <li>• "Twins"</li> <li>• "The Great Migration"</li> <li>• "A House of My Own"</li> </ul> Writing Assignments <ul style="list-style-type: none"> <li>• Writing That Describes (Descriptive Writing/Character Sketch)</li> <li>• Letters</li> <li>• Description</li> <li>• Essay</li> <li>• Poem</li> </ul> Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form
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### Stage 3: Learning Plan

<b><u>Learning Opportunities/Strategies:</u></b> <b>Unit 3 – Follow Your Dreams</b> <b>Theme 1 – What Matters Most</b> <ul style="list-style-type: none"> <li>• Build Language and Vocabulary: Tell a Story</li> <li>• "Ginger for the Heart" (Historical fiction; Reading Strategy: Relate Goals and Outcomes)</li> </ul>	<b><u>Resources:</u></b> <b>Unit 3 – Follow Your Dreams</b> High Point Textbook (p. 140-211) High Point Language Skills Practice Book (p. 63-101) High Point Listen and Learn Audio Technology Support "Inspiration" for Visual Learning
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# Pemberton Township School District

## Unit Planner

<ul style="list-style-type: none"> <li>• "Twins" (Article; Reading Strategy: Paraphrase)</li> </ul> <p><b>Theme 2 – Toward a Better Future</b></p> <ul style="list-style-type: none"> <li>• Build Language and Vocabulary: Describe</li> <li>• "The Great Migration" (Art essay; Reading Strategy: Make Comparisons)</li> <li>• "Follow the Drinking Gourd" (Traditional song; Reading Strategy: Ask Questions and Clarify Meaning)</li> <li>• "A House of My Own" (Story; Reading Strategy: Confirm Word Meanings)</li> </ul>	<p>Software with Graphic Organizers</p> <p>High Point Language Acquisition Assessment (Unit 3 Test), Writing Assessment, Self-Assessment</p> <p>High Point Newsletter 5 and 6 (Home-school connections)</p> <p>High Point Teacher's Edition (p. T140a-T211)</p> <p>Theme Library ("The Lotus Seed" and "The Milkman's Boy")</p> <p>From <i>The Basics Bookshelf</i> ("Friends Are Like That" and "Who Was Martin Luther King, Jr.?" )</p> <p>"Mandela"</p> <p>"Going Home"</p> <p>"The Gold Coin"</p> <p>"The Dragon Prince"</p> <p>"The Miracle Worker"</p> <p>"The House on Mango Street"</p> <p>"Dreaming of America: An Ellis Island Story"</p> <p>"The Bus Ride"</p> <p>"Life in Pioneer America"</p>
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### Differentiation

### Special Needs/ELL

**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 Supports** (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 clues 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; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

**Materials** (provide taped 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/word processor)

**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)

# Pemberton Township School District

## Unit Planner

**Unit Title:** High Point Level B (Unit 4) Grades 9-12 Bridging/Reaching

### Stage 1: Desired Results

**Standards & Indicators:**

**2016 WIDA ELP Standards**

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 4: The Language of Science
- 5: The Language of Social Studies

**2016 NJSLs Grades 9-12 English Language Arts**

- RL.9-10.1, RL.11-12.1
- RL.9-10.2, RL.11-12.2
- RL.9-10.3, RL.11-12.3
- RL.9-10.4, RL.11-12.4
- RL.9-10.5, RL.11-12.5
- RL.9-10.6, RL.11-12.6
- RL.9-10.10, RL.11-12.10
- RI.9-10.1, RI.11-12.1
- RI.9-10.2, RI.11-12.2
- RI.9-10.3, RI.11-12.3
- RI.9-10.4, RI.11-12.4
- RI.9-10.5, RI.11-12.5
- RI.9-10.6, RI.11-12.6
- RI.9-10.10, RI.11-12.10
- W.9-10.2(A,B,C,D,E,F), W.11-12.2(A,B,C,D,E,F)
- W.9-10.3(A,B,C,D,E), W.11-12.3(A,B,C,D,E)
- W.9-10.4, W.11-12.4
- W.9-10.5, W.11-12.5
- W.9-10.6, W.11-12.6
- W.9-10.10, W.11-12.10
- SL.9-10.1(A,B,C,D), SL.11-12(A,B,C,D)
- SL.9-10.2, SL.11-12.2
- SL.9-10.3, SL.11-12.3
- SL.9-10.4, SL.11-12.4
- SL.9-10.5, SL.11-12.5
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)
- L.9-10.5(A,B), L.11-12(A,B)
- L.9-10.6, L.11-12.6

**2014 NJCCCS Technology**

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1
- 8.1.12.A.3
- 8.1.8.C.1

**2016 NJSLs 21<sup>st</sup> Century Life and Careers**

- CRP1.
- CRP2.
- CRP3.



# Pemberton Township School District Unit Planner

<ul style="list-style-type: none"> <li>• CRP4.</li> <li>• CRP11.</li> </ul> <p><b>2014 NJSLG Grades 9-12 Social Studies</b></p> <ul style="list-style-type: none"> <li>• 6.1.A</li> <li>• 6.1.B</li> </ul>	
<p><b>Central Idea / Enduring Understanding:</b>  <b>The Certainty of Change</b></p> <ul style="list-style-type: none"> <li>• Nature changes in cycles or by surprise. Only one thing is certain – change happens.</li> </ul> <p><b>An Enduring Legacy</b></p> <ul style="list-style-type: none"> <li>• The human spirit can survive life's cruelest changes – and leave a legacy for generations to come.</li> </ul>	<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• What does continuity mean?</li> <li>• What does change mean?</li> <li>• How has your life reflected the meanings of continuity and change?</li> <li>• What have you learned about continuity and change?</li> </ul>
<p><b>Content:</b>          Continuity and Change (certainty, enduring, legacy)          Continuity and Change (cycles, predict)          Words About Change          Relative Clauses          Story elements          Plot (foreshadowing)          Words About Plot (conflict, complication, rising action, climax, falling action, resolution)          Scientific Words (method, hypothesis, data)          Nature Words          Alliteration          Consonance          Mood          Style          Words About Destruction          Sensory Words          Simile          Multiple-meaning Words          Structural Clues (Latin and Greek roots)          Volcanoes (active, dormant, extinct)          Continuity and Change (enduring, legacy, progress)          Wartime Words          Present Perfect Tense Verbs          Biography          Helping Verbs          Two-word Verbs          Tone          Writing Process          Sentence Variety and Elaboration          Outline          Peer-conferencing</p>	<p><b>Skills(Objectives):</b>          Engage in discussion          Interpret a visual image          Preview          Build background          Use graphic organizers (mind map; chart)          Dramatize          Relate to personal experience          Form generalizations          Generate ideas          Give information          Analyze information          Relate words          Analyze story elements (characters and plot)          Set a purpose for reading          Listen to a selection          Use graphic organizers (character map)          Identify character's motive          Analyze information (fantasy and reality)          Read a selection          Use new words in context          Identify cause and effect          Identify details          Identify sequence          Make an inference          Identify character's point of view          Draw conclusions          Respond to literature          Identify problem and solution          Make judgments          Negotiate          Role-play          Define and explain          Formulate hypotheses          Gather and analyze information          Plan research methods          Conduct an observation          Use graphic organizers (time line)          Use context clues          Relate steps in a process          Read a poem          Evaluate impact of point of view on meaning          Make predictions</p>

# Pemberton Township School District Unit Planner

	<p>Choral reading          Skim and take notes          Use text features (sidebars)          Summarize          Evaluate literary quality          Use graphic organizers (cause/effect chart)          Compare literature          Ask for information          Gather, organize, and synthesize information          Use a map          Use the internet          Listen actively          Define and explain          Evaluate impact of author's background on meaning          Persuade          Interact with peers          Cite sources          Compare literature          Respond to literature          Identify character's traits          Use the internet          Use search engines          Self-assess          Compare and evaluate literature</p>
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## Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b>          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</p>	<p><b>Other Evidence:</b>          Class participation          Do Now/Warm-ups          Unit tests          Selection tests</p> <ul style="list-style-type: none"> <li>• "The Mother Who Lost Her Daughter"</li> <li>• "The Big Blast"</li> <li>• "Anne Frank"</li> <li>• "The Diary of a Young Girl"</li> </ul> <p>Writing Assignments</p> <ul style="list-style-type: none"> <li>• Writing That Informs and Explains (Expository Writing/Content-Area Report)</li> <li>• Sentences</li> <li>• Plot Diagram</li> <li>• Myth</li> <li>• Paragraph</li> <li>• Diary entry</li> <li>• Newspaper article</li> <li>• Poster</li> <li>• Expository (content-area report)</li> </ul> <p>Oral Report          Self-Assessment Form          Peer-Assessment Form          Writing Progress Checklist          Portfolio Evaluation Form</p>
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## Stage 3: Learning Plan

# Pemberton Township School District

## Unit Planner

### Learning Opportunities/Strategies:

#### **Unit 4 – Coming Full Circle**

##### **Theme 1 – The Certainty of Change**

- Build Language and Vocabulary: Give Information
- “The Mother Who Lost Her Daughter” (Greek myth/play; Reading Strategy: Analyze Characters and Plot)
- “Chrysalis Diary” (Poem; Reading Strategy: Relate Steps in a Process)
- “The Big Blast” (Science article; Reading Strategy: Skim and Take Notes)

##### **Theme 2 – An Enduring Legacy**

- Build Language and Vocabulary: Define and Explain
- “Anne Frank” (Biography; Reading Strategy: Use a Graphic Organizer)
- from “The Diary of a Young Girl” (Diary; Reading Strategy: Monitor Your Reading)

### Resources:

#### **Unit 4 – Coming Full Circle**

High Point Textbook (p. 212-289)  
 High Point Language Skills Practice Book (p. 102-137)  
 High Point Listen and Learn Audio  
 Technology Support “Inspiration” for Visual Learning  
 Software with Graphic Organizers  
 High Point Language Acquisition Assessment (Unit 4 Test),  
 Writing Assessment, Self-Assessment  
 High Point Newsletter 7 and 8 (Home-school connections)  
 High Point Teacher's Edition (p. T212a-T289)  
 Theme Library (“Volcanoes” and “Nine Spoons: A Chanukah Story”)  
 From *The Basics Bookshelf* (“The Eagle and the Moon Gold,”  
 “Explore!”, and “The Children We Remember”)  
 “Cactus Hotel”  
 “The Time Machine”  
 “To Everything There is a Season”  
 “Felita”  
 “Volcanoes” video  
 “So Far From the Sea”  
 “Number the Stars”  
 “Sadako and the Thousand Paper Cranes”  
 “TimeLiner 4.0”  
 “The Diary of Anne Frank” (film)

### Differentiation

#### **Special Needs/ELL**

**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 Supports** (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 clues 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; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

**Materials** (provide taped 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/word processor)

**Testing Adaptations** (allow students to answer orally; use multiple-choice format; read test to student; modify format; write a

# Pemberton Township School District

## Unit Planner

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)

# Pemberton Township School District Unit Planner

**Unit Title:** High Point Level B (Unit 5) Grades 9-12 Bridging/Reaching

## Stage 1: Desired Results

### **Standards & Indicators:**

#### **2016 WIDA ELP Standards**

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 4: The Language of Science
- 5: The Language of Social Studies

#### **2016 NJSLs Grades 9-12 English Language Arts**

- RL.9-10.1, RL.11-12.1
- RL.9-10.2, RL.11-12.2
- RL.9-10.3, RL.11-12.3
- RL.9-10.4, RL.11-12.4
- RL.9-10.5, RL.11-12.5
- RL.9-10.6, RL.11-12.6
- RL.9-10.10, RL.11-12.10
- RI.9-10.1, RI.11-12.1
- RI.9-10.2, RI.11-12.2
- RI.9-10.3, RI.11-12.3
- RI.9-10.4, RI.11-12.4
- RI.9-10.5, RI.11-12.5
- RI.9-10.6, RI.11-12.6
- RI.9-10.10, RI.11-12.10
- W.9-10.2(A,B,C,D,E,F), W.11-12.2(A,B,C,D,E,F)
- W.9-10.3(A,B,C,D,E), W.11-12.3(A,B,C,D,E)
- W.9-10.4, W.11-12.4
- W.9-10.5, W.11-12.5
- W.9-10.6, W.11-12.6
- W.9-10.10, W.11-12.10
- SL.9-10.1(A,B,C,D), SL.11-12(A,B,C,D)
- SL.9-10.2, SL.11-12.2
- SL.9-10.3, SL.11-12.3
- SL.9-10.4, SL.11-12.4
- SL.9-10.5, SL.11-12.5
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)
- L.9-10.5(A,B), L.11-12(A,B)
- L.9-10.6, L.11-12.6

#### **2014 NJCCCS Technology**

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1
- 8.1.12.A.3
- 8.1.8.C.1

#### **2016 NJSLs 21<sup>st</sup> Century Life and Careers**

- CRP1.
- CRP2.
- CRP3.

# Pemberton Township School District

## Unit Planner

<ul style="list-style-type: none"> <li>• CRP4.</li> <li>• CRP11.</li> </ul> <p><b>2014 NJSLs Grades 9-12 Social Studies</b></p> <ul style="list-style-type: none"> <li>• 6.1.A</li> <li>• 6.1.B</li> </ul>	
<p><b>Central Idea / Enduring Understanding:</b></p> <p><b>Making a Difference</b></p> <ul style="list-style-type: none"> <li>• You can make the world a better place if you are willing to get involved.</li> </ul> <p><b>Pushing Past the Limits</b></p> <ul style="list-style-type: none"> <li>• You can learn a lot about yourself by facing life's challenges and pushing past the limits.</li> </ul>	<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• What are challenges?</li> <li>• What positive things can happen when you meet a challenge?</li> <li>• What negative things can happen when you meet a challenge?</li> <li>• What can you learn about yourself when you meet a challenge?</li> </ul>
<p><b>Content:</b></p> <p>Challenges (obstacles, make a difference, face or meet a challenge, get involved)</p> <p>Natural Environment (environment)</p> <p>Words Used to Persuade</p> <p>Verbs in the Past Perfect Tense</p> <p>Present and Past Perfect Tense Verbs</p> <p>Active and Passive Verbs</p> <p>Describing Words</p> <p>Structural Clues (suffixes)</p> <p>Legislative Process (bill, law, legislative branch, Senate, House of Representatives)</p> <p>Endangered Species (ecology, ecosystem, food chain, habitat destruction, over-exploitation)</p> <p>Mood</p> <p>Tone</p> <p>Style</p> <p>Repetition</p> <p>Personification</p> <p>Metaphor</p> <p>Rhyme Scheme</p> <p>Rhythm</p> <p>Words About Propaganda (bandwagon, testimonial)</p> <p>Words About Climate (temperate, the tropics, desert, subtropical, subarctic, tundra, highland, humid, continental)</p> <p>Challenges (intellectual, physical, social)</p> <p>Survival Words</p> <p>Future Perfect Tense Verbs</p> <p>Autobiography</p> <p>Theme</p> <p>Word Families (migrant, migrate, migration, migratory)</p> <p>Folk Tale</p> <p>Plot (conflict)</p> <p>Onomatopoeia</p> <p>Characterization (protagonist and minor characters)</p> <p>Writing Process</p>	<p><b>Skills(Objectives):</b></p> <p>Engage in discussion</p> <p>Respond to a photograph</p> <p>Preview</p> <p>Brainstorm</p> <p>Build background</p> <p>Use graphic organizers (mind map)</p> <p>Respond to visual images</p> <p>Relate to personal experience</p> <p>Use graphic organizers (chart)</p> <p>Generate ideas</p> <p>Formulate hypotheses</p> <p>Listen actively</p> <p>Persuade</p> <p>Listen critically</p> <p>Use graphic organizers (problem and solution chart)</p> <p>Analyze information</p> <p>Solve problems</p> <p>Form opinions</p> <p>Activate prior knowledge</p> <p>Relate words</p> <p>Use SQ3R</p> <p>Listen to a selection</p> <p>Set a purpose for reading</p> <p>Use text features in nonfiction</p> <p>Identify cause and effect</p> <p>Draw conclusions</p> <p>Make judgments</p> <p>Read a selection</p> <p>Summarize</p> <p>Paraphrase</p> <p>Evaluate the impact of author's point of view on literature</p> <p>Evaluate literature</p> <p>Verify information</p> <p>Express gratitude</p> <p>Give information</p> <p>Interact with peers</p> <p>Gather, organize, and synthesize information</p> <p>Take notes</p> <p>Use the internet</p> <p>Use text structures (globes and maps)</p>

# Pemberton Township School District Unit Planner

	Identify author's point of view Identify author's purpose Use text structures (diagrams) Listen to a poem Locate and use definitions Evaluate impact of author's background on literature Give information Analyze and evaluate information Identify propaganda Make comparisons Select, compare, and evaluate media Use an atlas and globe Elaborate Use graphic organizers (word web) Make predictions Relate causes and effects Visualize Use graphic organizers (cause/effect chain) Use new words in context Retell a story Role-play Relate main ideas and details Use text structures (logical order) Self-assess Deliver a speech Record on a computer
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## Stage 2: Assessment Evidence

<b><u>Performance Task(s):</u></b> 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	<b><u>Other Evidence:</u></b> Class participation Do Now/Warm-ups Unit tests Selection tests <ul style="list-style-type: none"> <li>• "Saving the Peregrine Falcon"</li> <li>• "A Celebration of the Everglades"</li> <li>• "The Circuit"</li> <li>• "The Clever Wife"</li> </ul> Writing Assignments <ul style="list-style-type: none"> <li>• Writing That Persuades (Persuasive Writing/5-Paragraph Essay)</li> <li>• Reflection Log</li> <li>• Thank You Letter</li> <li>• Informational Poster</li> <li>• Literary Critique</li> <li>• Rhyming Poem</li> <li>• Sentences</li> <li>• Newspaper Article, Description, or Persuasive Letter</li> <li>• Story Review</li> <li>• Persuasive Speech</li> </ul> Speech Oral Report Oral Presentation Self-Assessment Form Peer-Assessment Form
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# Pemberton Township School District

## Unit Planner

	Writing Progress Checklist Portfolio Evaluation Form
<b>Stage 3: Learning Plan</b>	
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Unit 5 – Overcoming Obstacles</b></p> <p><b>Theme 1 – Making a Difference</b></p> <ul style="list-style-type: none"> <li>Build Language and Vocabulary: Persuade</li> <li>"Saving the Peregrine Falcon" (Science article; Reading Strategy: Use SQ3R)</li> <li>"A Celebration of the Everglades (Article and Poems; Reading Strategy: Identify Author's Point of View and Purpose)</li> </ul> <p><b>Theme 2 – Pushing Past the Limits</b></p> <ul style="list-style-type: none"> <li>Build Language and Vocabulary: Elaborate</li> <li>"The Circuit" (Autobiography; Reading Strategy: Relate Causes and Effects)</li> <li>"Mother to Son" (Poem; Reading Strategy: Interpret Metaphors)</li> <li>"The Clever Wife" (Chinese folk tale; Reading Strategy: Summarize)</li> </ul>	<p><b><u>Resources:</u></b></p> <p><b>Unit 5 – Overcoming Obstacles</b></p> <p>High Point Textbook (p. 290-363)</p> <p>High Point Language Skills Practice Book (p. 138-172)</p> <p>High Point Listen and Learn Audio</p> <p>Technology Support "Inspiration" for Visual Learning</p> <p>Software with Graphic Organizers</p> <p>High Point Language Acquisition Assessment (Unit 5 Test), Writing Assessment, Self-Assessment</p> <p>High Point Newsletter 9 and 10 (Home-school connections)</p> <p>High Point Teacher's Edition (p. T290a-T363)</p> <p>Theme Library ("Every Living Thing" and "Wings")</p> <p>From <i>The Basics Bookshelf</i> ("Rachel Carson: A Woman Who Loved Nature," "Crops," "Sunny and Moonshine: A Love Story")</p> <p>"The Shaman's Apprentice"</p> <p>"Sawgrass Poems"</p> <p>"Turtle Bay"</p> <p>"Saving the Peregrine Falcon"</p> <p>"Discoveries" Explore the Everglades Ecosystem" (video)</p> <p>"Wilma Unlimited"</p> <p>"Call It Courage"</p> <p>"Hercules: The Twelve Labors of a Legendary Hero"</p> <p>"Hatchet"</p> <p>"Road Adventures USA" (digital)</p>
<p><b><u>Differentiation</u></b></p>	
<p style="text-align: center;"><b><u>Special Needs/ELL</u></b></p> <p><b>Sensory Supports</b> (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><b>Graphic Supports</b> (charts; graphic organizers; tables; graphs; timelines; number lines)</p> <p><b>Language Arts Supports</b> (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><b>Interactive Supports</b> (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><b>Technology Supports</b> (software programs; language-learning apps; Oxford Picture Dictionary online)</p> <p><b><u>Modifications</u></b></p> <p><b>Pacing</b> (extend time requirements; omit assignments)</p> <p><b>Environment</b> (assign preferential seating; assign peer buddy)</p> <p><b>Reinforcement and Follow Through</b> (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><b>Assignments</b> (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 clues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)</p> <p><b>Presentation of Subject Material</b> (use individual/small group instruction; use specialized curriculum; simplify language; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-</p>	



# Pemberton Township School District

## Unit Planner

teach vocabulary)

**Materials** (provide taped 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/word processor)

**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)



# ESL Pacing Guide

## Grade 9-12 Entering

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1 – Glad to Meet You!	10 days	10 days
MP1	Unit 2 – Set the Table!	10 days	20 days
MP1	Unit 3 – On the Job	10 days	30 days
MP1	Unit 4 – Numbers Count	10 days	40 days
MP2	Unit 5 – City Sights	10 days	50 days
MP2	Unit 6 – Welcome Home!	10 days	60 days
MP2	Unit 7 –Pack Your Bags!	10 days	70 days
MP2	Unit 8 – Friend to Friend	10 days	80 days
MP3	Unit 9 – Let’s Celebrate	10 days	90 days
MP3	Unit 10 – Here to Help	10 days	100 days

<b>MP</b>	<b>Units</b>	<b>Unit TOTAL*</b>	<b>Cumulative TOTAL**</b>
<b>MP3</b>	Unit 11 – Make a Difference!	<b>10 days</b>	<b>110 days</b>
<b>MP3</b>	Unit 12 – Our Living Planet	<b>10 days</b>	<b>120 days</b>
<b>MP3</b>	Unit 13 – Past and Present	<b>10 days</b>	<b>130 days</b>
<b>MP4</b>	Unit 14 – Tell Me More	<b>10 days</b>	<b>140 days</b>
<b>MP4</b>	Unit 15 – Personal Best	<b>10 days</b>	<b>150 days</b>
<b>MP4</b>	Unit 16 – This Land Is Our Land	<b>10 days</b>	<b>160 days</b>
<b>MP4</b>	Unit 17 – Harvest Time	<b>10 days</b>	<b>170 days</b>
<b>MP4</b>	Unit 18 – Superstars	<b>10 days</b>	<b>180 days</b>

\* Unit Total is inclusive of introduction, instruction, unit assessments, projects, etc. for that particular unit.

\*\* Cumulative Total is a running total, inclusive of prior and current units.

# Pemberton Township School District Unit Planner

**Unit Title: High Point "Basic" (Units Pre-5) Grades 9-12 Entering/Beginning**

## Stage 1: Desired Results

**Standards & Indicators:**

**2016 WIDA ELP Standards**

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 3: The Language of Mathematics
- 4: The Language of Science
- 5: The Language of Social Studies

**2016 NJSLs Grades 9-12 English Language Arts**

- SL.9-10.6, SL.11-12.6
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)
- L.9-10.5(A,B), L.11-12.5(A,B)
- L.9-10.6, L.11-12.6

**2014 NJCCCS Technology**

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1

**2016 NJSLs 21<sup>st</sup> Century Life and Careers**

- CRP1.
- CRP2.
- CRP3.
- CRP4.
- CRP11.
- 9.2.12.C.1
- 9.2.12.C.2
- 9.2.12.C.3

**2009 NJSLs Comprehensive Health and Physical Education**

- 2.1.B

**2014 NJSLs Grades 9-12 Social Studies**

- 6.1.B

**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
- Mathematics

**Unit 2 – Set the Table!**

**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?

# Pemberton Township School District

## Unit Planner

<ul style="list-style-type: none"> <li>• Colors, Shapes, and Sizes</li> <li>• Foods and Food Groups</li> <li>• Express Likes</li> <li>• Describe</li> <li>• Adjectives</li> <li>• Action Verbs</li> <li>• Negative Sentences</li> <li>• Phonics (Short <i>u</i>, Short <i>i</i>, Digraph <i>ch</i>, and <i>tch</i>)</li> <li>• Comprehension (Identify Steps in a Process; sequence chain)</li> <li>• Sentences to Describe</li> <li>• Sentences with <i>not</i></li> <li>• Exhibit Card</li> <li>• Science (food pyramid)</li> </ul> <p><b>Unit 3 – On The Job</b></p> <ul style="list-style-type: none"> <li>• Actions</li> <li>• Tools and Careers</li> <li>• Science and Measurement Words</li> <li>• Give Information</li> <li>• Ask and Answer Questions</li> <li>• Present Tense Verbs</li> <li>• Yes-or-No Questions</li> <li>• Questions with <i>Who?</i>, <i>What?</i>, <i>Where?</i> and <i>When?</i></li> <li>• Phonics (Short <i>e</i>, <i>sh</i>, <i>ck</i>, and Double Consonants)</li> <li>• Comprehension (Identify Details; concept web)</li> <li>• Sentences</li> <li>• Questions and Answers</li> <li>• Job Handbook</li> <li>• Science (scientific processes)</li> <li>• Mathematics (measurement)</li> </ul> <p><b>Unit 4 – Numbers Count</b></p> <ul style="list-style-type: none"> <li>• Cardinal Numbers</li> <li>• Ordinal Numbers</li> <li>• Geography</li> <li>• Ask Questions</li> <li>• Give Information</li> <li>• Express Needs</li> <li>• Questions with <i>Do</i> and <i>Does</i></li> <li>• Negative Sentences</li> <li>• Contractions with <i>not</i></li> <li>• Phonics (Blends and Digraphs)</li> <li>• Comprehension (Identify Problems and Solutions; problem-and-solution chart); (Identify Details)</li> <li>• Questions and Answers</li> <li>• Sentences</li> <li>• Fact Sheet</li> <li>• Social Studies (geography/charts)</li> </ul> <p><b>Unit 5 – City Sights</b></p> <ul style="list-style-type: none"> <li>• Location Words</li> <li>• Neighborhood</li> <li>• Maps</li> <li>• Ask For and Give Information</li> </ul>	
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# Pemberton Township School District Unit Planner

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

# Pemberton Township School District

## Unit Planner

	<p>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 notes          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</p>
<p><b><u>Performance Task(s):</u></b>          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</p>	<p><b><u>Other Evidence:</u></b>          Class participation          Do Now/Warm-ups          Unit tests          Writing Assignments</p> <ul style="list-style-type: none"> <li>• Postcard</li> <li>• Exhibit Card</li> <li>• Job Handbook</li> <li>• Fact Sheet</li> <li>• Journal Entry</li> <li>• Family Album</li> <li>• Class Travel Book</li> <li>• Friendship Book</li> <li>• Celebration Poster</li> <li>• Job Advertisement</li> <li>• Personal Narrative</li> <li>• Fact-and-Opinion Poster</li> <li>• Comparison Poster</li> <li>• New Story Ending</li> <li>• Class Book on Healthy Habits</li> <li>• Biographical Sketch</li> <li>• Crop Report</li> <li>• Diamante Poem</li> <li>• Sentences</li> <li>• Order Form</li> <li>• Labels</li> <li>• Lists</li> <li>• Questions and Answers</li> </ul> <p>Self-Assessment Form          Peer-Assessment Form          Writing Progress Checklist</p>

# Pemberton Township School District Unit Planner

	Portfolio Evaluation Form
<b>Stage 3: Learning Plan</b>	
<p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Lakeside School (Introduction Unit)</b>  <b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Use numbers</li> <li>• Introduce numbers</li> <li>• Identify numbers</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Use Names of School Locations and Objects</li> <li>• Look at photographs</li> <li>• Sketch a school building</li> <li>• Label the sketch</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Give Information</li> <li>• Introduce the pattern: <i>This is _____.</i></li> <li>• Take a school tour</li> <li>• Express Social Courtesies</li> <li>• Introduce the pattern: <i>I am _____.</i></li> <li>• Practice Introduction</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Introduce new words</li> <li>• 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.</li> <li>• Sort words</li> <li>• Build sentences</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Use names of classroom objects and school tools</li> <li>• Introduce the pattern: <i>Here is _____.</i></li> <li>• Ask and answer questions</li> <li>• Introduce the pattern <i>Is this _____?</i> and <i>This is _____.</i></li> </ul> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>• Express Social Courtesies</li> <li>• Use introductions (hi, hello, nice to meet you)</li> <li>• Make introductions</li> </ul> <p><b>Lesson 7</b></p> <ul style="list-style-type: none"> <li>• Introduce new words</li> </ul> <p><b>Lesson 8</b></p> <ul style="list-style-type: none"> <li>• Teach Letters and Sounds</li> <li>• Build oral vocabulary (I Spy)</li> <li>• Develop phonemic awareness</li> <li>• Associate letters and sounds</li> </ul> <p><b>Lesson 9</b></p> <ul style="list-style-type: none"> <li>• Use Names of School Locations</li> <li>• View a map</li> <li>• Go on a tour and create map of own school</li> </ul> <p><b>Lesson 10</b></p>	<p><b><u>Resources:</u></b>  <b>Lakeside School (Introduction Unit)</b>  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)</p> <ul style="list-style-type: none"> <li>• Numbers and Number Words (p.1,2)</li> <li>• School Locations (p. 3,4,8,9,17)</li> <li>• Classroom Objects, School Tools (p. 5,6,12,15)</li> <li>• Greetings and Introductions (p. 7)</li> <li>• Telling Time (p. 10)</li> <li>• School Subjects; Schedules (p. 11,17)</li> <li>• Classroom Activities (p. 13,18)</li> <li>• Shapes (p. 14,15)</li> <li>• Letters (p. 15)</li> <li>• Personal Information (p. 16, 17)</li> <li>• Library Objects (p. 19)</li> <li>• Basic/General (p. 20)</li> <li>• School Vocabulary (p. 21)</li> <li>• Sports (p. 22, 23)</li> <li>• Parts of the Body (p. 24, 26)</li> <li>• Sickness and Injury (p. 25, 26)</li> <li>• Feeling Words (Health) (p. 27)</li> <li>• Food (p. 28, 30)</li> <li>• Money (p. 29)</li> <li>• Science Materials and Activities (p. 31)</li> <li>• School Activities (p. 32)</li> <li>• Clothing/Colors (p. 33,34)</li> <li>• Days of the Week (p. 35)</li> <li>• Good-byes (p. 36)</li> <li>• Months of the Year (p. 37)</li> <li>• Actions (p. 38, 39)</li> </ul> <p>High Point Reading Practice Book (p. 1-37)</p> <ul style="list-style-type: none"> <li>• High Frequency Words: am, I, is, school, the, this, you (p. 1)</li> <li>• High Frequency Words: a, an, here, my, no, yes (p. 2)</li> <li>• Letters and Sounds: Ss, Mm, Ff, Hh, Tt, Aa (p. 3,4)</li> <li>• High Frequency Words: at, it, look, of, an, see, show, where (p. 5)</li> <li>• Blend Words with Short a (p. 6,7)</li> <li>• High Frequency Words: are, good, he, she, same, time, who, your (p. 8)</li> <li>• Letters and Sounds: Nn, Ll, Pp, Gg, Li (p. 9,10)</li> <li>• High Frequency Words: answer, point, read, to, with, work, write (p. 11)</li> </ul>



# Pemberton Township School District

## Unit Planner

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

- Use Names of School Objects and Personnel
- Introduce school objects and personnel
- Give Personal Information
- Introduce the pattern: *My name is \_\_\_\_\_.*
- Introduce the pattern: *My phone number is \_\_\_\_\_.*

## Lesson 22

- Ask For Information
- Introduce the pattern: *Where/What is \_\_\_\_\_?*
- Ask and answer questions
- Express Needs
- Introduce the pattern: *I need to \_\_\_\_\_.*
- Use the pattern: *I need to \_\_\_\_\_.*

## Lesson 23

- Introduce new words
- Sort words

## Lesson 24

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

## Lesson 25

- Use Names of Library Objects
- Introduce library objects
- Ask For and Give Information
- Introduce plurals with -s
- Introduce the patterns: *What is in the \_\_\_\_\_?; A \_\_\_\_\_ is in the \_\_\_\_\_.; Some \_\_\_\_\_ are in the \_\_\_\_\_.*
- Visit the school library

## Lesson 26

- Express Likes
- Introduce the patterns: *Do you like \_\_\_\_\_? and I like \_\_\_\_\_.*
- People hunt sentence frames
- Ask and Answer Questions
- Introduce the patterns: *Will you \_\_\_\_\_? and Does \_\_\_\_\_?*

## Lesson 27

- Introduce new words
- Build sentences

## Lesson 28

- Teach Blending
- Build oral vocabulary
- Develop phonemic awareness
- Blend sounds to read words

## Lesson 29

- Use Sports Words
- Introduce sports words
- Visit the school gym
- Express Likes
- Review the pattern: *I like \_\_\_\_\_.*

## Lesson 30

- Ask and Answer Questions

# Pemberton Township School District Unit Planner

<ul style="list-style-type: none"> <li>• Introduce the pattern: <i>You can _____.</i></li> <li>• Introduce the patterns: <i>Can you _____?</i> and <i>I can _____.</i></li> <li>• Talk about sports</li> </ul> <p>Lesson 31</p> <ul style="list-style-type: none"> <li>• Introduce new words</li> <li>• Build sentences</li> </ul> <p>Lesson 32</p> <ul style="list-style-type: none"> <li>• Teach Letters and Sounds</li> <li>• Build oral vocabulary</li> <li>• Develop phonemic awareness</li> <li>• Associate letters and sounds</li> </ul> <p>Lesson 33</p> <ul style="list-style-type: none"> <li>• Use Names for Body Parts</li> <li>• Look at photographs</li> <li>• Identify body parts</li> <li>• Give Information</li> <li>• Introduce the patterns: <i>He/She has _____.</i>; <i>I/They have _____.</i></li> <li>• Role-play</li> </ul> <p>Lesson 34</p> <ul style="list-style-type: none"> <li>• Ask Questions and Express Feelings (Health)</li> <li>• Introduce the pattern: <i>How do you feel?</i></li> <li>• Introduce the patterns: <i>I feel _____.</i> and <i>My _____ hurt(s).</i></li> <li>• Introduce the patterns: <i>How do(es) he/she/they feel?</i> and <i>He/She/They feel(s) _____.</i></li> <li>• Use the patterns</li> </ul> <p>Lesson 35</p> <ul style="list-style-type: none"> <li>• Introduce new words</li> <li>• Sort words</li> </ul> <p>Lesson 36</p> <ul style="list-style-type: none"> <li>• Teach Blending</li> <li>• Build oral vocabulary</li> <li>• Develop phonemic awareness</li> <li>• Blend sounds to read words</li> </ul> <p>Lesson 37</p> <ul style="list-style-type: none"> <li>• Use Names of Foods</li> <li>• Introduce foods</li> <li>• Listen for food names</li> <li>• Express Likes and Dislikes</li> <li>• Introduce the patterns: <i>I like/do not like _____.</i></li> <li>• Think, pair, share</li> </ul> <p>Lesson 38</p> <ul style="list-style-type: none"> <li>• Identify Money</li> <li>• Introduce money values</li> <li>• Build a lunch</li> <li>• Ask For and Give Information</li> <li>• Introduce the patterns: <i>What is this/that?</i> and <i>This/That is _____.</i></li> <li>• Role-play</li> </ul> <p>Lesson 39</p> <ul style="list-style-type: none"> <li>• Introduce new words</li> </ul>	
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# Pemberton Township School District Unit Planner

<ul style="list-style-type: none"> <li>• Build sentences</li> </ul> <p>Lesson 40</p> <ul style="list-style-type: none"> <li>• Introduce</li> <li>• Learn new statements</li> <li>• Build sentences</li> </ul> <p>Lesson 41</p> <ul style="list-style-type: none"> <li>• Use Science Vocabulary</li> <li>• Introduce science tools</li> <li>• Introduce science processes</li> <li>• Visit a school science lab</li> </ul> <p>Lesson 42</p> <ul style="list-style-type: none"> <li>• Express Needs and Thoughts</li> <li>• Introduce the patterns: <i>I need _____ and I think _____.</i></li> <li>• Distinguish between needs and thoughts</li> <li>• Think, pair, share</li> </ul> <p>Lesson 43</p> <ul style="list-style-type: none"> <li>• Introduce new words</li> <li>• Build sentences</li> </ul> <p>Lesson 44</p> <ul style="list-style-type: none"> <li>• Teach Letters and Sounds</li> <li>• Build oral vocabulary</li> <li>• Develop phonemic awareness</li> <li>• Associate letters and sounds</li> </ul> <p>Lesson 45</p> <ul style="list-style-type: none"> <li>• Use Words for Colors and Clothing</li> <li>• Identify colors</li> <li>• Identify articles of clothing</li> <li>• Play "I Spy"</li> </ul> <p>Lesson 46</p> <ul style="list-style-type: none"> <li>• Ask and Answer Questions</li> <li>• Introduce the patterns: <i>I like this/that _____; I like these/those _____.</i></li> <li>• Introduce the pattern: <i>Which _____ do you like?</i></li> <li>• Use the patterns to ask and answer questions</li> </ul> <p>Lesson 47</p> <ul style="list-style-type: none"> <li>• Introduce new words</li> <li>• Sort words</li> </ul> <p>Lesson 48</p> <ul style="list-style-type: none"> <li>• Teach Blending</li> <li>• Build oral vocabulary</li> <li>• Develop phonemic awareness</li> <li>• Blend sounds to read words</li> </ul> <p>Lesson 49</p> <ul style="list-style-type: none"> <li>• Use Names for Days of the Week</li> <li>• Introduce the days of the week</li> <li>• Play a game</li> <li>• Discuss Daily Activities</li> <li>• Introduce abbreviations</li> </ul> <p>Lesson 50</p> <ul style="list-style-type: none"> <li>• Express Social Courtesies</li> <li>• Introduce ways to say Good-bye</li> <li>• Use the pattern: <i>See you _____.</i></li> </ul>	
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# Pemberton Township School District Unit Planner

<p>Lesson 51</p> <ul style="list-style-type: none"> <li>• Introduce new words</li> <li>• Build sentences</li> </ul> <p>Lesson 52</p> <ul style="list-style-type: none"> <li>• Introduce</li> <li>• Learn about questions</li> <li>• Build questions</li> </ul> <p>Lesson 53</p> <ul style="list-style-type: none"> <li>• Use Names for the Months of the Year</li> <li>• Introduce the months of the year</li> <li>• Conduct a survey</li> <li>• Analyze information</li> <li>• Record monthly activities</li> </ul> <p>Lesson 54</p> <ul style="list-style-type: none"> <li>• Use Third Person Singular Verbs</li> <li>• View the photographs</li> <li>• Introduce action verbs</li> <li>• Use action verbs</li> </ul> <p>Lesson 55</p> <ul style="list-style-type: none"> <li>• Introduce new words</li> <li>• Sort words</li> </ul> <p>Lesson 56</p> <ul style="list-style-type: none"> <li>• Introduce</li> <li>• Learn about exclamations</li> <li>• Build sentences</li> </ul> <p><b>Unit 1 – Glad to Meet You!</b></p> <ul style="list-style-type: none"> <li>• <b>Language Development</b></li> <li>• Pronouns</li> <li>• Present Tense Verbs: <i>am</i> and <i>are</i></li> <li>• Present Tense Verbs: <i>is</i> and <i>are</i></li> <li>• Vocabulary: Personal Information</li> <li>• Vocabulary: Communication</li> <li>• <b>Language and Literacy</b></li> <li>• Read and Think Together: Sequence</li> <li>• "Good News" (Realistic Fiction)</li> <li>• Words to Know</li> <li>• Reading and Spelling: short a, short o</li> <li>• Read on Your Own: Sequence</li> <li>• "New at School" (Realistic Fiction)</li> <li>• Statements and Exclamations</li> <li>• <b>Language Across the Curriculum</b></li> <li>• Success in Mathematics: Basic Operations</li> </ul> <p><b>Unit 2 – Set the Table</b></p> <ul style="list-style-type: none"> <li>• <b>Language Development</b></li> <li>• Adjectives</li> <li>• Vocabulary: Colors, Shapes, and Sizes</li> <li>• Vocabulary: Foods</li> <li>• Action Verbs</li> <li>• <b>Language and Literacy</b></li> <li>• Read and Think Together: Steps in a Process</li> <li>• "I Make Pictures Move!" (Career Sketch)</li> <li>• Words to Know</li> </ul>	<p><b>Unit 1 – Glad to Meet You!</b></p> <p>High Point Textbook "Basic" (p. 40-55)  High Point Language and Literacy Student Book (p. 40-55)  High Point Language Skills Practice Book (p. 40-45)  High Point Language Reading Skills Practice Book (p. 38-41)  High Point Listen and Learn Audio  Theme Book <i>Good News</i> (The Basics Bookshelf)  High Point Letter Tiles  High Point Language Acquisition Assessment (Unit 1 Test),  Writing Assessment, Self-Assessment  High Point Newsletter 1 (Home-school connections)  High Point Teacher's Edition (p. T40h-T55)  "Talking Walls"  "Apples in a Box"  "Just Like Me"  "At the Beach"  "Puff...Flash...Bang!"</p> <p><b>Unit 2 – Set the Table!</b></p> <p>High Point Textbook "Basic" (p. 56-69)  High Point Language and Literacy Student Book (p. 56-69)  High Point Language Skills Practice Book (p. 46-50)  High Point Language Reading Skills Practice Book (p. 42-45)  High Point Listen and Learn Audio  Theme Book <i>I Make Pictures Move!</i> (The Basics Bookshelf)  High Point Letter Tiles  High Point Language Acquisition Assessment (Unit 2 Test),  Writing Assessment, Self-Assessment  High Point Teacher's Edition (p. T56a-T69)</p>
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# Pemberton Township School District

## Unit Planner

<ul style="list-style-type: none"> <li>• Reading and Spelling: short <i>i</i>, short <i>u</i>, <i>ch</i>, and <i>tch</i></li> <li>• Read on Your Own: Steps in a Process</li> <li>• "Something Good for Lunch" (Realistic Fiction)</li> <li>• Negative Sentences</li> <li>• <b>Language Across the Curriculum</b></li> <li>• Success in Science: Food Pyramid</li> </ul> <p><b>Unit 3 – On the Job</b></p> <ul style="list-style-type: none"> <li>• <b>Language Development</b></li> <li>• Vocabulary: Actions/Careers</li> <li>• Present Tense Verbs</li> <li>• Yes-or-No Questions</li> <li>• Vocabulary: Tools and Careers</li> <li>• <b>Language and Literacy</b></li> <li>• Read and Think Together: Details</li> <li>• "What Is It?" (Fantasy)</li> <li>• Words to Know</li> <li>• Reading and Spelling: short <i>e</i>, <i>sh</i>, <i>ck</i>, and double consonants</li> <li>• Read on Your Own: Details</li> <li>• "Let Ben Take It" (Realistic Fiction)</li> <li>• Questions with <i>Who?</i>, <i>What?</i>, <i>Where?</i>, and <i>When?</i></li> <li>• <b>Language Across the Curriculum</b></li> <li>• Success in Science and Mathematics: Scientific Processes; Measurement</li> </ul> <p><b>Unit 4 – Numbers Count</b></p> <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• Questions with <i>Do</i> and <i>Does</i></li> <li>• Vocabulary: Cardinal Numbers</li> <li>• Negative Sentences</li> <li>• Vocabulary: Ordinal Numbers</li> </ul> <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Read and Think Together: Problems and Solutions</li> <li>• "A Year Without Rain" (Historical Fiction)</li> <li>• Words to Know</li> <li>• Reading and Spelling: blends and digraphs</li> <li>• Read on Your Own: Details</li> <li>• "Rush!" (Realistic Fiction)</li> <li>• Contractions with <i>not</i></li> </ul> <p><b>Language Across the Curriculum</b></p> <ul style="list-style-type: none"> <li>• Success in Social Studies: Geography; Charts</li> </ul> <p><b>Unit 5 – City Sights</b></p> <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: Location Words</li> <li>• Vocabulary: Neighborhood</li> <li>• Regular Past Tense Verbs</li> <li>• Statements with <i>There is</i> and <i>There are</i></li> </ul> <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Read and Think Together: Details</li> <li>• "More Than a Meal" (Realistic Fiction)</li> <li>• Words to Know</li> <li>• Reading and Spelling: word patterns and multisyllabic words</li> <li>• Read on Your Own: Details</li> </ul>	<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><b>Unit 3 – On the Job!</b></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?</i> (The Basics Bookshelf)</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><b>Unit 4 – Numbers Count</b></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> <p>Theme Book <i>A Year Without Rain</i> (The Basics Bookshelf)</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><b>Unit 5 – City Sights</b></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> (The Basics Bookshelf)</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>
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# Pemberton Township School District Unit Planner

<ul style="list-style-type: none"> <li>• "Meet Jo" (Newspaper Article)</li> <li>• Pronoun-Verb Contractions</li> </ul> <b>Language Across the Curriculum</b> <ul style="list-style-type: none"> <li>• Success in Social Studies: Communities; Maps</li> </ul>	<ul style="list-style-type: none"> <li>• "Sing a Song of People"</li> <li>• "I Read Signs"</li> <li>• "SimTown"</li> <li>• "Signs Around You"</li> </ul>
<b>Differentiation</b>	
<b>Special Needs/ELL</b>	
<p><b>Sensory Supports</b> (real-life objects; manipulatives; pictures and photographs; illustrations, diagrams, drawings; magazines and newspapers; physical activities; videos and films; broadcasts; models and figures)</p> <p><b>Graphic Organizers</b> (Venn diagrams; T-charts; cycles; cause and effect; semantic webs)</p> <p><b>Graphic Supports</b> (charts; graphic organizers; tables; graphs; timelines; number lines)</p> <p><b>Language Arts Supports</b> (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><b>Interactive Supports</b> (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><b>Technology Supports</b> (software programs; language-learning apps; Oxford Picture Dictionary online)</p> <p><b>Modifications</b></p> <p><b>Pacing</b> (extend time requirements; omit assignments)</p> <p><b>Environment</b> (assign preferential seating; assign peer buddy)</p> <p><b>Reinforcement and Follow Through</b> (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><b>Assignments</b> (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 clues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)</p> <p><b>Presentation of Subject Material</b> (use individual/small group instruction; use specialized curriculum; simplify language; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)</p> <p><b>Materials</b> (provide taped 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/word processor)</p> <p><b>Testing Adaptations</b> (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><b>Grading</b> (modify grading system; modify weights of course components; modify course objectives/outcomes)</p>	

# Pemberton Township School District Unit Planner

**Unit Title: High Point "Basic" (Units 6-12) Grades 9-12 Entering/Beginning**

## Stage 1: Desired Results

### Standards & Indicators:

#### 2016 WIDA ELP Standards

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 3: The Language of Mathematics
- 4: The Language of Science
- 5: The Language of Social Studies

#### 2016 NJSLs Grades 9-12 English Language Arts

- RI.9-10.10, RI.11-12.10
- W.9-10.3(A,B,C,D,E), W.11-12.3(A,B,C,D,E)
- SL.9-10.6, SL.11-12.6
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)
- L.9-10.5(A,B), L.11-12.5(A,B)
- L.9-10.6, L.11-12.6

#### 2014 NJCCCS Technology

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1

#### 2016 NJSLs 21<sup>st</sup> Century Life and Careers

- CRP1.
- CRP2.
- CRP3.
- CRP4.
- CRP11.

#### 2014 NJSLs Grades 9-12 Social Studies

- 6.1.A
- 6.1.B

### Central Idea / Enduring Understanding:

#### Unit 6 – Welcome Home!

- Family
- Rooms in a House
- Household Objects
- Mathematics
- Give Information
- Ask and Answer Questions
- Present Tense Verbs (*have, has*)
- 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)

#### Unit 7 – Pack Your Bags!

- Landforms and Transportation

### Essential/Guiding Question:

- 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?



# Pemberton Township School District

## Unit Planner

- Weather and Clothing
- Diagrams
- Give and Carry Out Commands
- Describe Places
- Give Information
- Commands
- 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

# Pemberton Township School District

## Unit Planner

<ul style="list-style-type: none"> <li>• Long Vowels</li> <li>• Comprehension (Identify Cause and Effect; cause-and-effect chart)</li> <li>• Sentences Captions</li> <li>• Job Advertisement</li> <li>• Social Studies (local government)</li> </ul> <p><b>Unit 11 – Make a Difference!</b></p> <ul style="list-style-type: none"> <li>• Direction Words</li> <li>• Civil Rights</li> <li>• Data Displays</li> <li>• Give Information</li> <li>• Give Directions</li> <li>• Express Wants and Feelings</li> <li>• Irregular Past Tense Verbs</li> <li>• Prepositions</li> <li>• R-controlled Vowels</li> <li>• Comprehension (Identify Sequence; time line); (Classify Information)</li> <li>• Directions</li> <li>• Charts</li> <li>• Personal Narrative in a Mandala</li> <li>• Mathematics (table and circle graph)</li> </ul> <p><b>Unit 12 – Our Living Planet</b></p> <ul style="list-style-type: none"> <li>• Opinion Words</li> <li>• Animals, Plants, and Habitats</li> <li>• Graphs</li> <li>• Give Opinions</li> <li>• Describe Places</li> <li>• Make a Suggestion</li> <li>• Sensory Adjectives</li> <li>• Verbs (<i>must, should</i>)</li> <li>• Multisyllabic Words</li> <li>• Comprehension (Identify Sequence; data chart, time line); (Identify Details); (Cause and Effect)</li> <li>• Opinions</li> <li>• Description</li> <li>• Fact-and-Opinion Poster</li> <li>• Science and Mathematics (line graphs)</li> </ul>	
<p><b><u>Content:</u></b></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>Weather</p> <p>Clothing</p> <p>Verbs</p> <p>Habitats</p> <p>Proper Nouns</p>	<p><b><u>Skills(Objectives):</u></b></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>

# Pemberton Township School District

## Unit Planner

<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>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>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> <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>
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# Pemberton Township School District Unit Planner

## 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 Idea and Details
- "When We Came to Wisconsin" (Realistic Fiction)
- Plural Nouns

#### **Language Across the Curriculum**

### Resources:

#### **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"

# Pemberton Township School District

## Unit Planner

- Success in Mathematics: Fractions, Decimals, and Percents

### Unit 7 – Pack Your Bags!

#### Language Development

- Commands
- Vocabulary: Landforms and Transportation
- Vocabulary: Weather and Clothing
- Verbs: *can*

#### Language and Literacy

- Read and Think Together: Classify
- "Explore!" (Travel Essay)
- Words to Know
- Reading and Spelling: long vowels (*ai, ay, ee, ea, oa, ow*)
- Read on Your Own: Classify
- "Explore a Wetland" (Science Article)
- Capitalization: Proper Nouns

#### Language Across the Curriculum

- Success in Science: Cycles; Diagrams

### Unit 8 – Friend to Friend

#### Language Development

- Regular Past Tense Verbs
- Vocabulary: Feelings
- Irregular Past Tense Verbs: *was* and *were*
- Negative Sentences and Contractions with *not*

#### Language and Literacy

- Read and Think Together: Cause and Effect
- "Friends Are Like That" (Fictional Journal)
- Words to Know
- Reading and Spelling: verb ending (*-ed*)
- Read on Your Own: Cause and Effect
- "Eva's Lesson" (Realistic Fiction)
- Possessive Nouns

#### Language Across the Curriculum

- Success in Mathematics: Bar Graphs

### Unit 9 – Let's Celebrate!

#### Language Development

- Adverbs
- Present Progressive Verbs
- Vocabulary: Country Words
- Phrases with *like to* and *want to*

#### Language and Literacy

- Read and Think Together: Classify
- "Let's Dance" (Photo Essay)
- Words to Know
- Reading and Spelling: verb ending (*-ing*)
- Read on Your Own: Details
- "Dance to Celebrate" (Social Studies Article)

#### Language Across the Curriculum

- Success in Social Studies: World Cultures; Maps

### Unit 10 – Here to Help

#### Language Development

- Verbs: *may, might, and could*

### Unit 7 – Pack Your Bags!

High Point Textbook "Basic" (p. 128-141)  
 High Point Language and Literacy Student Book (p. 128-141)  
 High Point Language Skills Practice Book (p. 74-79)  
 High Point Language Reading Skills Practice Book (p. 62-66)  
 High Point Listen and Learn Audio  
 Theme Book *Explore!* (The Basics Bookshelf)  
 High Point Letter Tiles  
 High Point Language Acquisition Assessment (Unit 7 Test),  
 Writing Assessment, Self-Assessment  
 High Point Newsletter 3 (Home-school connections)  
 High Point Teacher's Edition (p. T128a-T141)  
 "Deserts"

"Hide and Seek"

"Weather Words and What They Mean"

"On the Go"

"Road Adventures USA"

### Unit 8 – Friend to Friend

High Point Textbook "Basic" (p. 142-155)  
 High Point Language and Literacy Student Book (p. 142-155)  
 High Point Language Skills Practice Book (p. 80-85)  
 High Point Language Reading Skills Practice Book (p. 67-70)  
 High Point Listen and Learn Audio  
 Theme Book *Friends Are Like That* (The Basics Bookshelf)  
 High Point Letter Tiles  
 High Point Language Acquisition Assessment (Unit 8 Test),  
 Writing Assessment, Self-Assessment  
 High Point Teacher's Edition (p. T142a-T155)  
 "The Bracelet"  
 "The Leaving Morning"  
 "Voices of the Heart"  
 "The Giving Tree"  
 "The Journey of Natty Gann"

### Unit 9 – Let's Celebrate!

High Point Textbook "Basic" (p. 156-169)  
 High Point Language and Literacy Student Book (p. 156-169)  
 High Point Language Skills Practice Book (p. 86-90)  
 High Point Language Reading Skills Practice Book (p. 71-73)  
 High Point Listen and Learn Audio  
 Theme Book *Let's Dance!* (The Basics Bookshelf)  
 High Point Letter Tiles  
 High Point Language Acquisition Assessment (Unit 9 Test),  
 Writing Assessment, Self-Assessment  
 High Point Teacher's Edition (p. T156a-T169)  
 "Celebrations of Light"  
 "Dance"  
 "Ayu and the Perfect Moon"  
 "Nine O'Clock Lullaby"  
 "Up, Up and Away"

### Unit 10 – Here to Help

High Point Textbook "Basic" (p. 170-183)  
 High Point Language and Literacy Student Book (p. 170-183)

# Pemberton Township School District

## Unit Planner

<ul style="list-style-type: none"> <li>• Vocabulary: Time</li> <li>• Phrases with <i>have to</i> and <i>need to</i></li> <li>• Possessive Pronouns</li> </ul> <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Read and Think Together: Cause and Effect</li> <li>• "Power Out!" (Realistic Fiction)</li> <li>• Words to Know</li> <li>• Reading and Spelling: long vowels (<i>ie, igh, ui, ue</i>)</li> <li>• Read on Your Own: Cause and Effect</li> <li>• "Hot Crumbs Cause Fire" (Newspaper Article)</li> </ul> <p><b>Language Across the Curriculum</b></p> <ul style="list-style-type: none"> <li>• Success in Social Studies: Local Government</li> </ul> <p><b>Unit 11 – Make a Difference!</b></p> <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• Irregular Past Tense Verbs</li> <li>• Vocabulary: Direction Words</li> <li>• Vocabulary: Civil Rights</li> <li>• Irregular Past Tense Verbs</li> </ul> <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Read and Think Together: Sequence</li> <li>• "Who Was Martin Luther King, Jr.?" (Biography)</li> <li>• Words to Know</li> <li>• Reading and Spelling <i>r</i>-controlled vowels</li> <li>• Read on Your Own: Classify Information</li> <li>• "Kids Are Helping Kids" (Biographies)</li> </ul> <p><b>Language Across the Curriculum</b></p> <ul style="list-style-type: none"> <li>• Success in Mathematics: U.S. Elections; Tables and Circle Graphs</li> </ul> <p><b>Unit 12 – Our Living Planet</b></p> <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: Opinion Words</li> <li>• Vocabulary: Animals and Habitats</li> <li>• Vocabulary: Plants and Habitats</li> <li>• Sensory Adjectives</li> </ul> <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>• Read and Think Together: Sequence</li> <li>• "Rachel Carson" (Biography)</li> <li>• Words to Know</li> <li>• Reading and spelling: <i>r</i>-controlled syllable types</li> <li>• Read on Your Own: Details, Cause and Effect</li> <li>• "Animals in the Wild" (Science Article)</li> </ul> <p><b>Language Across the Curriculum</b></p> <p>Success in Science and Mathematics: Endangered Animals; Line Graphs</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!</i> (The Basics Bookshelf)</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><b>Unit 11 – Make a Difference!</b></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.?</i> (The Basics Bookshelf)</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><b>Unit 12 – Our Living Planet</b></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</i> (The Basics Bookshelf)</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> <p>"The World of Nature"</p>
<b>Differentiation</b>	
<b>Special Needs/ELL</b>	
<p><b>Sensory Supports</b> (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><b>Graphic Supports</b> (charts; graphic organizers; tables; graphs; timelines; number lines)</p> <p><b>Language Arts Supports</b> (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><b>Interactive Supports</b> (in pairs or partners; in triads or small groups; in a whole group; using cooperative group structures)</p>	

## Pemberton Township School District Unit Planner

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 clues 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; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

**Materials** (provide taped 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/word processor)

**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)

# Pemberton Township School District Unit Planner

**Unit Title: High Point "Basic" (Units 13-15) Grades 9-12 Entering/Beginning**

## Stage 1: Desired Results

**Standards & Indicators:**

**2016 WIDA ELP Standards**

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 4: The Language of Science
- 5: The Language of Social Studies

**2016 NJSLs Grades 9-12 English Language Arts**

- RI.9-10.10, RI.11-12.10
- W.9-10.10, W.11-12.10
- SL.9-10.6, SL.11-12.6
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)
- L.9-10.5(A,B), L.11-12(A,B)
- L.9-10.6, L.11-12.6

**2014 NJCCCS Technology**

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1

**2016 NJSLs 21<sup>st</sup> Century Life and Careers**

- CRP1.
- CRP2.
- CRP3.
- CRP4.
- CRP11.

**2014 NJSLs Grades 9-12 Social Studies**

- 6.1.A
- 6.1.B

**2009 NJSLs Comprehensive Health and Physical Education**

- 2.1.A
- 2.1.B

**Central Idea / Enduring Understanding:**

**Unit 13 – Past and Present**

- 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)

**Essential/Guiding Question:**

- 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?



# Pemberton Township School District

## Unit Planner

<p><b>Unit 14 – Tell Me More</b></p> <ul style="list-style-type: none"> <li>• Story Elements</li> <li>• Opposites</li> <li>• Phrases for Time and Places</li> <li>• Ask for and Give Advice</li> <li>• Ask for and Accept a Favor</li> <li>• Describe Actions</li> <li>• Prepositions</li> <li>• Commands</li> <li>• Diphthongs and Variant Vowels</li> <li>• Comprehension (Story Elements; Characters; character map; Setting; Plot)</li> <li>• Notes</li> <li>• Commands</li> <li>• Story Endings</li> <li>• Language Arts (myths)</li> </ul> <p><b>Unit 15 – Personal Best</b></p> <ul style="list-style-type: none"> <li>• The Body</li> <li>• Sports</li> <li>• Ask for and Give Information</li> <li>• Express Thanks</li> <li>• Present Tense Verbs</li> <li>• Pronouns</li> <li>• Phonics (Variant Vowels and Consonants)</li> <li>• Comprehension (Relate Main Idea and Details; main-idea diagram)</li> <li>• Facts</li> <li>• Thank-You Speech</li> <li>• Paragraph for a Healthy-Habits Book</li> <li>• Language Arts (how to build a paragraph)</li> </ul>	
<p><b>Content:</b></p> <p>Graphs Animals 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><b>Skills(Objectives):</b></p> <p>Interpret a visual image Preview; build background 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 a book (Choral reading) Predict words Track print Use graphic organizers (comparison chart) Recognize high frequency words Build oral vocabulary Develop phonemic awareness</p>

# Pemberton Township School District Unit Planner

	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)
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## Stage 2: Assessment Evidence

<b><u>Performance Task(s):</u></b> 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	<b><u>Other Evidence:</u></b> Class participation Do Now/Warm-ups Unit tests Writing Assignments <ul style="list-style-type: none"> <li>• Time Line</li> <li>• Sentences</li> <li>• Comparisons</li> <li>• Paragraph</li> <li>• Letter</li> <li>• Comparison Poster</li> <li>• New Story Ending</li> <li>• Class Book on Healthy Habits</li> <li>• Sentences with Advice</li> <li>• Notes</li> <li>• Description</li> <li>• Story Ending</li> <li>• Facts</li> <li>• Thank-You Speech</li> <li>• Giving Information</li> <li>• Paragraph for a Health-Habits Book</li> </ul> Self-Assessment Form
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# Pemberton Township School District

## Unit Planner

	Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form
<b>Stage 3: Learning Plan</b>	
<b><u>Learning Opportunities/Strategies:</u></b> <b>Unit 13 – Past and Present</b> <b>Language Development</b> <ul style="list-style-type: none"> <li>Vocabulary: History</li> <li>Vocabulary: Historical Records</li> <li>Nouns</li> <li>Present and Past Tense Verbs</li> <li>Object Pronouns</li> </ul> <b>Language and Literacy</b> <ul style="list-style-type: none"> <li>Read and Think Together: Comparisons</li> <li>"The Children We Remember" (Historical Account)</li> <li>Words to Know</li> <li>Reading and Spelling: words with y</li> <li>Read on Your Own: Comparisons</li> <li>"Kidworks for Peace" (Web Page)</li> </ul> <b>Language Across the Curriculum</b> <ul style="list-style-type: none"> <li>Success in Social Studies: U.S. Government</li> </ul> <b>Unit 14 – Tell Me More</b> <b>Language Development</b> <ul style="list-style-type: none"> <li>Vocabulary: Story Elements</li> <li>Vocabulary: Opposites</li> <li>Vocabulary: Phrases for Time and Places</li> <li>Commands</li> </ul> <b>Language and Literacy</b> <ul style="list-style-type: none"> <li>Read and Think Together: Characters</li> <li>"The Eagles and the Moon Gold" (Fable)</li> <li>Words to Know</li> <li>Reading and Spelling: diphthongs and variant vowels</li> <li>Read on Your Own: Story Elements</li> <li>"A Chill in the Air" (Realistic Fiction)</li> </ul> <b>Language Across the Curriculum</b> <ul style="list-style-type: none"> <li>Success in Language Arts: Myths; Characters, Setting, and Plot</li> </ul> <b>Unit 15 – Personal Best</b> <b>Language Development</b> <ul style="list-style-type: none"> <li>Vocabulary: The Body</li> <li>Present Tense Verbs</li> <li>Vocabulary: Sports</li> <li>Pronouns</li> </ul> <b>Language and Literacy</b> <ul style="list-style-type: none"> <li>Read and Think Together: Main Idea and Details</li> <li>"Body Works" (Science Essay)</li> <li>Words to Know</li> <li>Reading and Spelling: variant vowels and consonants</li> <li>Read on Your Own: Main Idea and Details</li> <li>"Summer Games Are a Big Hit" (Newspaper Article)</li> </ul>	<b><u>Resources:</u></b> <b>Unit 13 – Past and Present</b> 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 <i>The Children We Remember</i> (The Basics 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" <b>Unit 14 – Tell Me More</b> 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) High Point Listen and Learn Audio Theme Book <i>The Eagle and the Moon Gold</i> (The Basics Bookshelf) High Point Letter Tiles High Point Language Acquisition Assessment (Unit 14 Test), Writing Assessment, Self-Assessment High Point Teacher's Edition (p. T228a-T241) "Cinder-Elly" "Seven Blind Mice" "Hoop Dancers" "The Fox in the Moon" "The Princess and the Pea" <b>Unit 15 – Personal Best</b> High Point Textbook "Basic" (p. 242-255) High Point Language and Literacy Student Book (p. 242-255) High Point Language Skills Practice Book (p. 116-120) High Point Language Reading Skills Practice Book (p. 92-95) High Point Listen and Learn Audio Theme Book <i>Body Works</i> (The Basics Bookshelf) High Point Letter Tiles High Point Language Acquisition Assessment (Unit 15 Test), Writing Assessment, Self-Assessment High Point Teacher's Edition (p. T242a-T255) "Wilma Unlimited" "For the Love of the Game" "Sports"

# Pemberton Township School District

## Unit Planner

<b>Language Across the Curriculum</b> Success in Language Arts: How to Build a Paragraph	"My Soccer Book" "100 Unforgettable Moments in the Summer Olympics"
<b>Differentiation</b>	
<b>Special Needs/ELL</b>	
<p><b>Sensory Supports</b> (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)  <b>Graphic Supports</b> (charts; graphic organizers; tables; graphs; timelines; number lines)  <b>Language Arts Supports</b> (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)  <b>Interactive Supports</b> (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)  <b>Technology Supports</b> (software programs; language-learning apps; Oxford Picture Dictionary online)  <b>Modifications</b>  <b>Pacing</b> (extend time requirements; omit assignments)  <b>Environment</b> (assign preferential seating; assign peer buddy)  <b>Reinforcement and Follow Through</b> (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)  <b>Assignments</b> (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 clues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)  <b>Presentation of Subject Material</b> (use individual/small group instruction; use specialized curriculum; simplify language; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)  <b>Materials</b> (provide taped 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/word processor)  <b>Testing Adaptations</b> (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)  <b>Grading</b> (modify grading system; modify weights of course components; modify course objectives/outcomes)</p>	

# Pemberton Township School District Unit Planner

**Unit Title:** High Point "Basic" (Units 16-18) Grades 9-12 Entering/Beginning

## Stage 1: Desired Results

**Standards & Indicators:**

**2016 WIDA ELP Standards**

- 1: Social & Instructional Language
- 2: The Language of Language Arts
- 4: The Language of Science
- 5: The Language of Social Studies

**2016 NJSLs Grades 9-12 English Language Arts**

- RI.9-10.10, RI.11-12.10
- W.9-10.4, W.11-12.4
- W.9-10.5, W.11-12.5
- W.9-10.6, W.11-12.6
- W.9-10.10, W.11-12.10
- SL.9-10.6, SL.11-12.6
- L.9-10.1(A,B), L.11-12.1(A,B)
- L.9-10.2(A,B,C), L.11-12.2(A,B,C)
- L.9-10.3(A), L.11-12.3(A)
- L.9-10.4(A,B,C,D), L.11-12.4(A,B,C,D)
- L.9-10.5(A,B), L.11-12.5(A,B)
- L.9-10.6, L.11-12.6

**2014 NJCCCS Technology**

- 8.1.8.A.1
- 8.1.8.A.2
- 8.1.12.A.1

**2016 NJSLs 21<sup>st</sup> Century Life and Careers**

- CRP1.
- CRP2.
- CRP3.
- CRP4.
- CRP11.

**2014 NJSLs Grades 9-12 Social Studies**

- 6.1.A
- 6.1.B

**Central Idea / Enduring Understanding:**

**Unit 16 – This Land Is Our Land**

- American History
- Landforms and Bodies of Water
- Geography
- Ask and Answer Questions
- Give Directions
- Questions with *How?* and *Why?*
- 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.)

**Unit 17 – Harvest Time**

**Essential/Guiding Question:**

- 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?

# Pemberton Township School District

## Unit Planner

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

# Pemberton Township School District

## Unit Planner

<p>The Solar System Multisyllabic Words</p>	<p>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 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</p>
<b>Stage 2: Assessment Evidence</b>	
<p><b><u>Performance Task(s):</u></b> 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</p>	<p><b><u>Other Evidence:</u></b> Class participation Do Now/Warm-ups Unit tests Writing Assignments</p> <ul style="list-style-type: none"> <li>• Biographical Sketch</li> <li>• Crop Report</li> <li>• Diamante Poem</li> <li>• Questions and Answers</li> <li>• Directions</li> <li>• Sentences</li> <li>• Postcard</li> <li>• Paragraph (biographical sketch)</li> <li>• Restaurant Order</li> <li>• Description</li> <li>• Crop Comparisons</li> <li>• Report</li> <li>• Captioned Drawing</li> <li>• Opinions</li> <li>• Give Information</li> </ul> <p>Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form</p>

# Pemberton Township School District

## Unit Planner

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Unit 16 – This Land Is Our Land**

##### **Language Development**

- Vocabulary: American History
- Questions with *How?* and *Why?*
- Vocabulary: Landforms and Bodies of Water
- Capitalization: Proper Nouns

##### **Language and Literacy**

- 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)

##### **Language Across the Curriculum**

- Success in Social Studies: Regions of the U.S.; Maps

##### **Unit 17 – Harvest Time**

##### **Language Development**

- Questions: *How many?* and *How much?*
- Vocabulary: Farming
- Vocabulary: At the Restaurant
- Sensory Adjectives

##### **Language and Literacy**

- 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)

##### **Language Across the Curriculum**

- Success in Science: Plants

##### **Unit 18 – Superstars**

##### **Language Development**

- Vocabulary: Idioms
- Future Tense Verbs and Contractions
- Vocabulary: Space
- Verb Tenses: Present, Past, Future

##### **Language and Literacy**

- 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)

##### **Language Across the Curriculum**

Success in Science: Space

#### Resources:

##### **Unit 16 – This Land Is Our Land**

High Point Textbook "Basic" (p. 256-269)  
 High Point Language and Literacy Student Book (p. 256-269)  
 High Point Language Skills Practice Book (p. 121-125)  
 High Point Language Reading Skills Practice Book (p. 96-99)  
 High Point Listen and Learn Audio  
 Theme Book *All Across America* (The Basics Bookshelf)  
 High Point Letter Tiles  
 High Point Language Acquisition Assessment (Unit 16 Test),  
 Writing Assessment, Self-Assessment  
 High Point Newsletter 6 (Home-school connections)  
 High Point Teacher's Edition (p. T256a-T269)  
 "Grandfather's Journey"  
 "My Fellow Americans"  
 "Geography from A to Z"  
 "American the Beautiful"  
 "Honest Abe"

##### **Unit 17 – Harvest Time**

High Point Textbook "Basic" (p. 270-283)  
 High Point Language and Literacy Student Book (p. 270-283)  
 High Point Language Skills Practice Book (p. 126-130)  
 High Point Language Reading Skills Practice Book (p. 100-104)  
 High Point Listen and Learn Audio  
 Theme Book *Crops* (The Basics Bookshelf)  
 High Point Letter Tiles  
 High Point Language Acquisition Assessment (Unit 17 Test),  
 Writing Assessment, Self-Assessment  
 High Point Teacher's Edition (p. T270a-T283)  
 "Farms"; "Farming"  
 "Corn"

"Apples"; "The Milk Makers"

##### **Unit 18 – Superstars**

High Point Textbook "Basic" (p. 284-297)  
 High Point Language and Literacy Student Book (p. 284-297)  
 High Point Language Skills Practice Book (p. 131-136)  
 High Point Language Reading Skills Practice Book (p. 105-109)  
 High Point Listen and Learn Audio  
 Theme Book *Sunny and Moonshine* (The Basics Bookshelf)  
 High Point Letter Tiles  
 High Point Language Acquisition Assessment (Unit 18 Test),  
 Writing Assessment, Self-Assessment  
 High Point Teacher's Edition (p. T284a-T297)  
 "The Lost Children"  
 "The Planets"  
 "Postcards from Pluto"  
 "The International Space Station"  
 "My Place in Space"

#### Differentiation

#### Special Needs/ELL



# Pemberton Township School District

## Unit Planner

**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 Supports** (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 clues 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; tape lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

**Materials** (provide taped 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/word processor)

**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)