

**BRIDGETON PUBLIC SCHOOLS**  
**ESL English Literature**  
**Level I**  
**Grades 9-12**

**SUMMER 2013**

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**Level 1**

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# BRIDGETON PUBLIC SCHOOLS

## Mission Statement

The mission of the Bridgeton Public Schools is to have all pupils meet the Core Curriculum Content Standards and graduate from high school as lifelong learners who will make positive contributions to the community, act with the highest moral and ethical standards, promote equal opportunity, and participate in the advancement of our democratic society.

## Vision Statement

To create a transparent school system, with state of the art facilities, clearly focused on having all students achieve academic and interpersonal excellence, supported by committed parents, community members and staff who feel a moral obligation to help all students meet the highest standards.

Bridgeton Board of Education

Thomasina Jones, Ed.D.  
Superintendent

Angelia Edwards  
Board President

3/9/11

## Curriculum Mission Statement

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Instruction in the Bridgeton Public School System is based on the belief that students learn best by being actively engaged. Recognizing that students have different learning styles and abilities, teachers, provided with a well-balanced, district-wide curriculum, will use a variety of instructional techniques and make educationally sound decisions based on the analysis of data. It is our goal to provide a research-based curriculum and the proper tools to each teacher in order for them to build student confidence in their abilities to be successful and lifelong learners.



## Curriculum Vision Statement

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To create an educational community that focuses on empowering all students through a supportive network of specialists in order for them to become successful, motivated learners. All members of the Bridgeton community will share in the responsibility of meeting the educational needs of all students.

**BOARD MEMBERS**  
**2013-2014**

Ms. Angelia Edwards - President

Mr. J. Curtis Edwards - Vice-President

Mr. Ricardo Perez

Mrs. Brenda Dellaquilla

Mrs. Barbara Taylor Holmes

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Mrs. Mary Peterson

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Mr. James Williamson



## **DISTRICT GOALS**

- 1.Improve student achievement as measured by standardized tests, report card grades, and student behavior.**
- 2.Improve safety for students and employees.**
- 3.Increase parental and community involvement.**
- 4.Improve district facilities.**

**COURSE GOALS**  
**ESL English Literature Level I**

**Students will be able to:**

- I. Listening:
  - Demonstrate understanding of simple words, phrases, and questions.
  - Demonstrate understanding of high-frequency commands and expressions.
- II. Speaking:
  - Express basic needs with simple words or phrases.
  - Repeat words or phrases for clarification and to improve pronunciation.
  - Answer simple questions with “yes” or “no,” or short responses.
- III. Reading:
  - Recognize upper and lowercase letters.
  - Relate phonologic sounds to letters and groups of letters.
  - Identify and use reading strategies to improve proficiency.
  - Classify items and make comparisons.
  - Identify problems and solutions.
  - Demonstrate understanding of short narrative and persuasive passages.
- IV. Language Function:
  - Use English to identify, demonstrate, and respond.
  - Ask questions using words or short phrases.
  - Recognize and use verbs in present, past, and future tenses.
  - Recognize and use subject pronouns.
  - Recognize and use adjectives to describe people, places, and things.
- V. Writing:
  - Produce simple sentences for descriptions, a postcard, or a letter.
  - Produce simple combined sentences to persuade or explain.
- VI. Overall Goal:
  - To develop proficiency in reading, writing, listening, and speaking domains of the English language sufficient for progressing to a Level II course.

ELP Standard 2: The Language of Language Arts, Formative Framework

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
G	Example Genre	Identify examples of comedic situations based on oral statements and visual scenes with a partner	Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms, as in literal depiction of ‘honeymoon’) with a partner	Apply oral descriptions that contain double meanings to visual representations to depict comedy with a partner	Identify comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony, or satire) with a partner	Match comedic elements from oral discourse to intended meanings	
	Comedies						
	Example Topic	<small>intonation patterns</small> Recognize different	<small>patterns of satirical</small> Identify intonation	<small>patterns of satirical/non-</small> Compare intonation	<small>inferences in speech</small> Identify satire or	<small>identify and make</small> Analyze speech to	
	Satire	of speech working with a partner (e.g., statements, questions)	remarks working with a partner (e.g., tag questions, “You didn’t do your homework, <i>did you?</i> ”)	satirical speech working with a partner	from intonation patterns working with a partner	inferences from satire	
NG	Example Genre	Give examples of literature from native cultures using visuals or graphic organizers (e.g., books, poems, short stories) in literature circles using L1 or L2	Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines) in literature circles using L1 or L2	Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers in literature circles	Compare authors’ points of view of similar story lines from different cultures using visuals or graphic organizers in literature circles	Discuss how different views in multicultural literature represent global perspectives	
	Multicultural world literature						
	Example Topic	<small>characters in visuals</small> State facts about	<small>of characters in visuals</small> Describe personalities	<small>assets and flaws using</small> Compare character	<small>character development</small> Discuss, with examples,	<small>examples, character</small> Critique, with detailed	
	Character development	with L1 support	with L1 support	visuals or graphic organizers with L1 support	using visuals or graphic organizers	development in literary works	



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
READING	Example Genre	Associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups	Identify influences (e.g., people or events) on familiar people's lives using visuals and sentence-level text in L1 or L2 in small groups	Match cause of influences on familiar people's lives with effect using visuals and multi-sentence text in small groups	Interpret impact of familiar people's lives on others or society using visuals and paragraph-level text in small groups	Predict people's reactions to living in different time periods or circumstances using grade-level text (e.g., "What would Martin Luther King, Jr. think if he lived today?")	
	Autobiographical & biographical narratives						
	Example Topic	Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner	Sort information as biased or not biased using models or illustrated criteria and share with a partner	Identify evidence of bias in various texts using models or criteria and share with a partner	Critique information in regard to bias from various sources including Web sites using models or criteria and share with a partner	Evaluate validity of information in regard to bias from various sources, including Web sites	
	Bias						
	Example Genre	Reproduce comments on various topics from visually supported sentences from newspapers or Web sites	Produce comments on various topics from visually supported paragraphs from newspapers or Web sites	Summarize critical commentaries from visually supported newspaper, Web site or magazine articles	Respond to critical commentaries by offering claims and counter-claims from visually supported newspaper, Web site or magazine articles	Provide critical commentary commensurate with proficient peers on a wide range of topics and sources	
	Critical commentary						
	Example Topic	<small>pertaining to</small> Take notes on key symbols, words or phrases from visuals	<small>(e.g., on the board or</small> List key phrases or sentences from discussions and models	<small>readings</small> Produce sentence outlines from discussions, lectures or	Summarize notes from lectures or readings in paragraph form	Produce essays based on notes from lectures or readings	
	Note taking	discussions	from overhead projector)				
		Conventions & mechanics	Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner	Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner	Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner	Revise or rephrase written language based on feedback from teachers, peers and rubrics	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Example Genre	Identify examples of	Match oral descriptions	Apply oral descriptions	Identify subtle comedic	Match subtle comedic	
	Comedies	comedic situations based on oral statements and visual scenes	to literal visual depictions to elicit comedy (e.g., idioms as in literal depiction of ‘honeymoon’)	that contain double meanings to visual representations to depict comedy	elements from oral discourse and visuals (e.g., use of hyperbole, irony or satire)	elements from oral discourse to intended meanings	
	Example Topic	Identify examples of	Pair examples of use of	Sort examples of words,	Distinguish between	Infer nuances from oral	
	Multiple meanings	high-frequency words or phrases with multiple meanings from visuals (e.g., dinner <i>table</i> , <i>Table</i> of Contents)	words or phrases with multiple meanings from visuals (e.g., “Which one shows what <i>table</i> means in math class? Which one shows what <i>table</i> means in English class?”)	phrases or sentences with multiple meanings from visuals according to context	examples of words, phrases or sentences with multiple meanings from oral input with or without visual support	discourse containing multiple meanings	
SPEAKING	Example Genre	Give examples of	Summarize examples of	Compare/contrast	Compare authors’	Discuss how different	
	Multicultural world literature	literature from native cultures using visuals or graphic organizers	story lines from native cultures using visuals or graphic organizers (e.g., outlines)	features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers	points of view of similar story lines from different cultures using visuals or graphic organizers	views in multicultural literature represent global perspectives	
	Example Topic	State information using	Restate or paraphrase	Relate analogies or	Discuss or extend	Explain meaning of	
	Analogies/ Symbolism	visual support as a precursor for identifying symbolism or analogies	information that contains symbolism or analogies using visual support	symbolism using visual support (e.g., cartoons) to personal experiences	analogies or symbolism within familiar contexts using visual support	analogies or symbolism within familiar contexts	



## **NJ Student Learning Standards for English Language Arts 2016 Grades 9-10**

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

### **Anchor Standards for Reading**

#### **Key Ideas and Details**

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

## **Grades 9-10**

### **Progress Indicators for Reading Literature**

#### **Key Ideas and Details**

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### **Craft and Structure**

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### **Integration of Knowledge and Ideas**

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.8. (Not applicable to literature)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

### **Range of Reading and Level of Text Complexity**

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## **Grades 9-10**

### **Progress Indicators for Reading Informational Text**

#### **Key Ideas and Details**

RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### **Craft and Structure**

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific

word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

### **Integration of Knowledge and Ideas**

RI.9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

### **Range of Reading and Level of Text Complexity**

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

## **Anchor Standards for Writing**

### **Text Types and Purposes**

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA. W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## **Production and Distribution of Writing**

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## **Research to Build and Present Knowledge**

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Range of Writing**

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.



## **Grades 9-10**

### **Progress Indicators for Writing**

#### **Text Types and Purposes**

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- A. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- B. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- C. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- D. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing**

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

### **Research to Build and Present Knowledge**

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is

valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### **Range of Writing**

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

## **Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

### **Progress Indicators for Speaking and Listening**

#### **Comprehension and Collaboration**

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

#### **Presentation of Knowledge and Ideas**

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

## **Anchor Standards for Language**

### **Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

NJSLSA L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## **Grades 9-10**

### **Progress Indicators for Language**

#### **Conventions of Standard English**

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

#### **Knowledge of Language**

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

#### **Vocabulary Acquisition and Use**

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

# New Jersey Core Curriculum Content Standards for Technology

## INTRODUCTION

### Technology in the 21<sup>st</sup> Century

Technology is uniquely positioned to transform learning, to foster critical thinking, creativity, and innovation, and to prepare students to thrive in the global economy. As engaged digital learners, students are able to acquire and apply content knowledge and skills through active exploration, interaction, and collaboration with others across the globe, challenging them to *design the future* as envisioned in the statements that follow:

**Mission:** *Technology enables students to solve real world problems, enhance life, and extend human capability as they meet the challenges of a dynamic global society.*

**Vision:** The systematic integration of technology across the curriculum and in the teaching and learning process fosters a population that leverages 21st century resources to:

Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.

Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.

Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.

Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.

Model digital citizenship.

### Intent and Spirit of the Technology Standards

All students acquire content area knowledge and skills in: (1) Visual and Performing Arts, (2) Comprehensive Health and Physical Education, (3) Language Arts Literacy, (4) Mathematics, (5) Science, (6) Social Studies, (7) World Languages, (8) Educational Technology, Technology Education, Engineering, and Design, and (9) 21<sup>st</sup> Century Life and Careers. As they do so, they are supported by the ongoing, transparent, and systematic integration of technology from preschool to grade 12 in preparation for postsecondary education and the workplace.

In **Preschool**, technology offers versatile learning tools that can support children's development in all domains. For example, electronic storybooks can "read" stories to children in multiple languages; adventure games foster problem-solving skills; story-making programs encourage



literacy and creativity; math-related games can help children count and classify; and science activities promote inquiry and an understanding of the world through the eyes of a child. When preschoolers are encouraged to work together with electronic devices and computers, social skills are tapped as children negotiate turn-taking. However, technology should not replace the concrete, real-life experiences that are critical to a young child's learning; it must always be used in balance with other meaningful activities and routines. Technology should be embedded into children's learning centers and should enhance their learning and development during choice time as well as in small-group experiences.

In grades **K-2**, students are formally introduced to the basic features and functions of computers and demonstrate understanding that technology enables them to communicate beyond the classroom on a variety of topics. K-2 students are also exposed to elements of the design process, design systems, and a variety of technology resources, and understand the importance of safety when using technological tools.

In grades **3-4**, students understand the purpose of, and are able to use, various computer applications. They continue to develop information-literacy skills and increasingly use technology to communicate with others in support of learning, while also recognizing the need for cyber safety and acceptable use policies. Students in grades 3-4 also investigate the impact of technology systems, understand the design process, and use it for problem solving.

In grades **5-8**, students expand their capacity to use operations and applications, apply information-literacy skills, and select the appropriate tools and resources to accomplish a variety of tasks, as they develop digital citizenship. As students participate in online learning communities, collaborating in the design of products that address local and global issues across the curriculum, they build understanding of the perspectives of learners from other countries. Students at this level can apply the design process in the development of products; understand impact constraints, trade-offs, and resource selection; and solve a design challenge and/or build a prototype using the design process. Students can explain why human-designed systems, products, and environments need to be monitored, maintained, and improved, and they recognize the interdependence of subsystems as parts of a system.

In grades **9-12**, students demonstrate advanced computer operation and application skills by publishing products related to real-world situations (e.g., digital portfolios, digital learning games and simulations), and they understand the impact of unethical use of digital tools. They collaborate adeptly in virtual environments and incorporate global perspectives into problem solving at home, at school, and in structured learning experiences, with the growing realization that people in the 21st century are interconnected economically, socially, and environmentally and have a shared future.

**High School Specialization** in technology enables students to design, create, and reverse-engineer technology products or systems, document the application of the design process, and understand its impact—including ethical considerations, costs, trade-offs, risks, benefits, and choice of resources. Students develop products that address local and global issues and challenges, which are disseminated for peer review.

## **Revised Standards**

The 2009 standards provide the foundation for creating local curricula and authentic performance assessments and emulate the philosophy and goals contained in documents produced by national technology organizations, including the Partnership for the 21<sup>st</sup> Century Skills and the [New Jersey Educational Technology Plan](#). The organization of the strands in standards 8.1 and 8.2, as well as the content and skills within each strand, has been reconceptualized to address emerging technologies and technological applications that are needed for life and work in the global age.

Standard 8.1, Educational Technology, is aligned to the [International Society for Technology in Education](#) (ISTE) standards and the [Partnership for the 21<sup>st</sup> Century Skills](#) framework.

Standard 8.2, formerly Technology Education, is renamed Technology Education, Engineering, and Design and is aligned with the goals of the [International Technology Education Association](#) (ITEA) and the Partnership for 21<sup>st</sup> Century Skills framework.

## **National, International, and State Advocacy**

The Partnership for 21<sup>st</sup> Century Skills, ISTE, and the [American Association of School Libraries](#) (AASL) provide leadership and service to improve teaching and learning by advancing the effective use of technology in education. The ITEA promotes technological literacy by supporting the teaching of technology. The [Consortium for School Networking](#) (CoSN) is an organization for K-12 technology leaders who use technology strategically to improve learning.

At the state level, the [New Jersey Technology Education Association](#) (NJTEA) fosters the development of technological literacy through Technology Education Programs. The [New Jersey Association for Educational Technology](#) (NJ AET) and the [New Jersey Educational Computing Cooperative](#) (NJECC), Inc., promote and support the integration of technology in education as it applies to student learning, professional development, and instructional planning.

## **Resources**

American Association of School Librarians. (2007). *Standards for the 21<sup>st</sup> century learner*. Online: <http://www.aasl.org>

- International Society for Technology in Education. (2002). *National educational technology standards for administrators*. Online:  
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- International Society for Technology in Education. (2007). *National educational technology standards for students* (2nd Ed.). Online:  
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[http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\\_for\\_Teachers\\_2008.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm)
- International Technology Education Association. (2003). *Advancing excellence in technological literacy: Student assessment, professional development, and program standards*. Online: <http://www.iteaconnect.org/TAA/PDFs/AETL.pdf>
- International Technology Education Association. (2007). *Standards for technological literacy*. Online: <http://www.iteaconnect.org/TAA/PDFs/xstnd.pdf>
- Partnership for 21st Century Skills. (2005). *Framework for 21st century learning*. Online: <http://www.21stcenturyskills.org>

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	The use of technology and <a href="#">digital tools</a> requires knowledge and appropriate use of <a href="#">operations and related applications</a> .	8.1.P.A.1	Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).
		8.1.P.A.2	Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
		8.1.P.A.3	Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.
		8.1.P.A.4	Recognize that the number keys are in a row on the top of the keyboard.
		8.1.P.A.5	Use <a href="#">basic technology terms</a> in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboards, and printer).
		8.1.P.A.6	Turn smart toys on and off.
2	The use of technology and <a href="#">digital tools</a> requires knowledge and appropriate use of <a href="#">operations and related applications</a> .	8.1.2.A.1	Identify the basic features of a computer and explain how to use them effectively.
		8.1.2.A.2	Use technology terms in daily practice.
		8.1.2.A.3	Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
		8.1.2.A.4	Create a document with text using a word processing program.
		8.1.2.A.5	Demonstrate the ability to navigate in <a href="#">virtual environments</a> that are <a href="#">developmentally appropriate</a> .
4	The use of technology and <a href="#">digital tools</a> requires knowledge and appropriate use of <a href="#">operations and related applications</a> .	8.1.4.A.1	Demonstrate effective input of text and data using an input device.
		8.1.4.A.2	Create a document with text formatting and graphics using a word processing program.

	<a href="#">related applications.</a>	8.1.4.A.3	Create and present a <a href="#">multimedia presentation</a> that includes graphics.
		8.1.4.A.4	Create a simple spreadsheet, enter data, and interpret the information.
		8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems.
8	The use of technology and <a href="#">digital tools</a> requires knowledge and appropriate use of <a href="#">operations and related applications.</a>	8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
		8.1.8.A.2	Plan and create a simple database, define fields, input data, and produce a report using sort and query.
		8.1.8.A.3	Create a <a href="#">multimedia presentation</a> including sound and images.
		8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information.
		8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
12	The use of technology and <a href="#">digital tools</a> requires knowledge and appropriate use of <a href="#">operations and related applications.</a>	8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
		8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
		8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
		8.1.12.A.4	Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

Content Area		Technology		
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.		
Strand		B. Creativity and Innovation		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)	
P	The use of <a href="#">digital tools</a> and <a href="#">media-rich resources</a> enhances creativity and the construction of knowledge.	8.1.P.B.1	Use a digital camera to take a picture.	
2	The use of <a href="#">digital tools</a> and <a href="#">media-rich resources</a> enhances creativity and the construction of knowledge.	8.1.2.B.1	Illustrate and communicate original ideas and stories using digital tools and <a href="#">media-rich resources</a> .	
4	The use of <a href="#">digital tools</a> and <a href="#">media-rich resources</a> enhances creativity and the construction of knowledge.	8.1.4.B.1	Produce a <a href="#">media-rich</a> digital story about a significant local event or issue based on first-person interviews.	
8	The use of <a href="#">digital tools</a> and <a href="#">media-rich resources</a> enhances creativity and the construction of knowledge.	8.1.8.B.1	Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a <a href="#">shared hosted service</a> ).	
12	The use of <a href="#">digital tools</a> and <a href="#">media-rich resources</a> enhances creativity and the construction of knowledge.	8.1.12.B.1	Design and pilot a <a href="#">digital learning game</a> to demonstrate knowledge and skills related to one or more content areas or a real world situation.	

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		C. Communication and Collaboration	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	<a href="#">Digital tools</a> and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.P.C.1	Operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats.
		8.1.P.C.2	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-Rom, DVD, or other storage device and press “play” and “stop.”
2	<a href="#">Digital tools</a> and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.2.C.1	Engage in a variety of <a href="#">developmentally appropriate</a> learning activities with students in other classes, schools, or countries using electronic tools.
4	<a href="#">Digital tools</a> and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.4.C.1	Engage in <a href="#">online discussions</a> with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
8	<a href="#">Digital tools</a> and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.8.C.1	Participate in an <a href="#">online learning community</a> with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.
12	<a href="#">Digital tools</a> and environments support the learning process and	8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an

	foster collaboration in solving local or global issues and problems.		online community.
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Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		D. Digital Citizenship	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.2.D.1	Model legal and ethical behaviors when using both print and non-print information by citing resources.
4	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.4.D.1	Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
		8.1.4.D.2	Analyze the need for and use of copyrights.
		8.1.4.D.3	Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.
8	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
		8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines.
		8.1.8.D.3	Demonstrate how information on a <a href="#">controversial issue</a> may be biased.
12	Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.	8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
		8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
		8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
		8.1.12.D.4	Explain the impact of cyber crimes on society.

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		E. Research and Information Literacy	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Effective use of <a href="#">digital tools</a> assists in gathering and managing information.	8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.
2	Effective use of <a href="#">digital tools</a> assists in gathering and managing information.	8.1.2.E.1	Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
4	Effective use of <a href="#">digital tools</a> assists in gathering and managing information.	8.1.4.E.1	Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
		8.1.4.E.2	Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8	Effective use of <a href="#">digital tools</a> assists in gathering and managing information.	8.1.8.E.1	Gather and analyze findings using <a href="#">data collection technology</a> to produce a possible solution for a content-related or real-world problem.
12	Effective use of <a href="#">digital tools</a> assists in gathering and managing information.	8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
		8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Strand		F. Critical Thinking, Problem Solving, and Decision-Making	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Information accessed through the use of <a href="#">digital tools</a> assists in generating solutions and making decisions.	8.1.P.F.1	Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
2	Information accessed through the use of <a href="#">digital tools</a> assists in generating solutions and making decisions.	8.1.2.F.1	Use <a href="#">mapping tools</a> to plan and choose alternate routes to and from various locations.
4	Information accessed through the use of <a href="#">digital tools</a> assists in generating solutions and making decisions.	8.1.4.F.1	Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.
8	Information accessed through the use of <a href="#">digital tools</a> assists in generating solutions and making decisions.	8.1.8.F.1	Use an <a href="#">electronic authoring tool</a> in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
12	Information accessed through the use of <a href="#">digital tools</a> assists in generating solutions and making decisions.	8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
		8.1.12.F.2	Analyze the capabilities and limitations of <a href="#">current and emerging technology resources</a> and assess their potential to address educational, career, personal, and social needs.

Content Area		Technology		
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand		<b>A. Nature of Technology: Creativity and Innovation</b>		
By the end of grade		Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2		Technology products and systems impact every aspect of the world in which we live.	8.2.2.A.1	Describe how technology products, systems, and resources are useful at school, home, and work.
4		Technology products and systems impact every aspect of the world in which we live.	8.2.4.A.1	Investigate factors that influence the development and function of technology products and systems.
			8.2.4.A.2	Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural influences.
8		Technology products and systems impact every aspect of the world in which we live.	8.2.8.A.1	Explain the impact of globalization on the development of a technological system over time.
12		Technology products and systems impact every aspect of the world in which we live.	8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.

Content Area		Technology		
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand		<b>B. Design: Critical Thinking, Problem Solving, and Decision-Making</b>		

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	The design process is a systematic approach to solving problems.	8.2.2.B.1	Brainstorm and devise a plan to repair a broken toy or tool using the design process.
		8.2.2.B.2	Investigate the influence of a specific technology on the individual, family, community, and environment.
4	The design process is a systematic approach to solving problems.	8.2.4.B.1	Develop a product using an online simulation that explores the design process.
		8.2.4.B.2	Design an alternative use for an existing product.
		8.2.4.B.3	Explain the positive and negative effect of products and systems on humans, other species, and the environment.
		8.2.4.B.4	Compare and contrast how technology transfer happens within a technology, among technologies, and among other fields of study.
8	The design process is a systematic approach to solving problems.	8.2.8.B.1	Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
		8.2.8.B.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.
		8.2.8.B.3	Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.
12	The design process is a systematic approach to solving problems.	8.2.12.B.1	Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.
		8.2.12.B.2	Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the

			use of engineering, drawing, and other technical methods of illustration.
		8.2.12.B.3	Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.

Content Area		Technology		
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand		<b>C. Technological Citizenship, Ethics, and Society</b>		
By the end of grade		Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2		Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.2.C.1	Demonstrate how reusing a product affects the local and global environment.
4		Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.4.C.1	Explain the impact of disposing of materials in a responsible way.
			8.2.4.C.2	Explain the purpose of trademarks and the impact of trademark infringement on businesses.
			8.2.4.C.3	Examine ethical considerations in the development and production of a product from its inception through production, marketing, use, maintenance, and eventual disposal by consumers.
8		Knowledge and understanding of human, cultural, and societal values are fundamental when	8.2.8.C.1	Explain the need for patents and the process of registering one.
			8.2.8.C.2	Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-

	designing technology systems and products in the global society.		rich presentation.
12	Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.	8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a <a href="#">web-based publication</a> that elicits further comment and analysis.
		8.2.12.C.2	Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.
		8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.

Content Area		Technology	
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.	
Strand		<b>D. Research and Information Fluency</b>	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.2.D.1	Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions.
4	Information-literacy skills, research, data analysis, and prediction provide the basis for	8.2.4.D.1	Analyze responses collected from owners/users of a particular product and suggest modifications in the design of the product based on their responses.

	the effective design of technology systems.		
8	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.8.D.1	Evaluate the role of ethics and bias on trend analysis and prediction in the development of a product that impacts communities in the United States and/or other countries.
12	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.12.D.1	<a href="#">Reverse-engineer</a> a product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work.



Content Area		Technology		
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand		<b>E. Communication and Collaboration</b>		
By the end of grade		Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2		<a href="#">Digital tools</a> facilitate local and global communication and collaboration in designing products and systems.	8.2.2.E.1	Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.
4		<a href="#">Digital tools</a> facilitate local and global communication and collaboration in designing products and systems.	8.2.4.E.1	Work in collaboration with peers to produce and publish a report that explains how technology is or was successfully or unsuccessfully used to address a local or global problem.
8		<a href="#">Digital tools</a> facilitate local and global communication and collaboration in designing products and systems.	8.2.8.E.1	Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record the development cycle.
12		<a href="#">Digital tools</a> facilitate local and global communication and collaboration in designing products and systems.	8.2.12.E.1	Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process.

Content Area		Technology		
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand		<b>F. Resources for a Technological World</b>		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)	
2	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.2.F.1	Identify the resources needed to create technological products and systems.	
4	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.4.F.1	Describe how resources are used in a technological product or system.	
		8.2.4.F.2	Explain how resources are processed in order to produce technological products and systems.	
8	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.8.F.1	Explain the impact of resource selection and processing in the development of a common technological product or system.	
		8.2.8.F.2	Explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment (e.g., by using recycled metals, alternate energy sources) and the economy.	
12	Technological products and systems are created through the application and appropriate use of technological resources.	8.2.12.F.1	Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.	
		8.2.12.F.2	Explain how material science impacts the quality of products.	
		8.2.12.F.3	Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system.	

Content Area		Technology		
Standard		<b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.		
Strand		<b>G. The Designed World</b>		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)	
2	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.2.G.1	Describe how the parts of a common toy or tool interact and work as part of a system.	
		8.2.2.G.2	Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.	
4	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.4.G.1	Examine a malfunctioning tool and use a step-by-step process to troubleshoot and present options to repair the product.	
		8.2.4.G.2	Explain the functions of a system and subsystems.	
		8.2.4.G.3	Evaluate the function, value, and aesthetics of a technological product, system, or environment from the perspective of the user and the producer.	
8	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.8.G.1	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.	
		8.2.8.G.2	Explain the interdependence of a subsystem that operates as part of a system.	
12	The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.12.G.1	Analyze the interactions among various <a href="#">technologies</a> and collaborate to create a product or system demonstrating their interactivity.	

## **Glossary:**

**Basic technology terms for preschool:** Examples digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer.

**Controversial issue:** For example, global warming, scarcity of water, alternative energy sources, election campaigns. **Current and emerging technology resources:** For example, cell phones, GPS, online communities using wikis, blogs, vlogs, and/or Nings.

**Data-collection technology:** For example, probes, handheld devices, and geographic mapping systems. **Digital learning game:** For example, Alice, Lively.

**Developmentally appropriate:** Students' developmental levels prescribe the learning environment and activities that are used.

**Digital tools for grade 2:** For example, computers, digital cameras, software..

**Digital tools for grades 4, 8, and 12:** For example, computers, digital cameras, probing devices, software, cell phones, GPS, online communities, VOIP, and virtual conferences.

**Electronic authoring tools:** Software that facilitates online book development (e.g., multimedia electronic book). **Mapping tools:** For example, Google earth, Yahoo maps, and Google maps.

**Media-rich:** Multiple forms of digital applications in one product (e.g., graphic design, word processing, and spreadsheet).

**Multimedia presentation:** For example, movie, podcast, vlog.

**Online discussion:** UNICEF, Oracle, i-Earn, blogs, wikis.

**Online learning community:** For example, i-Earn, Ning, blogs, wikis, Second Life.

**Operations and related applications:** For example, saving a word processing file to a network drive, printing a spreadsheet.

**Reverse engineer:** To isolate the components of a completed system.

**Shared hosted services:** For example, podcasts, videos, or vlogs.

**Technologies:** Medical, agricultural, and related biotechnologies, energy and power technologies, information and communications technologies, transportation technologies, manufacturing technologies, and construction technologies.

**Virtual environments:** For example, games, simulations, websites, blogs.

**Web-based publication:** For example, web pages, wikis, blogs, ezines.

**Scope and Sequence**  
**ESL English Literature**  
**Level I**

Unit #/Title	# of Days
Course Introduction	5
Unit 1(Edge Unit 4: Survival)	25
Unit 2 Research Project	15
Midterm	2
Unit 3(Edge Unit 5: Fitting In )	16
Unit 4 (Edge Unit 6: What Matters Most)	25
Final Exam	2
 Total Number of Days	 90 Days

# BRIDGETON PUBLIC SCHOOLS

## ESL

### UNIT/PACING CHART

Course: ESL ENGLISH LITERATURE LEVEL I

Unit: 1

Essential Question: What does it take to survive?

TIMELINE	WIDA	CCSS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS (formative, summative)
5 days	<b>ELP.9-12.2.R.1-5</b>  <b>ELP.9-12.2.W.I-5</b>  <b>ELP.9-12.2.L.1-5</b>  <b>ELP.9-12.2.S.1-5</b>	<b>RL.9-10.5</b>  <b>RI.9-10.1</b>  <b>RI.9-10.5</b>  <b>RI.9-10.10</b>  <b>W.9-10.2a</b>	<b>Unit Title: Survival</b>  <b>Students will be able to:</b>  <b>Text:</b> “Two Were Left” pp. 250-259  <b>Objective(s)</b> analyze how textual structure orders events and creates effects such as mystery or surprise. cite textual evidence and extract evidence from text. analyze how author’s ideas are developed in the body of the text. introduce a topic that uses formatting, graphics and/or multimedia to aid comprehension. develop a topic with facts, details,	<b>Name of Resource and Page #'s</b>  <i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i>  <i>The Teaching Edge Teacher’s Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a> Online lesson planner Interactive teacher’s edition Professional development videos eAssessment reports and re-teaching resources Rubrics	Suggested Additional Assessments ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignments ○ Rubrics

		<p><b>W.9-10.2b</b></p> <p><b>W.9-10.4</b></p> <p><b>SL.9-10.1a</b></p> <p><b>SL.9-10.1b</b></p> <p><b>SL.9-10.4</b></p> <p><b>L.9-10.2c</b></p>	<p>quotes, information and examples appropriate to the topic.</p> <p>produce coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.</p> <p>come to discussions prepared to use evidence/research to stimulate a well-reasoned exchange of ideas.</p> <p>work with peers to set rules for collegial discussions.</p> <p>present information, finding and supporting evidence concisely and appropriately.</p> <p>use context as a clue to the meaning of a word or phrase.</p> <p>spell correctly</p>	<p><i>Edge Interactive Practice Book</i></p> <p>“Two Were left”</p> <ul style="list-style-type: none"> <li>○ Prepare to read vocabulary pp. 120-121</li> <li>○ Reading Strategies-Plan and Monitor pp. 122</li> <li>○ Selection Review pp. 123</li> <li>○ Use a Dictionary pg.132</li> <li>○ Plot pp. 133</li> </ul>	
<b>5 days</b>	<p><b>ELP.9-12.2.R.1-5</b></p> <p><b>ELP.9-12.2.W.I-5</b></p> <p><b>ELP.9-12.2.L.1-5</b></p> <p><b>ELP.9-12.2.S.1-5</b></p>	<p><b>RI.9-10.1</b></p> <p><b>W.9-10.2.d</b></p> <p><b>L.9-10.4a</b></p> <p><b>L.9-10.4c</b></p>	<p><b>Text:</b></p> <p>“Tornado Survivor” pp. 261-266</p> <p><b>Objective(s)</b></p> <p>cite textual evidence and extract inferences from text.</p> <p>use precise language and domain-specific vocabulary to manage complex topics.</p> <p>use context as a clue to the meaning of a word or phrase.</p> <p>consult general and specialized reference materials to find the pronunciation, clarify its precise meaning, its part of speech or its etymology.</p>	<p><i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i></p> <p><i>The Teaching Edge Teacher’s Online Resources</i></p> <p><a href="http://www.hbedge.net">www.hbedge.net</a></p> <p>Online lesson planner</p> <p>Interactive teacher’s edition</p> <p>Professional development videos</p> <p>eAssessment reports and re-teaching resources</p> <p>Rubrics</p> <p><i>Edge Interactive Practice Book</i></p>	<p><b>Unit 1 Cluster 1 Test (Book reflects Unit 4)</b></p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignment</li> <li>○ Rubrics</li> </ul>

				<p>“Tornado Survivor”</p> <ul style="list-style-type: none"> <li>○ Prepare to Read Vocabulary pp. 120-121</li> <li>○ Text Feature pp. 124</li> <li>○ Selection Review pp. 130</li> <li>○ Write About Literature pp.131</li> <li>○ Use a Dictionary pp. 132</li> <li>○ Plot pp. 133</li> </ul>	
<b>5 days</b>	<p><b>ELP.9-12.2.R.1-5</b></p> <p><b>ELP.9-12.2.W.I-5</b></p> <p><b>ELP.9-12.2.L.1-5</b></p> <p><b>ELP.9-12.2.S.1-5</b></p>	<p><b>RL.9-10.3</b></p> <p><b>RI.9-10.2</b></p> <p><b>RI.9-10.3</b></p> <p><b>W.9-10.5</b></p> <p><b>W.9-10.7</b></p> <p><b>W.9-10.10</b></p>	<p><b>Text:</b> “Surviving Katrina” pp. 276-282</p> <p><b>Objective(s)</b> analyze how the order of ideas or events are introduced and developed and the connections between them determine a central idea, analyze its development and provide an objective summary. analyze how the order of ideas or events are introduced and developed and the connections between them. analyze how an author's ideas are developed in the body of the text. analyze various accounts of a subject told in different mediums and determine which details are emphasized in each account. read and comprehend literary nonfiction independently and proficiently.</p>	<p><i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i></p> <p><i>The Teaching Edge Teacher's Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a> Online lesson planner Interactive teacher's edition Professional development videos eAssessment reports and re-teaching resources Rubrics</p> <p><i>Edge Interactive Practice Book</i> “Surviving Katrina”</p> <ul style="list-style-type: none"> <li>○ Selection Review pp. 137</li> <li>○ Prepare to Read Vocabulary pp. 134-135</li> <li>○ Plan and Monitor pp. 136</li> </ul>	<p><b>Suggested Assessments</b></p> <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>



5 days	<p><b>ELP.9-12.2.R.1-5</b></p> <p><b>ELP.9-12.2.W.I-5</b></p> <p><b>ELP.9-12.2.L.1-5</b></p> <p><b>ELP.9-12.2.S.1-5</b></p>	<p><b>RL.9-10.10</b></p> <p><b>RL.9-10.4</b></p> <p><b>W.9-10.2a</b></p> <p><b>SL.9-10.1a</b></p> <p><b>SL.9-10.1b</b></p> <p><b>L.9-10.2c</b></p> <p><b>L.9-10.4a</b></p>	<p><b>Text:</b> “Test Your Survival Skills” pp.285-288</p> <p><b>Objective(s)</b> read and comprehend grade-level literature with proficiency. determine how the meaning of words impact the meaning and/or tone in the text. introduce a topic that uses formatting, graphics and/or multimedia to aid comprehension. come to discussions prepared to use evidence/research to stimulate a well-reasoned exchange of ideas. work with peers to set rules for collegial discussions and decision-making. spell correctly. use context as a clue to the meaning of a word or phrase.</p>	<p><i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i></p> <p><i>The Teaching Edge Teacher’s Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a></p> <p>Online lesson planner Interactive teacher’s edition Professional development videos eAssessment reports and re-teaching resources Rubrics</p> <p><i>Edge Interactive Practice Book</i> “Test Your Survival Skills”</p> <ul style="list-style-type: none"> <li>○ Selection Review pp. 142</li> <li>○ Plan and Monitor pp. 138</li> <li>○ Write About Literature pp. 143</li> <li>○ Multiple Meaning Words pp. 144</li> <li>○ Compare fiction/nonfiction pp. 145</li> </ul>	<p><b>Unit 1 Cluster 2 Test (Book reflects Unit 4)</b></p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>
5 days	<p><b>ELP.9-12.2.R.1-5</b></p> <p><b>ELP.9-12.2.W.I-5</b></p> <p><b>ELP.9-</b></p>	<p><b>RL.9-10.5</b></p>	<p><b>Text:</b> “Fight or Flight? What it Takes to Survive” pp. 298-305</p> <p><b>Objective(s)</b> analyze how textual structure orders events and creates effects such as mystery or surprise. read and comprehend grade-level</p>	<p><i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i></p> <p><i>The Teaching Edge Teacher’s Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a></p> <p>Online lesson planner</p>	<p>Suggested Assessments</p> <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>

	<p><b>12.2.L.1- RL.9-10.10 5</b></p> <p><b>ELP.9-12.2.S.1-5</b></p>	<p><b>RI.9-10.10</b></p> <p><b>W.9-10.5</b></p> <p><b>W.9-10.6</b></p> <p><b>L.9-10.4d</b></p>	<p>literature with proficiency. read and comprehend literary nonfiction independently and proficiently. edit for convention (plan, revise, edit or rewrite) focusing on the most significant for the purpose or audience. use technology to produce/complete writing or to link to other information. verify the preliminary determination of the meaning of a word or phrase.</p>	<p>Interactive teacher's edition Professional development videos eAssessment reports and re-teaching resources Rubrics</p> <p><i>Edge Interactive Practice Book</i> "Fight or Flight? What Your Body Knows about Survival" ○ Selection Review pp. 149 ○ Pre-reading Vocabulary pp. 146-147 ○ Plan and Monitor pp. 148</p>	
4 days	<p><b>ELP.9-12.2.R.1-5</b></p> <p><b>ELP.9-12.2.W.I-5</b></p> <p><b>ELP.9-12.2.L.1-5</b></p> <p><b>ELP.9-12.2.S.1-5</b></p>	<p><b>RI.9-10.3</b></p> <p><b>W.9-10.2d</b></p> <p><b>W.9-10.9b</b></p> <p><b>SL.9-10.4</b></p>	<p><b>Text:</b> "Survivor Rulon Gardner" pp. 307-310</p> <p><b>Objective(s)</b> analyze how the order of ideas or events are introduced and developed and the connections between them. use precise language and domain-specific vocabulary to manage complex topics. delineate and evaluate the argument/claims in a text by assessing the validity of the reasoning and the relevance of the evidence. present information, finding and supporting evidence concisely and appropriately. demonstrate independence in</p>	<p><i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i></p> <p><i>The Teaching Edge Teacher's Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a> Online lesson planner Interactive teacher's edition Professional development videos eAssessment reports and re-teaching resources Rubrics</p> <p><i>Edge Interactive Practice Book</i> "Survivor Rulon Gardner: Hardheaded" ○ Selection Review p. 154</p>	<p><b>Unit 1 Test</b> Suggested Assessments ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignments ○ Rubrics</p>

		<b>L.9-10.6</b>	gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>○ Sequence p. 150</li> <li>○ Write About Literature p. 155</li> <li>○ Multiple Meaning Words p. 156</li> <li>○ Listening and Speaking: Act it Out p. 157</li> <li>○ Vocabulary Review pp. 158-159</li> </ul> <p>EDGE Grammar and Writing Practice Book pp. 1-130</p> <p>Edge Library Resources <i>Wicked Weather</i> by Beth Geiger</p> <p>“Inside Phonics” materials</p>	
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# BRIDGETON PUBLIC SCHOOLS

## ESL

### UNIT/PACING CHART

Course: ESL ENGLISH LITERATURE LEVEL I

Unit: 2

Essential Question: How do you conduct research?

TIMELINE	WIDA	CCSS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS (formative, summative)
11 days		<b>RI.9-10.7</b>  <b>RL.9-10.1</b>  <b>W.9-10.6</b>  <b>W.9-10.7</b>  <b>W.9-10.8</b>	<b>Unit Title: Conducting Research</b>  <b>Objective(s)</b> analyze various accounts of a subject told in different mediums and determine the emphasized details in each account. cite textual evidence and extract inferences from text. use technology to produce/complete writing or to link to other information. conduct short/sustained research to narrow/broaden inquiry or to synthesize multiple sources. gather, assess and utilize relevant	<b>Name of Resource and Page #'s</b>  <i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i>  <i>The Teaching Edge Teacher's Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a> Online lesson planner Interactive teacher's edition Professional development videos eAssessment reports and re-teaching resources Rubrics	Research Paper Rough Draft <b>Research Paper Final Draft</b> Suggested Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>

		<p><b>L.9-10.1</b></p> <p><b>RI.9-10.7</b></p> <p><b>RI.9-10.9</b></p> <p><b>W.11-12.4</b></p> <p><b>SL.9-10.3</b></p> <p><b>SL.9-10.4</b></p> <p><b>SL.9-10.6</b></p> <p><b>L.11-12.2</b></p> <p><b>RI.11-12.5</b></p> <p><b>W.11-12.6</b></p>	<p>information for the research question. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. analyze various accounts of a subject told in different mediums and determine emphasized details. analyze nineteenth-century U.S. documents of historical and literary significance for their themes and purposes. produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. evaluate a speaker's point of view, reasoning and use of evidence and rhetoric identifying fallacious reasoning or distorted evidence. present information, findings and supporting evidence concisely and appropriately. demonstrate command of formal English by adapting a speech to a variety of contexts. demonstrate command of standard English capitalization, punctuation, and spelling. analyze and evaluate the effectiveness of author's argument. use technology to produce writing products.</p>	<p>EDGE Grammar and Writing Practice Book pp. 1-31</p> <p>Edge Library Resources</p>	
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		<b>L.11-12.1</b> <hr/>	demonstrate command of standard English grammar and usage.		
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# BRIDGETON PUBLIC SCHOOLS

## ESL

### UNIT/PACING CHART

Course: ESL ENGLISH LITERATURE LEVEL I

Unit: 3

Essential Question: How important is it to fit in?

TIMELINE	WIDA	CCSS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS (formative, <b>summative</b> )
8 days	<b>ELP.9-12.2.R.1-5</b>  <b>ELP.9-12.2.W.1-5</b>  <b>ELP.9-12.2.L.1-5</b>  <b>ELP.9-12.2.S.1-5</b>	<b>RI.9-10.1</b>  <b>RI.9-10.6</b>  <b>W.9-10.1</b>  <b>SL.9-10.1</b>	<b>Unit Title: Fitting In</b>  <b>Students will be able to:</b>  <b>Text:</b> “Cochlear Implants” pp. 356-363  <b>Objective(s)</b> cite textual evidence and extract inferences from text. analyze the author's point of view or purpose and how the author uses rhetoric to advance the point of view. analyze how an author draws on and transforms source material in literature. initiating and participating in	<b>Name of Resource and Page #'s</b>  <i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i>  <i>The Teaching Edge Teacher's Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a> Online lesson planner Interactive teacher's edition Professional development videos eAssessment reports and re-teaching resources Rubrics	Suggested Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>

		<b>L.9-10.1b</b>	collaborative discussions with peers while building on other's ideas and expressing their own persuasively. use various types of phrases to convey specific meanings and add variety and interest to writing and presentations.	<i>Edge Interactive Practice Book</i> “Cochlear Implants” <ul style="list-style-type: none"> <li>○ Selection Review p. 177</li> <li>○ Prepare to Read Vocabulary pp. 174-175</li> <li>○ Make Connections p. 176</li> </ul>	
<b>8 days</b>	<b>ELP.9-12.2.R.1-5</b>  <b>ELP.9-12.2.W.I-5</b>  <b>ELP.9-12.2.L.1-5</b>  <b>ELP.9-12.2.S.1-5</b>	<b>RI.9-10.1</b>  <b>W.9-10.6</b>  <b>W.9-10.9a</b>  <b>W.9-10.10</b>  <b>SL.9-10.1</b>  <b>L.9-10.1b</b>	<b>Text:</b> “High School” pp.367-370  <b>Objective(s)</b> cite textual evidence and extract inferences from text. use technology to produce/complete writing or to link to other information. analyze how an author draws on and transforms source material in specific work. write routinely over extended time frames for a range of tasks, purposes, and audiences. initiating and participating in collaborative discussions with peers while building on other's ideas and expressing their own persuasively. use various types of phrases to convey specific meanings and add variety and interest to writing and presentations.	<i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i>  <i>The Teaching Edge Teacher's Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a> Online lesson planner Interactive teacher's edition Professional development videos eAssessment reports and re-teaching resources Rubrics  <i>Edge Interactive Practice Book</i> “High School” <ul style="list-style-type: none"> <li>○ Selection Review p. 182</li> <li>○ Make Connections p. 178</li> <li>○ Write about Literature p. 183</li> <li>○ Context Clues: Multiple Meaning Words p. 184</li> <li>○ Distinguish Fact and Opinion p. 185</li> </ul>	<b>Unit 3 Test</b> Suggested Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>



				<p>EDGE Grammar and Writing Practice Book pp. 133-163</p> <p>Edge Library Resources  <i>Frankenstein</i> by Mary Shelley  <i>Women Work for Change</i> by Susan E. Goodman</p> <p>“Inside Phonics” materials</p>	
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# BRIDGETON PUBLIC SCHOOLS

## ESL

### UNIT/PACING CHART

Course: ESL ENGLISH LITERATURE LEVEL I

Unit: 4

Essential Question: What is most important in life?

TIMELINE	WIDA	CCSS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS (formative, <b>summative</b> )
4 days	<b>ELP.9-12.2.R.1-5</b>  <b>ELP.9-12.2.W.1-5</b>  <b>ELP.9-12.2.L.1-5</b>  <b>ELP.9-12.2.S.1-5</b>	<b>RL.9-10.2</b>  <b>W.9-10.7</b>  <b>W.9-10.8</b>  <b>W.9-10.9</b>	<b>Unit Title: What Matters Most</b>  <b>Students will be able to:</b>  <b>Text:</b> “Luck” pp. 416-427  <b>Objective(s)</b> determine theme(s), analyze their development & provide an objective summary. conduct short/sustained research to narrow/broaden inquiry or to synthesize an investigation. gather, assess and utilize relevant information for the research question. draw evidence from literary/informational text to	<b>Name of Resource and Page #'s</b>  <i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i>  <i>The Teaching Edge Teacher's Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a> Online lesson planner Interactive teacher's edition Professional development videos eAssessment reports and re-teaching resources Rubrics	<b>Suggested Assessments</b> <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>

		<b>W.9-10.9b</b>  <b>SL.9-10.1</b>  <b>SL.9-10.1a</b>	support analysis, reflection or research. delineate and evaluate the argument/claims in a text by assessing the validity of the reasoning and the relevance of the evidence. initiating and participating in collaborative discussions with peers while building on other's ideas and expressing their own persuasively. come to discussions prepared to use evidence/research to stimulate a well-reasoned exchange of ideas.	<i>Edge Interactive Practice Book</i> “Luck” <ul style="list-style-type: none"> <li>○ Prepare to read vocabulary pp. 202-203</li> <li>○ Make Inferences p. 204</li> <li>○ Selection Review p. 205</li> </ul>	
4 days	<b>ELP.9-12.2.R.1-5</b>  <b>ELP.9-12.2.W.I-5</b>  <b>ELP.9-12.2.L.1-5</b>  <b>ELP.9-12.2.S.1-5</b>	<b>RI.9-10.1</b>  <b>W.9-10.1</b>  <b>W.9-10.1a</b>  <b>W.9-10.1c</b>  <b>W.9-10.1e</b>  <b>SL.9-10.1</b>	<b>Text:</b> “Young At Heart” pp. 429-431  <b>Objective(s)</b> cite textual evidence and extract inferences from text analyze how an author draws on and transforms source material in literature. distinguish and categorize claims and counterclaims with reasons and evidence. use words to create cohesion claims and reasons, reasons and evidence and between claim and counterclaims. create a concluding statement that precedes the argument presented. initiating and participating in collaborative discussions with peers while building on other's ideas and	<i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i>  <i>The Teaching Edge Teacher’s Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a> Online lesson planner Interactive teacher’s edition Professional development videos eAssessment reports and re-teaching resources Rubrics  <i>Edge Interactive Practice Book</i> “Young at Heart” Selection review p. 210 Write About Literature p. 211 Vocabulary Review pp. 76-77 Memoir p. 206	Unit 4 Cluster 1 Quiz Suggested Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>

		<b>SL.9-10.1a</b>  <b>L.9-10.5b</b>	expressing their own persuasively. come to discussions prepared to use evidence/research to stimulate a well-reasoned exchange of ideas.  analyze nuances in the meaning of words with similar denotations.	Review Similes p. 212 Setting p. 213	
4 days	<b>ELP.9-12.2.R.1-5</b>  <b>ELP.9-12.2.W.I-5</b>  <b>ELP.9-12.2.L.1-5</b>  <b>ELP.9-12.2.S.1-5</b>	<b>RL.9-10.1</b>  <b>RL.9-10.6</b>  <b>W.9-10.2.e</b>  <b>W.9-10.3a</b>  <b>W.9-10.3b</b>  <b>SL.9-10.1c</b>  <b>L.9-10.4d</b>	<b>Text:</b> “Scholarship Jacket” pp. 442-451  <b>Objective(s)</b> cite textual evidence and extract inferences from text. analyze the point of view or cultural experience reflected in the literature. establish and maintain a formal style and objective tone while attending to norms and conventions. set out a situation, establish a point of view and introduce a narrator/characters. use narrative techniques (pacing, description, reflection, plot lines). propel /Advance discussions to broader themes or larger ideas and clarify, verify, or challenge ideas and conclusions. verify the preliminary determination of the meaning of a word or phrase.	<i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i>  <i>The Teaching Edge Teacher’s Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a>  Online lesson planner Interactive teacher’s edition Professional development videos eAssessment reports and re-teaching resources Rubrics  <i>Edge Interactive Practice Book</i> “Scholarship Jacket” Prepare to Read Vocabulary pp. 214-215 Selection Review p. 217 Make Inferences p. 216	Suggested Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>

<b>4 days</b>	<b>ELP.9-12.2.R.1-5</b> <b>ELP.9-12.2.W.I-5</b> <b>ELP.9-12.2.L.1-5</b> <b>ELP.9-12.2.S.1-5</b>	<b>RI.9-10.1</b> <b>W.9-10.1</b> <b>W.9-10.1a</b> <b>W.9-10.1b</b> <b>W.9-10.1c</b> <b>L.9-10.4c</b> <b>L.9-10.5b</b>	<b>Text:</b> “Eye On Cheaters” pp.453-457  <b>Objective(s)</b> cite textual evidence and extract inferences from text. analyze how an author draws on and transforms source material in literature. distinguish and categorize claims and counterclaims with reasons and evidence. develop claims and counterclaims while identifying their strengths and limitations. use words to create cohesion claims and reasons, reasons and evidence and between claim and counterclaims. consult general and specialized reference materials to find the pronunciation, clarify its precise meaning, its part of speech or its etymology. analyze nuances in the meaning of words with similar denotations.	<i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i>  <i>The Teaching Edge Teacher’s Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a> Online lesson planner Interactive teacher’s edition Professional development videos eAssessment reports and re-teaching resources Rubrics  <i>Edge Interactive Practice Book</i> “Eye on Cheaters” <ul style="list-style-type: none"> <li>○ Selection Review p. 224</li> <li>○ Write About Literature p. 225</li> <li>○ Review Idioms p. 226</li> <li>○ Plot p. 227</li> <li>○ Cause and Effect p. 218</li> </ul>	Suggested Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>

5 days	<p><b>ELP.9-12.2.R.1-5</b></p> <p><b>ELP.9-12.2.W.1-5</b></p> <p><b>ELP.9-12.2.L.1-5</b></p> <p><b>ELP.9-12.2.S.1-5</b></p>	<p><b>RL.9-10.1</b></p> <p><b>RL.9-10.2</b></p> <p><b>RL.9-10.3 5</b></p> <p><b>W.9-10.8</b></p> <p><b>W.9-10.10</b></p> <p><b>SL.9-10.1</b></p> <p><b>SL.9-10.1c</b></p> <p><b>SL.9-10.4</b></p> <p><b>SL.9-10.6</b></p>	<p><b>Text:</b> “Gift Of The Magi” pp. 469-480</p> <p><b>Objective(s)</b> cite textual evidence and extract inferences from text. determine theme(s), analyze their development &amp; provide an objective summary. analyze how complex characters develop, interact with other characters, and advance the plot to develop the theme. gather, assess and utilize relevant information for the research question. write routinely over extended time frames for a range of tasks, purposes, and audiences. initiating and participating in collaborative discussions with peers while building on other's ideas and expressing their own persuasively. propel /Advance discussions to broader themes or larger ideas and clarify, verify, or challenge ideas and conclusions. present information, finding and supporting evidence concisely and appropriately. demonstrate command of formal English by adapting a speech to a variety of contexts and tasks.</p>	<p><i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i></p> <p><i>The Teaching Edge Teacher’s Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a> Online lesson planner Interactive teacher’s edition Professional development videos eAssessment reports and re-teaching resources</p> <p>Rubrics</p> <p><i>Edge Interactive Practice Book</i> “Gift of Magi”</p> <ul style="list-style-type: none"> <li>○ Prepare to Read Vocabulary pp. 228-229</li> <li>○ Make Inferences p. 230</li> <li>○ Selection Review p. 231</li> </ul>	<p>Suggested Assessments</p> <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>
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4 days	<p><b>ELP.9-12.2.R.1-5</b></p> <p><b>ELP.9-12.2.W.1-5</b></p> <p><b>ELP.9-12.2.L.1-5</b></p> <p><b>ELP.9-12.2.S.1-5</b></p>	<p><b>RI.9-10.1</b></p> <p><b>RL.9-10.6</b></p> <p><b>W.9-10.3d</b></p> <p><b>W.9-10.6</b></p> <p><b>SL.9-10.1</b></p> <p><b>L.9-10.5</b></p> <p><b>L.9-10.6</b></p>	<p><b>Text:</b> “Shoulders” pp. 483-486</p> <p><b>Objective(s)</b></p> <ul style="list-style-type: none"> <li>cite textual evidence and extract inferences from text.</li> <li>analyze the point of view or cultural experience reflected in the literature.</li> <li>use sensory language to convey vivid pictures.</li> <li>use technology to produce/complete writing or to link to other information.</li> <li>initiating and participating in collaborative discussions with peers while building on other's ideas and expressing their own persuasively.</li> <li>demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<p><i>Hampton-Brown Edge Reading, Writing and Language: Fundamentals</i></p> <p><i>The Teaching Edge Teacher's Online Resources</i> <a href="http://www.hbedge.net">www.hbedge.net</a> Online lesson planner Interactive teacher's edition Professional development videos eAssessment reports and re-teaching resources</p> <p>Rubrics</p> <p><i>Edge Interactive Practice Book</i> “Shoulders”</p> <ul style="list-style-type: none"> <li>○ Selection Review p. 236</li> <li>○ Write About Literature p. 237</li> <li>○ Review Idioms p. 238</li> <li>○ Elements of Poetry: Free Verse p. 232</li> <li>○ Connect Characters and Theme p. 239</li> <li>○ Vocabulary Review p. 240-241</li> </ul> <p>EDGE Grammar and Writing Practice Book pp.166-196</p> <p>Edge Library Resources <i>Massai Dreamer</i> by Adrienne Frater <i>Any Small Goodness</i> by Tony</p>	<p><b>Unit 4 Test</b></p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Writing assignments</li> <li>○ Rubrics</li> </ul>
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## **MODIFICATIONS FOR SPECIAL EDUCATION/ELL STUDENTS**

### **Instructional Strategies:**

1. Have high expectations of students.
2. Use visuals.
3. Extend time requirements.
4. Shorten assignments.
5. Assign Peer Buddy.
6. Use positive reinforcement.
7. Use concrete reinforcement.
8. Check often for understanding/review.
9. Have students repeat directions.
10. Teach study skills.
11. Give directions in small, distinct steps.
12. Use written backup for oral directions.
13. Read directions to students.
14. Give oral clues and prompts.
15. Adapt worksheets.
16. Use alternate assignments.
17. Use individual/small group instruction
18. Use cooperative learning.
19. Simplify language.
20. Demonstrate concepts.
21. Use manipulatives.
22. Emphasize critical information.
23. Use graphic organizers.
24. Pre-teach vocabulary.
25. Highlight text/study guides.
26. Use bilingual dictionaries.
27. Use supplementary material.
28. Allow use of computer/word processor.
29. Allow students to answer orally.
30. Teach to varied learning styles.
31. Let student copy notes from teacher or other student.

### **Materials:**

Visuals and graphic organizers  
English/Spanish Dictionaries

### **Assessments:**

Allow students to answer orally.  
Read test to student.  
Modify format.  
Write different test.  
Shorten length of test.  
Require only selected test items.

Create alternate assignment.

Modify grading system.

Modify weights of course components.

Modify course objectives/outcomes.

Assess ELL students according to what they can do rather than what they cannot do. Have they shown progress?

Make simplified language version of test. Provide word banks.

Physical demonstration.

Pictorial products.

Use the **SIOP** Protocol

- Clearly define content objectives.

- Clearly define language objectives. Build background.

- Emphasize key vocabulary.

- Make input comprehensible through adjusted speech and instructional techniques. Scaffold instruction.

- Provide opportunities for interaction and sufficient wait time for student responses.

- Provide activities that integrate all language skills.

- Engage students 90 to 100% of the period.

- Provide both summative and formative assessments.

## Instructional Materials

### Textbooks

*Edge Fundamentals- Student Edition*

ISBN: 978-0-7362-6163-0

National Geographic

Publishers 2009

*Edge Fundamentals Leveled Library Classroom Set*

ISBN: 978-07362-59668

National Geographic

Publishers 2009

### Teacher Resource Material

*Edge Fundamentals Teacher's Edition Set*

ISBN:978-07362-65928

*Edge Fundamentals Teacher's Edition – Volume I*

ISBN:978-07362-53819

*Edge Fundamentals Teacher's Edition- Volume 2*

ISBN:978-07362-52826

*Edge Fundamentals Interactive Practice Book- Teacher's Annotated Edition*

ISBN: 978-07362-61654

*Edge Fundamental's Grammar and Writing Practice Book -Teacher's Annotated Edition*

ISBN: 978-07362-61678

*Inside Phonics Reading Practice Book- Teacher's Annotated Edition*

ISBN: 978-07362-59989

*Inside Phonics- Teacher's Edition*

ISBN: 978-07362-5999

Edge Fundamentals Teacher's Support Pack with Language & Grammar Transparencies

Edge Fundamentals Teacher's Support Pack with Language & Grammar Lab

85511

Edge Fundamentals Reading & Writing Transparencies

12918

Edge Fundamentals Selection Readings and Fluency Models CDs (3 CDs)

12915

Edge Fundamentals Language & Grammar Transparencies 12914

Edge Fundamentals Language & Grammar Lab Teacher's Edition and Language Models Audio  
CD 13453

Inside Phonics Decoding Transparencies 13235

Inside Phonics Teacher Scripts 13239

Inside Phonics Sounds & Songs CDs (2 CDs) 13315

Word Builder CD-ROM 13351  
12921

Sound/Spelling Cards 13191

Letter Tiles 5187

Word Tiles 5197

Write-On/Wipe-Off Boards (6 boards and pens) 13192

Language-ESL Department Folder on District network

<http://www.hbedge.net/>

## **Student Resource Material**

*Edge Fundamentals Student Book*

*Edge Fundamentals Student Book e-Edition CD-ROM*

*Edge Fundamentals Interactive Practice Book*

*Edge Fundamentals Grammar and Writing Practice Book*

<http://www.hbedge.net/>

<b>Edge- Cluster I</b>	<b>Unit #4 Survival</b> <b>Edge- Cluster II</b>	<b>Edge- Cluster III</b>
<p><b>Two Were Left</b></p> <p><b>Reading Strategies –</b> Comprehension Critical Thinking</p> <p><b>Vocabulary –</b> Dictionary Use</p> <p><b>Writing –</b> <b>Composition-</b> Write a Survival Guide</p> <p><b>Language –</b> <b>Grammar –</b> Past Tense Verbs <b>Listening &amp; Speaking –</b> Listening Skills- Listen to a story</p> <hr/> <p><b>Supplemental Material From Inside USA</b></p> <p><b>Reading –</b> Identify Where Story Begins- <b>T200</b></p> <p><b>Vocabulary-</b> Describing Words- <b>T 209</b></p> <p><b>Writing-</b> Plan &amp; Write- <b>T33, 71, 107</b></p> <p><b>Language-</b> Grammar- Verbs- <b>T116, 134,190</b></p> <p><b>CD- Disc #2</b> <b>Unit- 5</b> <b>Tracks- 21, 29</b></p>	<p><b>Surviving Katrina</b></p> <p><b>Reading Strategies-</b> Describe Inferences</p> <p><b>Vocabulary-</b> Dictionary Use</p> <p><b>Writing-</b> <b>Composition-</b> Write About a Challenge</p> <p><b>Language-</b> <b>Grammar-</b> Past Tense Verbs <b>Listening &amp; Speaking-</b> Listening Skills; Listen to a News Report</p> <hr/> <p><b>Supplemental Material From Inside USA</b></p> <p><b>Reading-</b> Describe Things- <b>T252-253</b></p> <p><b>Vocabulary-</b> Word Building- <b>T2L</b></p> <p><b>Writing-</b> Plan &amp; Write- <b>T33, 71, 107</b></p> <p><b>Language-</b> Grammar- Verbs- <b>T116, 134, 190</b></p> <p><b>CD- Disc #2</b> <b>Unit- 4</b> <b>Track- 7</b></p>	<p><b>Fight or Flight? What Your Body Knows About Survival</b></p> <p><b>Reading Strategies-</b> Comprehension Critical Thinking</p> <p><b>Vocabulary-</b> Dictionary Use</p> <p><b>Writing-</b> Opinion Statement</p> <p><b>Language-</b> <b>Grammar-</b> Use Commands <b>Listening &amp; Speaking-</b> Listen to a Song</p> <hr/> <p><b>Supplemental Material From Inside USA</b></p> <p><b>Reading-</b> Describe Actions- <b>T296-297</b></p> <p><b>Vocabulary-</b> Word Building- <b>T12L</b></p> <p><b>Writing-</b> Plan &amp; Write- <b>T33, 71, 107</b></p> <p><b>Language-</b> Subject/Verb Agreement- <b>T 308, 316</b> <b>Grammar-</b> Commands- <b>T 190- 191</b> <b>CD- Disc #2</b> <b>Unit- 4</b> <b>Track- 8</b></p>

<b>Edge- Cluster I</b>	<b>Unit #5 Fitting In</b> <b>Edge- Cluster II</b>	<b>Edge- Cluster III</b>
<p><b>Frijoles</b> (The Jay and the Peacocks)</p> <p><b>Reading Strategies –</b> Make Connections Explain Analyze</p> <p><b>Vocabulary –</b> Context Clues Synonyms</p> <p><b>Writing –</b> <b>Written Composition-</b> Letter to a Pen Pal</p> <p><b>Language –</b> <b>Grammar –</b> Verbs, Future Tense <b>Listening &amp; Speaking –</b> Listening Skills</p> <hr/> <p><b>Supplemental Material From Inside USA</b></p> <p><b>Reading –</b> Team Word Webbing <b>T38, 60</b></p> <p><b>Vocabulary-</b> Tap Prior Knowledge <b>T8, 14</b></p> <p><b>Writing-</b> Retell <b>T31, 69</b></p> <p><b>Language-</b> Grammar- Verbs <b>T 116</b></p> <p><b>Listening-</b> Listen to a Speech <b>T68</b></p> <p><b>CD- Disc #2</b> <b>Unit- 4</b> <b>Tracks- 3, 6, 9</b></p>	<p><b>Cochlear Implants: Two Sides of the Story</b></p> <p><b>Reading Strategies-</b> Comparisons Generalizations Interpret</p> <p><b>Vocabulary-</b> Clusters Antonyms</p> <p><b>Writing-</b> Write a Blog</p> <p><b>Language-</b> <b>Grammar-</b> Prepositions <b>Listening &amp; Speaking-</b> Listening Skills; Listen to a Conversation</p> <hr/> <p><b>Supplemental Material From Inside USA</b></p> <p><b>Reading-</b> Graphic Organizers <b>T31, 105</b></p> <p><b>Vocabulary-</b> High Frequency Words <b>T2L, 3L</b></p> <p><b>Writing-</b> Expository Text <b>T68, 69</b></p> <p><b>Language-</b> Listen to a Conversation- <b>T 68</b> Read &amp; Retell- <b>T 68</b></p> <p><b>CD- Disc #2</b> <b>Unit 5</b> <b>Tracks- 17, 20</b></p>	<p><b>The Right Moves</b> (I'm Nobody)</p> <p><b>Reading Strategies-</b> Summarize Speculate Time Line</p> <p><b>Vocabulary-</b> Synonyms &amp; Antonyms</p> <p><b>Writing-</b> Explanations</p> <p><b>Language-</b> <b>Grammar-</b> Pronouns <b>Listening &amp; Speaking-</b> Listen to a Speech</p> <hr/> <p><b>Supplemental Material From Inside USA</b></p> <p><b>Reading-</b> Read &amp; Retell- <b>T 104</b></p> <p><b>Vocabulary-</b> Vocabulary Picture Cards <b>T15, 59</b></p> <p><b>Writing-</b> Give Information- <b>T 116</b></p> <p><b>Language-</b> Grammar Pronouns <b>T 113</b> <b>Listen to a Conversation</b></p> <p><b>CD- Disc #1</b> <b>Unit 6</b> <b>Tracks- 23, 25</b></p>

<b>Unit #6 What Matters Most</b>		
<b><u>Edge- Cluster I</u></b>	<b><u>Edge- Cluster II</u></b>	<b><u>Edge- Cluster III</u></b>
<b>Luck</b> <b>(Young at Heart)</b>  <b>Reading Strategies –</b> Make Inferences Draw Conclusions Comparisons  <b>Vocabulary –</b> Figurative Language Similes  <b>Writing –</b> <b>Written Composition-</b> Write a Skit  <b>Language –</b> <b>Grammar –</b> Kinds of Sentences <b>Listening &amp; Speaking –</b> Listening Skills- Conversation	<b>The Scholarship Jacket</b> <b>(Eye on Cheaters)</b>  <b>Reading Strategies-</b> Comparisons Make Inferences Synthesize  <b>Vocabulary-</b> Figurative language Idioms  <b>Writing-</b> Persuasive Essay  <b>Language-</b> <b>Grammar-</b> Compound Sentences <b>Listening &amp; Speaking-</b> Listening Skills; Listen to a Conversation	<b>Gift of the Magi</b> <b>(Shoulders)</b>  <b>Reading Strategies-</b> Summarize Interpret Comparisons  <b>Vocabulary-</b> Figurative Language Idioms  <b>Writing-</b> Free Write  <b>Language-</b> <b>Grammar-</b> Complex Sentences <b>Listening &amp; Speaking-</b> Listen to a Folk Tale
<b>Supplemental Material From</b> <b>Inside USA</b>  <b>Reading –</b> Identify Where a Story Begins and Ends <b>T200</b>  <b>Vocabulary-</b> Say It Another Way <b>T 10, 20, 28</b>  <b>Writing-</b> Writing Applications <b>T140-141</b>  <b>Language-</b> Sentences <b>T32</b> <b>Listening-</b> Listen to a Speech <b>T68</b>  <b>CD- Disc #3</b> <b>Unit- 7</b> <b>Tracks- 7,11</b>	<b>Supplemental Material From</b> <b>Inside USA</b>  <b>Reading-</b> Generate Ideas- <b>T34,</b> <b>72</b> <b>Vocabulary-</b> Describing Words <b>T 209</b>  <b>Writing-</b> Write Your Own Book <b>T14L</b>  <b>Language-</b> Listen to a Conversation- <b>T 68</b> Read & Retell- <b>T 68</b>  <b>CD- Disc #3</b> <b>Unit 8</b> <b>Tracks- 16, 17</b>	<b>Supplemental Material From</b> <b>Inside USA</b>  <b>Reading-</b> Read & Retell- <b>T 104</b>  <b>Vocabulary-</b> Describing Words <b>T 209</b>  <b>Writing-</b> Creative Writing  <b>Language- Grammar –</b> Subject/Verb Agreement <b>T308</b> <b>Listen to a Conversation- T 264,</b> <b>265</b>  <b>CD- Disc #3</b> <b>Unit 9</b> <b>Tracks- 31, 32, 37</b>

## **Vocabulary Strategies**

**For Directions and Updates see LAL Department folder on network**

Antonyms

Associated Ideas Plus

Concept First

Construct a Word

Discussion

Games

Initial Information

Meaningful Sentence

My Own Glossary

Picture This

Review Activities

Restate

Sentence Completion with Target Words

Synonyms

Vocabulary Journal

Word of the Day

Word Walls

Word Walls (by Academy)

Word Walls (using Morphemes)

Word Wall (using Graffiti Wall)



## **Reading Strategies**

**For Directions and Updates see LAL Department folder on network**

### **Before Reading**

Anticipation Guide  
Checking Out The Framework  
Conversations Across Time  
Frame Of Reference  
QAR: Question-Answer Relationships  
Reciprocal Teaching

### **During Reading**

Annolighting A Text  
Annotating A Text  
Collaborative Annotation  
Conversations Across Time  
Dense Questioning  
Frame Of Reference  
Inferential Reading  
Interactive Notebook  
Key Concept Synthesis  
Listening To Voice  
Metaphor Analysis  
Parallel Note-taking  
QAR: Question-Answer Relationships  
Questions Only  
RAFT: Role, Audience, Format, Topic  
Reciprocal Teaching

### **After Reading**

Highlighting A Text  
Annotating A Text  
Collaborative Annotation  
Conversations Across Time  
Dense Questioning  
Frame Of Reference  
Inferential Reading  
Interactive Notebook  
Key Concept Synthesis  
Listening To Voice  
Metaphor Analysis  
Parallel Note-taking  
QAR: Question-Answer Relationships  
Questions Only  
RAFT: Role, Audience, Format, Topic  
Reciprocal Teaching

## **Benchmark Assessments**

### **Unit 1**

ESL English Literature Level I- UNIT TEST 1

### **Unit 2**

ESL English Literature Level I – RESEARCH PAPER

### **Unit 3**

ESL English Literature Level I - UNIT TEST 3

### **Unit 4**

ESL English Literature Level I - UNIT TEST 4

**MIDTERM EXAM**

**FINAL EXAM**

All listed assessments' answer keys and writing tasks with rubrics are attached.

Copies of all unit test reading selections are available in the language department folder in order to allow students to annotate the text as they read.

## EVALUATIVE NOTES

Name of Course: \_\_\_\_\_

Evaluation by: \_\_\_\_\_

DATE OF ENTRY	EVALUATIVE NOTES