BRIDGETON PUBLIC SCHOOLS
ESL English Composition
Level II
Grades 9-12

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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.   Angelia Edwards

Superintendent   Board President

3/9/11

Curriculum Mission Statement

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

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

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.

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COURSE GOALS
ESL English Composition Level II

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Students will be able to:

I.   Listening:

Demonstrate understanding of phrases, short sentences, and questions.

Demonstrate understanding of high-frequency commands and expressions.

Demonstrate understanding of simple questions and answers and face-to-face conversations in English.

II.   Speaking:

Express needs and wants with phrases or short sentences.

    Repeat words or phrases for clarification and to improve pronunciation.

    Ask and answer questions in simple present, past, and future tenses.

Describe a sequence of events.

III.   Reading:

    Interpret short narrative and descriptive passages using visuals or other aids. Scan text for information.

    Identify and use reading strategies to improve proficiency.

    Predict meanings of unfamiliar words using context clues.

    Classify items and make comparisons.

Identify problems and solutions.

IV.   Language Function:

    Use English to identify, demonstrate, and respond.

    Use adverbial clauses of time.

    Recognize and use verbs in present, past, and future tenses.

    Recognize and use subject and object pronouns.

Recognize and use adjectives to describe people, places, and things.

V.   Writing:

    Produce groups of sentences for descriptive and narrative paragraphs.

    Produce combinations of sentences to persuade or explain.

Write short letters.

VI.   Overall Goal:

    To develop proficiency in reading, writing, listening, and speaking domains of the English language sufficient for progressing to a Level III course.

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

WiDA CONSORTIUM

		Level 1 **Entering**	Level 2 **Beginning**	Level 3 **Developing**	Level 4 **Expanding**	Level 5 **Bridging**	
LISTENING	**Example Genre** **Comedies**	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	Level 6- Reaching
	Example Topic **Satire**	*intonation patterns* Recognize different of speech working with a partner (e.g., statements, questions)	*patterns of satirical* Identify intonation remarks working with a partner (e.g., tag questions, "You didn't do your homework, *did you*?")	*patterns of satirical/non-* Compare intonation satirical speech working with a partner	inferences in speech Identify satire or from intonation patterns working with a partner	*identify and make* Analyze speech to inferences from satire	
SPEAKING	**Example Genre** **Multicultural world literature**	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	
	Example Topic **Character development**	*characters in visuals* State facts about with L1 support	*of characters in visuals* Describe personalities with L1 support	*assets and flaws using* Compare character visuals or graphic organizers with L1 support	character development Discuss, with examples, using visuals or graphic organizers	*examples, character* Critique, with detailed development in literary works	

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		Level 1 Entering	**Level 2** Beginning	**Level 3** Developing	**Level 4** Expanding	**Level 5** Bridging	
R E A D I N G	**Example Genre** **Autobiographical & biographical narratives**	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?")	**Level 6- Reaching**
	Example Topic **Bias**	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	
	Example Genre **Critical commentary**	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	
	Example Topic **Note taking**	^{pertaining to} Take notes on key symbols, words or phrases from visuals discussions	^{(e.g., on the board or} List key phrases or sentences from discussions and models from overhead projector)	^{readings} 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	
	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	Expand, elaborate and correct written language as directed	

WIDA® CONSORTIUM

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

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	**Example Genre** Autobiographical & biographical narratives	Associate people with their acts or contributions using visuals and word or phrase level text	Identify influences on people's lives using visuals and sentence-level text	Match cause of influences on people's lives with effect using visuals and multi-sentence text	Interpret impact of people's lives on others or society using visuals and paragraph-level text	Predict people's reactions to living in different time periods or circumstances using grade-level text
	Example Topic Author's perspective/ Point of view	Identify words and phrases related to author's perspective in visually supported sentences	Identify main ideas related to author's perspective in visually supported series of related sentences	Identify main ideas and supporting details related to author's perspective in visually supported paragraphs	Interpret author's perspective in visually supported literary text	Apply author's perspective in literary text to other contexts
WRITING	**Example Genre** Critical commentary	Reproduce critical statements on various topics from illustrated models or outlines	Produce critical comments on various topics from illustrated models or outlines	Summarize critical commentaries on issues from illustrated models or outlines	Respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines	Provide critical commentary on a wide range of issues commensurate with proficient peers
	Example Topic Literal & figurative language	Produce literal words or phrases from illustrations or cartoons and word/phrase banks	Express ideas using literal language from illustrations or cartoons and word/phrase banks	Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks	Elaborate on examples of literal and figurative language with or without illustrations	Compose narratives using literal and figurative language

Level 6- Reaching

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.

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Grades 9-10

Progress Indicators for Reading Literature

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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.

   W. 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.

   X. 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.

   Y. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

   Z. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

   AA. 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.

   BB. 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.

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

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 21st 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) 21st 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 21st 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 21st 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 21st Century Skills framework.

National, International, and State Advocacy

The Partnership for 21st 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* (NJAET)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 21st century learner*. Online: *http://www.aasl.org*

International Society for Technology in Education. (2002). *National educational technology standards for administrators*. Online: *http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS_for_Administrators_2009.htm*

International Society for Technology in Education. (2007). *National educational technology standards for students* (2nd Ed.). Online: *http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm*

International Society for Technology in Education. (2008). *National educational technology standards for teachers* (2nd Ed.). Online: *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)**
12	The use of technology and *digital tools* requires knowledge and appropriate use of *operations and related applications*.	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)**
12	The use of *digital tools* and *media-rich resources* enhances creativity and the construction of knowledge.	8.1.12.B.1	Design and pilot a *digital learning game* 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)**
12	*Digital tools* and environments support the learning process and foster collaboration in solving local or global issues and problems.	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 online community.

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)**
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)
12	Effective use of *digital tools* 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)
12	Information accessed through the use of *digital tools* 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 *current and emerging technology resources* and assess their potential to address educational, career, personal, and social needs.

Content Area	Technology		
Standard	8.2 Technology Education, Engineering, and Design: 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	A. Nature of Technology: Creativity and Innovation		
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
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	**8.2 Technology Education, Engineering, and Design:** 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. Design: Critical Thinking, Problem Solving, and Decision-Making**			
By the end of grade	**Content Statement**	**CPI #**	**Cumulative Progress Indicator (CPI)**	
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	**8.2 Technology Education, Engineering, and Design:** 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	**C. Technological Citizenship, Ethics, and Society**			
By the end of grade	**Content Statement**	**CPI #**	**Cumulative Progress Indicator (CPI)**	
12	Knowledge and understanding of human, cultural, and societal values are fundamental when	8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a *web-based publication* that elicits further comment and analysis.	

	designing technology systems and products in the global society.	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	**8.2 Technology Education, Engineering, and Design:** 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	**D. Research and Information Fluency**		
By the end of grade	**Content Statement**	**CPI #**	**Cumulative Progress Indicator (CPI)**
12	Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.	8.2.12.D.1	*Reverse-engineer* 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	**8.2 Technology Education, Engineering, and Design:** 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	**E. Communication and Collaboration**	

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
12	*Digital tools* 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	**8.2 Technology Education, Engineering, and Design:** 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	**F. Resources for a Technological World**	

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
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	**8.2 Technology Education, Engineering, and Design:** 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	**G. The Designed World**		
By the end of grade	**Content Statement**	**CPI #**	**Cumulative Progress Indicator (CPI)**
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 *technologies* 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 Composition
Level II

Chapter #/Title	# of Days
Course Introduction	3
Unit 1 (Edge Unit 1: Think Again)	15
Unit 2 (Edge Unit 2: Family Matters)	15
Unit 3 (Edge Unit 3: True Self)	15
Unit 4: Novel Project	12
Midterm	1
Unit 5: (Edge Unit 4: Give and Take)	12
Unit 6: Novel project	15
Final Exam	2
Total Number of Days	90 Days

Course: **ESL English Composition Level II**   **Unit: 1**

Essential Question: What influences your actions?

TIME LINE	WIDA/NJSLS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS

7 days	**ELP 9-12.2.W2.5**
	
	ELP 9-12.2.L1.5
	
	ELP 9-12.2.S2.1
	
	ELP.9-12.S2.4
	
	RL.9-10.2
		Unit Title: Think Again
		
		Students will be able to:
		
		Texts:
		"The Experiment" pp. 12-17; "Superstitions" pp. 19-22
		
		Objective(s)
		  expand, elaborate, and correct written language as directed.
		  analyze speech to identify and make inferences.
		  name examples of high-frequency words or phrases with multiple meanings from visuals.
		  explain examples of words, phrases, or sentences with multiple meanings form oral input with or without visual support.
		cite textual evidence and extract
		  inferences from text.
			Name of Resource and Page #'s
			
			Hampton-Brown Edge Reading, Writing and Language: Level A
			
			The Teaching Edge Teacher's Online Resources
			www.hbedge.net
			
			  Online lesson planner
			  Interactive teacher's edition
			  Professional development videos
			eAssessment reports and re-
			  teaching resources
			  Rubrics
			
			Edge Interactive Practice Book
			  "The Experiment"
			
			o Prepare to read vocabulary pp. 6-7
			o Selection Review p. 10
			o Plot and Setting p. 8
			o Preview and Predict p. 9
				Reading selection test
				Suggested Assessments
				o Teacher-created quizzes
				o Homework
				o Classwork
				o Teacher- created entrance and exit slips
				o Writing assignments
				o Rubrics

	RL.9-10.2	determine theme(s), analyze its development and provide an objective summary.	"Superstitions: The Truth Uncovered"	
	RL.9-10.6	analyze point of view or cultural experience reflected in literature.	o Selection Review p. 14 o Write about Literature p. 15	
	W.9-10.3a	set out a situation, establish a point of view and introduce a narrator/characters.	o Analyze Plot: Climax p. 16	
	W.9-10.7	conduct short/sustained research to narrow/broaden inquiry or to synthesize an investigation.	o Prefixes p. 17	
	W.9-10.10	write routinely over extended time frames for a range of tasks, purposes, and audiences.		
	SL.9-10.3	evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Identify fallacious or distorted evidence.		
	SL.9-10.4	present information, findings, and supporting evidence concisely and appropriately.		
	L.9-10.2c	spell correctly.		
	L.9-10.4c	consult general and specialized reference materials to find the pronunciation of a word, clarify its precise meaning, its part of speech or its etymology.		
6 days		**Texts:** "Building Bridges"; "The Right Words at the Right Time" **Objective(s)**	*Hampton-Brown Edge Reading, Writing and Language: Level A* The Teaching Edge Teacher's Online Resources	Suggested Assessments o Teacher-created quizzes o Homework o Classwork o Teacher- created entrance and exit slips
	ELP 9-12.2.W2.5	recognize different intonation patterns of speech working with a partner.	www.hbedge.net Online lesson planner Interactive teacher's edition	o Writing assignments o Rubrics

	ELP 9-12.2.W2.5	expand, elaborate, and correct written language as directed.	Professional development videos eAssessment reports and re-teaching resources Rubrics	
	ELP 9-12.2.S2.3	apply examples of words, phrases, or sentences with multiple meanings from visuals to various contexts.		

	ELP 9-12.2.S2.4	explain examples of words, phrases, or sentences with multiple meanings from oral input with or without visual support.	*Edge Interactive Practice Book* "Building Bridges"
			    o Prepare to Read
			        Vocabulary pp. 18-19	

	ELP 9-12.2S2.5	discuss inferences or nuances from oral discourse containing multiple meanings.	o Character p. 20	
	ELP 9-12.2.W2.3	reflect on use of newly acquired language or language patterns and share with a partner.	o Clarify Ideas p. 21 o Selection Review p. 22	
	ELP 9-12.2.W3.4	produce and elaborate on examples of literal and figurative language with or without illustrations.	"The Right Words at the Right Time"	
	ELP 9-12.2.W3.5	compose narratives using literal and figurative language.	o Selection Review p. 26 o Write about Literature p. 27	
	RL.9-10.1	cite textual evidence and extract inferences from text.	o Dialect p. 28	
	RL.9-10.2	determine theme(s), analyze their development and provide an objective summary.	o Prefixes p. 29	
	RI.9-10.3	analyze how the order of ideas or events are introduced and developed and the connections between them.		
	W.9-10.2f	provide a concluding statement that articulates the significance/implications of a topic.		
	W.9-10.9b	delineate and evaluate the argument/claims in a text by assessing the validity of the reasoning and the relevance of the evidence.		

	W.9-10.10	write routinely over extended time frames for a range or tasks, purposes, and audiences.		
	SL.9-10.1b	work with peers to set rules for collegial discussions and decision-making.		
	SL.9-10.3	evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. Identify fallacious reasoning or distorted evidence.		
	L.9-10.4d	verify the preliminary determination of the meaning of a word or phrase.		
5 days		**Texts:** "The Open Window"; "One In a Million" **Objective(s)**	*Hampton-Brown Edge Reading, Writing and Language: Level A* *The Teaching Edge Teacher's Online Resources*	**Unit 1 Test** Suggested Assessments ○ Teacher-created quizzes
	ELP 9-12.2.W2.4	revise or rephrase written language based on feedback from teachers, peers, and rubrics.	www.hbedge.net Online lesson planner	○ Homework ○ Classwork ○ Teacher- created entrance and exit slips
	ELP 9-12.2.L1.1	recognize different intonation patterns of speech working with a partner.	Interactive teacher's edition Professional development videos	○ Writing assignments ○ Rubrics
	ELP 9-12.2.S2.3	apply examples of words, phrases, or sentences with multiple meanings from oral input with or without visual support.	eAssessment reports and re-teaching resources	
	ELP 9-12.2.S2.5	discuss inferences or nuances from oral discourse containing multiple meanings.	Rubrics	

ELP 9-12.2.W2.2	check use of newly acquired language.	*Edge Interactive Practice Book*	
ELP 9-12.2.W2.3	reflect on use of newly acquired language or language patterns and share with a partner.	"The Open Window" o Prepare to Read Vocabulary pp. 30-31 o	
ELP 9-12.2.W3.5	compose narratives using literal and figurative language.	Character and Plot p. 32 o Clarify Vocabulary p. 33 o Selection Review p. 34	
RL.9-10.10	read and comprehend grade-level literature with proficiency.	"One in a Million"	
RI.9-10.1	cite textual evidence and extract inferences from text.	o Selection Review p. 36 o Write about Literature p. 37	
RI.9-10.10	read and comprehend literary nonfiction independently and proficiently.	o Compare Setting p. 38 o Suffixes p. 39	
SL.9-10.1a	come to discussions prepared to use evidence/research to stimulate a well-reasoned exchange of ideas.	o Key Vocabulary Review pp. 40-41	
SL.9-10.5	make strategic use of digital media (i.e. textual, graphical, audio, visual, and interactive elements) to advance interest.	*EDGE Grammar and Writing* *Practice Book* pp. 1-34	
L.9-10.2a	use a semi-colon to link two or more closely related independent clauses.	Edge Library Resources	
L.9-10.4d	verify the preliminary determination of the meaning of a word or phrase.	o *Bronx Masquerade* by Nikki Grimes o *Facing the Lion* by Joseph Lemasolai Lekuton o *Mysteries of Sherlock Holmes by Arthur Conan Doyle* (adapted by Judith Conaway)	

Course: ESL English Composition Level II   **Unit: 2**

Essential Question: How do families affect us?

TIME LINE	WIDA/NJSLS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 days		**Unit Title: Family Matters** **Students will be able to:** **Texts:** "Genes: All In the Family"; "How to See DNA" **Objective(s)**	**Name of Resource and Page #'s** *Hampton-Brown Edge Reading, Writing and Language: Level A* *The Teaching Edge Teacher's Online Resources* www.hbedge.net	Suggested Assessments o Teacher-created quizzes o Homework o Classwork o Teacher- created entrance and exit slips o Writing assignments o Rubrics
	ELP 9-12.2.S2.5	discuss inferences or nuances from oral discourse containing multiple meanings.	Online lesson planner Interactive teacher's edition Professional development videos	
	ELP 9-12.2.L1.1	recognize different intonation patterns of speech working with a partner.	eAssessment reports and re-teaching resources Rubrics	
	ELP 9-12.2.W3.2	express ideas using literal language from illustrations.		
	ELP 9-12.2.W3.3	use examples of literal and figurative language in context from illustrations.	*Edge Interactive Practice Book* "Genes: All in the Family"	
	ELP 9-12.2.W3.2	express ideas using literal language from illustrations.	o Prepare to Read Vocabulary pp. 42-43 o Science Article p. 44	

	ELP 9-12.2.W3.3	use examples of literal and figurative language in context from illustrations.	o Self Question p. 45 o Selection Review p. 46	
	ELP 9-12.2.W3.5	compose narratives using literal and figurative language.	"How to See DNA" o Selection Review p. 50	
	ELP 9-12.2.R1.1	associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups.	o Write about Literature p. 51 o Analyze Author's Purpose p. 52 o Context Clues p. 53	
	RI.9-10.1	cite textual evidence and extract inferences from text.		
	RI.9-10.6	analyze the author's point of view or purpose and how the author uses rhetoric to advance the point of view.		
	W.9-10.2b	develop a topic with facts, details, quotes, information and examples appropriate to the topic.		
	W.9-10.5	edit for convention (plan, revise, edit, or rewrite) focusing on what is most significant for a specific purpose or audience.		
	W.9-10.10	write routinely over extended time frames for a range of tasks, purposes, and audiences.		
5 days		**Texts:** "Do Family Meals Matter?"; "Fish Cheeks" **Objective(s)**	*Hampton-Brown Edge Reading, Writing and Language: Level A* *The Teaching Edge Teacher's Online Resources* www.hbedge.net	Suggested Assessments o Teacher-created quizzes o Homework o Classwork o Teacher- created entrance and exit slips o Writing assignment o Rubrics
	ELP.9-12.2.W2.1	copy key points about language learning and check with a partner.	Online lesson planner	
	ELP 9-12.2.W3.4	produce and elaborate on examples of literal and figurative language with or without illustrations.	Interactive teacher's edition	

ELP 9-12.2.W2.4	revise or rephrase written language based on feedback from teachers, peers, and rubrics.	Professional development videos eAssessment reports and re-teaching	
ELP 9-12.2.S2.1	name examples of high-frequency words or phrases with multiple meanings from visuals.	resources Rubrics	
RL.9-10.10	read and comprehend grade-level literature independently and proficiently.	*Edge Interactive Practice Book* "Do Family Meals Matter"	
RI.9-10.3	analyze how the order of ideas or events are introduced and developed and connections made between them.	o Prepare to read Vocabulary pp. 54-55 o Research Report p. 56 o Find Question/Answer Relationships p. 57	
W.9-10.4	produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.	o Selection review p. 58 "Fish Cheeks"	
W.9-10.5	edit for convention (plan, revise, edit, or rewrite) focusing on what is most significant for a specific purpose or audience.	o Selection Review p. 62 o Write about Literature p. 63 o Analyze Descriptive Language p. 64 o Context Clues p. 65	
RL.9-10.10	read and comprehend grade-level literature independently and proficiently.		
W.9-10.8	gather, assess, and utilize relevant information for the research question.		
SL.9-10.1a	come to discussions prepared to use evidence/research to stimulate a well-reasoned exchange of ideas.		
SL.9-10.4	present information, findings, and supporting evidence concisely and appropriately for listeners.		
SL.9-10.6	demonstrate command of formal English by adapting a speech to a variety of contexts and tasks.		

	L.9-10.2c	spell correctly		
	L.9-10.6	demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
5 days		**Texts:** "Only Daughter"; "Calling a Foul"	*Hampton-Brown Edge Reading, Writing and Language: Level A*	Suggested Assessments o Teacher-created quizzes o Homework
		Objective(s)	*The Teaching Edge Teacher's Online Resources*	o Classwork o Teacher- created entrance and exit slips
	ELP 9-12.2.W2.4	revise or rephrase written language based on feedback from teachers, peers and rubrics.	www.hbedge.net	o Writing assignment o Rubrics
	ELP 9-12.2.W2.5	expand, elaborate and correct written language as directed.	Online lesson planner Interactive teacher's edition	
	ELP 9-12.2.W3.1	produce literal words or phrases from illustrations or cartoons and word/phrase banks.	Professional development videos eAssessment reports and re-teaching resources	
	ELP 9-12.2.W3.2	express ideas using literal language from illustrations or cartoons and word/phrase banks.	Rubrics *Edge Interactive Practice Book* "The Open Window"	
	ELP 9-12.2.L1.1	identify examples of comedic situations based on oral statements and visual scenes.	o Prepare to Read Vocabulary pp. 30-31	
	ELP 9-12.2.S2.1	state information using visual support as a precursor for identifying symbolism or analogies.	o Character and Plot p. 32 o Clarify Vocabulary p. 33 o Selection Review p. 34	
	ELP 9-12.2.S2.2	restate or paraphrase information that contains symbolism or analogies using visual support.	"One in a Million" o Selection Review p. 36	
	RI.9-10.4	determine how the meaning or words impact the meaning and/or tone in the text.	o Write about Literature p. 37 o Compare Setting p. 38 o Suffixes p. 39 o Key Vocabulary Review pp.	

RI.9-10.5	analyze how an author's ideas are developed in the body of the text.	40-41 o Context Clues p. 77 o Key Vocabulary Review pp. 78- 79	
RI.9-10.7	analyze various accounts of a subject told in different mediums and determine which details are emphasized in each account.		
W.9-10.2a	introduce a topic that uses formatting, graphics and/or multimedia to aid comprehension.	*EDGE Grammar and Writing* *Practice Book* pp. 35-68	
W.9-10.7	conduct short/sustained research to narrow/broaden inquiry or to synthesize an investigation.	Edge Library Resources o *Jane Eyre* by Charlotte Bronte (adapted by Jane E. Gerver)	
SL.9-10.1b	work with peers to set rules for collegial discussions and decision-making.	o *Walking Stars* by Victor Villasenor o *Finding Miracles* by Julia Alvarez	
SL.9-10.1c	propel/advance discussions to broader themes or larger ideas and clarify, verify or challenge ideas and conclusions.		
L.9-10.4a	use context as a clue to the meaning of a word or phrase.		
L.9-10.4c	consult general and specialized reference materials to find the pronunciation of, clarify its precise meaning, its part of speech or its etymology.		
L.9-10.4d	verify the preliminary determination of the meaning of a word or phrase.		

Course: ESL English Composition Level II   **Unit: 3**

Essential Question: Do we find or create our true selves?

TIME LINE	WIDA/NJSLS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 days	**ELP 9-12.2.W2.5** **ELP 9-12.2.L1.5** **ELP 9-12.2.S2.1** **ELP.9-12.2.S2.4** **RL.9-10.1**	**Texts:** "Heartbeat" pp.182-189 ; "Behind the Bulk" pp.191-194 **Objective(s)** expand, elaborate, and correct written language as directed. analyze speech to identify and make inferences. name examples of high-frequency words or phrases with multiple meanings from visuals. explain examples of words, phrases, or sentences with multiple meanings form oral input with or without visual support. cite textual evidence and extract inferences from text.	**Name of Resource and Page #'s** *Hampton-Brown Edge Reading, Writing and Language: Level A* *The Teaching Edge Teacher's Online Resources* www.hbedge.net Online lesson planner Interactive teacher's edition Professional development videos eAssessment reports and re-teaching resources Rubrics	**Reading selection test** Suggested Assessments - Teacher-created quizzes - Homework - Classwork - Teacher- created entrance and exit slips - Writing assignments - Rubrics

	RL.9-10.2	determine theme(s), analyze its development and provide an objective summary.	*Edge Interactive Practice Book* "Heartbeat"	
	RL.9-10.6	analyze point of view or cultural experience reflected in literature.	o Prepare to Read Vocabulary pp. 80-81	
	W.9-10.3a	set out a situation, establish a point of view and introduce a narrator/characters.	o Point of View p. 82 o Make Inferences p. 83 o Selection Review p. 84	
	W.9-10.7	conduct short/sustained research to narrow/broaden inquiry or to synthesize an investigation.	"Behind the Bulk"	
	W.9-10.10	write routinely over extended time frames for a range of tasks, purposes, and audiences.	o Selection Review p. 88 o Write About Literature p. 89 o Analyze Point of View p. 90 o Word Families p. 91	
	SL.9-10.3	evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Identify fallacious or distorted evidence.		
	SL.9-10.4	present information, findings, and supporting evidence concisely and appropriately.		
	L.9-10.2c	spell correctly.		
	L.9-10.4c	consult general and specialized reference materials to find the pronunciation of a word, clarify its precise meaning, its part of speech or its etymology.		
5 days		**Texts:** "I Go Along" pp.204-214; "Theme For English B" pp.216-218 **Objective(s)**	*Hampton-Brown Edge Reading, Writing and Language Level A* *The Teaching Edge Teacher's Online Resources*	Reading Selection Quiz Suggested Assessments o Teacher-created quizzes o Homework o Classwork
	ELP 9-10.2.W2.4	revise or rephrase written language based on feedback from teachers, peers, or rubrics.	www.hbedge.net Online lesson planner	o Teacher- created entrance and exit slips o Writing assignments

ELP 9-10.2.W1.1	take notes on key symbols, words or phrases from visuals pertaining to discussions.	Interactive teacher's edition Professional development videos eAssessment reports and re-teaching resources Rubrics	o Rubrics
ELP 9-10.2.W1.2	list key phrases or sentences from discussions, lectures, or readings.		
ELP 9-10.2.W1.3	produce sentence outlines from discussions, lectures, or readings.	*Edge Interactive Practice Book*	
ELP 9-10.2.W3.4	produce and elaborate on examples of literal and figurative language with or without illustrations.	"I Go Along" o Prepare to Read Vocabulary pp. 92-93	
ELP 9-10.2.S2.2	give examples of use of words or phrases with multiple meanings from visuals.	o Point of View p. 94 o Make Inferences p. 95 o Selection Review p. 96	
ELP 9-10.2.S2.5	discuss inferences or nuances from oral discourse containing multiple meanings.	"Theme for English B"	
ELP 9-10.2.L1.1	recognize different intonation patterns of speech working with a partner.	o Selection Review p. 100 o Write About Literature p. 101	
ELP 9-10.2.L1.4	identify satire or inferences in speech from intonation patterns working with a partner.	o Analyze Style p. 102 o Latin and Greek Roots p. 103	
ELP 9-10.2.L1.5	analyze speech to identify and make inferences.		
RL.9-10.1	cite textual evidence and extract inferences from text.		
RL.9-10.2	determine theme(s), analyze its development and provide an objective summary.		
RL.9-10.6	analyze point of view or cultural experience reflected in literature.		
W.9-10.3a	set out a situation, establish a point of view and introduce a narrator/characters.		
W.9-10.10	write routinely over extended time frames for a range of tasks, purposes, and audiences.		

	SL.9-10.3	evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Identify fallacious or distorted evidence.		
	SL.9-10.4	present information, findings, and supporting evidence concisely and appropriately.		
	L.9-10.2c	spell correctly.		
	L.9-10.3	apply knowledge of language to understand how language functions in various aspects.		
	L.9-10.4c	consult general and specialized reference materials to find the pronunciation of a word, clarify its precise meaning, its part of speech or its etymology.		
5 days		**Texts:** "The Pale Mare" pp.228-240 ;"Caged Bird" pp.242-244 **Objective(s)**	*Hampton-Brown Edge Reading, Writing and Language: Level A* *The Teaching Edge Teacher's Online*	Suggested Assessments ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips
	ELP 9-12.2.W1.1	take notes on key symbols, words or phrases from visuals pertaining to discussions.	*Resources* www.hbedge.net Online lesson planner Interactive teacher's edition	○ Writing assignment ○ Rubrics
	ELP 9-12.2.W1.2	list key phrases or sentences from discussions, lectures, or readings.	Professional development videos eAssessment reports and re-teaching resources	
	ELP 9-12.2.W1.3	produce sentence outlines from discussions, lectures, or readings.	Rubrics	
	ELP 9-12.2.W2.4	revise or rephrase written language based on feedback from teachers, peers, or rubrics.	*Edge Interactive Practice Book* "The Pale Mare"	
	ELP 9-12.2.W3.5	compose narratives using literal and figurative language with or without illustrations.	○ Prepare to Read Vocabulary pp. 104- 105 ○ Point of View p. 106	

ELP 9-12.2.S2.2	give examples of use of words or phrases with multiple meanings from visuals.	Make Inferences p. 107
ELP 9-12.2.S2.5	discuss inferences or nuances from oral discourse containing multiple meanings.	○ Selection Review p. 108
ELP 9-12.2.L1.4	identify satire or inferences in speech from intonation patterns working with a partner.	"Caged Bird" ○ Selection Review p. 112
ELP 9-12.2.L1.5	analyze speech to identify and make inferences.	○ Write About Literature p. 113 ○ Interpret Point of View p. 114 ○ Word Families p. 115
RL.9-10.1	cite textual evidence and extract inferences from text.	○ Key Vocabulary Review pp. 116-117
RL.9-10.2	determine theme(s), analyze its development and provide an objective summary.	*EDGE Grammar and Writing Practice Book* pp. 69-102
RL.9-10.5	analyze how textual structure orders events and creates effects such as mystery and surprise.	Edge Library Resources ○ *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson (adapted by Kate McMullan)
RL.9-10.6	analyze point of view or cultural experience reflected in literature.	○ *Out of War* by Sara Cameron
RL.9-10.10	read and comprehend grade-level literature independently and proficiently.	○ *Star Girl* by Jerry Spinelli
W.9-10.3a	set out a situation, establish a point of view and introduce a narrator/characters.	
W.9-10.10	write routinely over extended time frames for a range of tasks, purposes, and audiences.	
SL.9-10.3	evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Identify fallacious or distorted evidence.	
SL.9-10.4	present information, findings, and supporting evidence concisely and appropriately.	
	○	

		SL.9-10.6	adapt speech from a variety of contexts and tasks, demonstrating command of formal English.		
		L.9-10.2c	spell correctly.		
		L.9-10.3	apply knowledge of language to understand how language functions in various aspects.		
		L.9-10.4b	identify and correctly use patterns of word changes that indicate meanings or parts of speech.		
		L.9-10.4c	consult general and specialized reference materials to find the pronunciation of a word, clarify its precise meaning, its part of speech or its etymology.		

Course: ESL English Composition Level II   **Unit: 4**

Essential Question:

TIME LINE	WIDA/NJSLS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
12 days		**Unit Title: Novel Project**	**Name of Resource and Page #'s**	**Unit Test: "Dr. Jeykll and Mr. Hyde"**
		Text:	*Hampton-Brown Edge Reading,*	Suggested Assessments
		"Dr. Jekyll and Mr. Hyde"	*Writing and Language: Level A*	○ Teacher-created quizzes
				○ Homework
				○ Classwork
		Objective(s)	*The Teaching Edge Teacher's Online*	○ Teacher- created
	ELP 9-12.2.L1.1	recognize different intonation patterns of speech working with a partner.	*Resources* www.hbedge.net	entrance and exit slips
	ELP 9-12.2.L1.2	identify intonation patterns and satirical remarks working with a partner.	Online lesson planner Interactive teacher's edition	○ Writing assignment ○ Rubrics
	ELP 9-12.2.L1.5	analyze speech to identify and make inferences.	Professional development videos eAssessment reports and re-	
	ELP 9-12.2.S2.1	name examples of high-frequency words or phrases with multiple meanings from visuals.	teaching resources Rubrics	
	ELP 9-12.2.S2.3	analyze examples of words, phrases, or sentences with multiple meanings from visuals to various contexts.	Novel Unit ○ www.hbedge.net	

	ELP 9-12.2.W3.4	produce and elaborate on examples of literal and figurative language in context from illustrations.	○ Student Journals ○ Assessments ○ Short essays
	ELP 9-12.2.W3.2	express ideas using literal language from illustrations.	Edge Library Resources
		cite textual evidence and extract	○ *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson (adapted by Kate McMullan)
	RL.9-10.1	inferences from text.	
	RL.9-10.4	determine how the meaning of words impact the meaning/tone in the text.	
	RI.9-10.6	analyze the author's point of view or purpose and how the author uses rhetoric to advance the point of view.	
	RI.9-10.7	analyze various accounts of a subject told in different mediums and determine which details are emphasized in each account.	
	W.9-10.2a	introduce a topic that uses formatting, graphics, and/or multimedia to aid comprehension.	
	W.9-10.5	edit for convention (plan, revise, edit, or rewrite) focusing on the most significant for the purpose and audience.	
	SL.9-10.5	make strategic use of digital media (i.e. textual, graphical, audio, visual, and interactive elements) to advance interest.	
	SL.9-10.6	demonstrate command of formal English by adapting speech to a variety of contexts and tasks.	
	L.9-10.4c	consult general and specialized reference materials to find the pronunciation of a word, clarify its precise meaning, its part of speech or its etymology.	
	L.9-10.6	demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to	

		comprehension or expression.		

Course: ESL English Composition Level II   **Unit: 5**

Essential Question: How much should people help each other?

TIME LINE	CCCS/WIDA	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS

4 days	**ELP 9-12.2.W2.4**
	
	ELP 9-12.2.L1.4
	
	ELP 9-12.2.S2.4
		Unit Title: Give and Take
		
		Students will be able to:
		
		Texts:
		"Enabling or Disabling" pp.276-281;"This I Believe" pp. 283-286
		
		Objectives:
		revise or rephrase written language based on feedback from teachers, peers, or rubrics.
		identify satire or inferences in speech from intonation patterns working with a partner.
		explain examples of words, phrases, or sentences with multiple meanings form oral input with or without visual support.
			Name of Resource and Page #'s
			
			Hampton-Brown Edge Reading, Writing and Language :Level A
			
			The Teaching Edge Teacher's Online Resources
			www.hbedge.net
			    Online lesson planner
			    Interactive teacher's edition
			    Professional development videos
			eAssessment reports and re-teaching resources
			    Rubrics
				● **Reading selection test**
				Suggested Assessments
				○ Teacher-created quizzes
				○ Homework
				○ Classwork
				○ Teacher- created entrance and exit slips
				○ Writing assignments
				○ Rubrics

ELP 9-12.2.S2.5	discuss inferences or nuances from oral discourse containing multiple meanings.	*Edge Interactive Practice Book* "Enabling or Disabling"	
ELP 9-12.2.W1.2	list key phrases or sentences from discussions, lectures, or readings.	o Prepare to read Vocabulary pp. 118-119	
ELP 9-12.2.W2.1	Copy key points about language learning and check with a partner.	o Non Fiction Text Features p. 120	
ELP 9-12.2.W3.3	Use examples of literal and figurative language in context from illustrations.	o Identify Main Ideas p. 121 o Selection Review p. 122	
ELP 9-12.2.W3.5	Compose narratives using literal and figurative language.	"This I Believe"	
RI.9-10.1	Cite textual evidence and extract inferences from text.	o Selection Review p. 126 o Write about Literature p. 127	
RI.9-10.3	Analyze how the order of events are introduced and developed and the connections between them.	o Analyze Style p. 128 o Multiple Meaning Words p. 129	
RI.9-10.5	Analyze how an author's ideas are developed in the body of a text.		
RI.9-10.10	Read and comprehend literary nonfiction independently and proficiently.		
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to norms and conventions.		
W.9-10.4	Produce coherent writing in which the development, organization, and style are appropriate to the task purpose and audience.		
W.9-10.9b	Delineate and evaluate the argument/claims in a text by assessing the validity of the reasoning and the relevance of the evidence.		
W.9-10.10	Write routinely over extended/shorter time frames for a range of tasks, purposes, and audiences.		

	SL.9-10.1c	Propel/advance discussions to broader themes or larger ideas and clarify, verify, or challenge ideas and conclusions.		
	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Identify fallacious reasoning or distorted evidence.		
	L.9-10.1b	Use various types of phrases to convey		
	L.9-10.2c	Spell correctly		
	L.9-10.4a	Use context as a clue to the meaning of a word or a phrase.		
	W.9-10.2e	Establish and maintain a formal style and objective tone while attending to norms and conventions.		

4 days		**Texts:** "Brother Ray" pp.294-301; "Power of the Powerless" pp.303-308
		
		 Objectives:
			Hampton-Brown Edge Reading, Writing and Language: Level A
			
			 The Teaching Edge Teacher's Online Resources
			
			 www.hbedge.net
			     Online lesson planner
			     Interactive teacher's edition
			     Professional development videos
			 eAssessment reports and re-teaching resources
			     Rubrics
			
			 Edge Interactive Practice Book
			     "Brother Ray"
			
			   o Selection Review p. 134
			   o Prepare to Read Vocabulary pp. 130-131
				Reading selection test Suggested Assessments
				   o Teacher-created quizzes
				   o Homework
				   o Classwork
				   o Teacher- created entrance and exit slips
				   o Writing Assignments
				   o Rubrics

	ELP 9-12.2.L1.1	recognize different intonation patterns of speech working with a partner.		
	ELP 9-12.2.L1.2	identify intonation patterns and satirical remarks working with a partner.		
	ELP 9-12.2.L1.5	analyze speech to identify and make inferences.		
	ELP 9-12.2.S2.1	name examples of high-frequency words or phrases with multiple meanings from visuals.		
	ELP 9-12.2.S2.3	analyze examples of words, phrases, or sentences with multiple meanings from visuals to various contexts.		
	ELP 9-12.2.W1.3	produce sentence outlines from discussions, lectures, or readings.		

	ELP 9-12.2.W1.5	produce essays based on notes from lectures or readings.	Text Structure: Chronology p. 132
	ELP 9-12.2.W2.1	copy key points about language learning and check with a partner.	Summarize Nonfiction p. 133 "Power of the Powerless: A Brother's Lesson"
	ELP 9-12.2.W2.3	reflect on use of newly acquired language or language patterns and share with a partner.	- Selection Review pg.140 - Write About Literature p. 141
	ELP 9-12.2.W3.2	express ideas using literal language from illustrations.	Compare Literature and Film p. 142
	RL.9-10.1	cite textual evidence and extract inferences from text.	Context Clues p. 143
	RL.9-10.4	determine how the meaning of words impact the meaning/tone in the text.	
	RI.9-10.6	analyze the author's point of view or purpose and how the author uses rhetoric to advance the point of view.	
	RI.9-10.7	analyze various accounts of a subject told in different mediums and determine which details are emphasized in each account.	
	W.9-10.2a	introduce a topic that uses formatting, graphics, and/or multimedia to aid comprehension.	
	W.9- 10.5	edit for convention (plan, revise, edit, or rewrite) focusing on the most significant for the purpose and audience.	
	SL.9–10.1d	respond to diverse perspectives, summarize points of agreement/disagreement, qualify/justify views and make connections in light of the evidence and reasoning presented.	
	SL.9-10.5	make strategic use of digital media (i.e. textual, graphical, audio, visual, and interactive elements) to advance interest.	

	SL.9-10.6 **L.9-10.4c** **L.9-10.6**	demonstrate command of formal English by adapting speech to a variety of contexts and tasks. consult general and specialized reference materials to find the pronunciation of a word, clarify its precise meaning, its part of speech or its etymology. demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

4 days	
	
	ELP 9-12.2.L1.1
	
	ELP 9-12.2.L1.2
	
	ELP 9-12.2.L1.5
	
	ELP 9-12.2.S2.1
		Texts:
		"He Was No Bum" pp.316-323; "Miss Rosie" pp. 325-326
		
		Objectives:
		recognize different intonation patterns of speech working with a partner.
		
		identify intonation patterns and satirical remarks working with a partner
		analyze speech to identify and make inferences.
		name examples of high-frequency words or phrases with multiple meanings from visuals.
			Hampton-Brown Edge Reading, Writing and Language: Level A
			
			 The Teaching Edge Teacher's Online Resources
			www.hbedge.net
			    Online lesson planner
			
			    Interactive teacher's edition
			    Professional development videos
			eAssessment reports and re-teaching resources
			    Rubrics
				Unit Test
				Suggested Assessments
				  o Teacher-created quizzes
				  o Homework
				  o Classwork
				  o Teacher- created entrance and exit slips
				
				  o Writing assignments
				  o Rubrics

ELP 9-12.2.S2.3
 	
ELP 9-12.2.W1.3
 	
ELP 9-12.2.W1.5
 	
ELP 9-12.2.W2.1
 	
ELP 9-12.2.W2.3
 	
ELP 9-12.2.W3.4
 	
ELP 9-12.2.W3.2
 	
RL.9-10.1
 	
RL.9-10.5
 	
RL.9-10.7
 	
RL.9-10.10
 	
W.9- 10.2
 	
W.9-10.2b
 	
W.9-10.2f
	analyze examples of words, phrases, or sentences with multiple meanings from visuals to various contexts.
	produce sentence outlines from discussions, lectures, or readings.
	produce essays based on notes from lectures or readings.
	copy key points about language learning and check with a partner.
	reflect on use of newly acquired language or language patterns and share with a partner.
	produce and elaborate on examples of literal and figurative language in context from illustrations.
	express ideas using literal language from illustrations.
	cite textual evidence and extract inferences from text.
	analyze how textual structure orders events and creates effects such as mystery and surprise.
	analyze the representation of a subject or key scene in two different artistic mediums.
	read and comprehend grade-level literature independently and proficiently.
	write to examine and convey ideas, concepts, and information through effective selection, organization, and analysis.
	develop a topic with facts, details, quotes, information, and examples appropriate to the topic.
	provide a concluding statement that
		Edge Interactive Practice Book
		"He was No Bum"
		   o Selection Review p. 148
		   o Prepare to read Vocabulary pp. 144-145
		   o Text Structure and Author's Purpose p. 146
		   o Determine what's Important to You p. 147
		
		"Miss Rosie"
		   o Selection Review p. 150
		   o Write about Literature p. 151
		   o Analyze Repetition and Alliteration p. 152
		   o Multiple Meaning Words p. 153
		   o Key Vocabulary Review pp. 154-155
		
		EDGE Grammar and Writing
		Practice Book pp. 103-155
		
		Edge Library Resources
		   o *The Ch'i-Lin Purse* by Linda Fang
		   o *The Forbidden Schoolhouse* by Suzanne Jurmain	

	SL.9–10.1d	articulates the significance/implications of the topic. respond to diverse perspectives, summarize points of agreement/disagreement, qualify/justify views and make connections in light of the evidence and reasoning presented.		

Course: ESL English Composition Level II   **Unit: 6**

Essential Question: True or False? Helping always makes people happy.

TIME LINE	WIDA/CCSS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
15 days		**Unit Title: Novel Project**	**Name of Resource and Page #'s**	**Unit Test- "Of Sound Mind"**
		Students will be able to:	*Hampton-Brown Edge Reading, Writing and Language: Level A*	Suggested Assessments ○ Teacher-created quizzes
		Texts:	*The Teaching Edge Teacher's Online Resources*	○ Homework ○ Classwork
		"Of Sound Mind"	www.hbedge.net Online lesson planner	○ Teacher- created entrance and exit slips
		Objectives:	Interactive teacher's edition	○ Writing assignments
	ELP 9-12.2.L1.1	recognize different intonation patterns of speech working with a partner.	Professional development videos	○ Rubrics
	ELP 9-12.2.L1.2	identify intonation patterns and satirical remarks working with a partner.	eAssessment reports and re-teaching resources	
	ELP 9-12.2.L1.5	analyze speech to identify and make inferences.	Rubrics	
	ELP 9-12.2.S2.1	name examples of high-frequency words or phrases with multiple meanings from visuals.	Novel Unit ○ www.hbedge.net ○ Student Journals	
	ELP 9-12.2.S2.3	analyze examples of words, phrases, or	○ Assessments	

		sentences with multiple meanings from visuals to various contexts.	○ Short essays	
	ELP 9-12.2.W1.3	produce sentence outlines from discussions, lectures, or readings.	Edge Library Resources	
	ELP 9-12.2.W1.5	produce essays based on notes from lectures or readings.	○ *Of Sound Mind* by Jean Ferris	
	ELP 9-12.2.W2.1	copy key points about language learning and check with a partner.		
	ELP 9-12.2.W2.3	reflect on use of newly acquired language or language patterns and share with a partner.		
	ELP 9-12.2.W3.4	produce and elaborate on examples of literal and figurative language in context from illustrations.		
	ELP 9-12.2.W3.2	express ideas using literal language from illustrations.		
	RL.9-10.1	cite textual evidence and extract inferences from text.		
	RL.9-10.5	analyze how textual structure orders events and creates effects such as mystery and surprise.		
	RL.9-10.7	analyze the representation of a subject or key scene in two different artistic mediums.		
	RI.9-10.6	analyze the author's point of view or purpose and how the author uses rhetoric to advance the point of view.		
	RI.9-10.7	analyze various accounts of a subject told in different mediums and determine which details are emphasized in each account.		
	W.9-10.2a	introduce a topic that uses formatting, graphics, and/or multimedia to aid comprehension.		
	W.9-10.5	edit for convention (plan, revise, edit, or rewrite) focusing on the most significant		

SL.9-10.5	for the purpose and audience. make strategic use of digital media (i.e. textual, graphical, audio, visual, and interactive elements) to advance interest.		
SL.9-10.6	demonstrate command of formal English by adapting speech to a variety of contexts and tasks.		
L.9-10.4c	consult general and specialized reference materials to find the pronunciation of a word, clarify its precise meaning, its part of speech or its etymology.		
L.9-10.6	demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

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 Level A- Student's Edition
ISBN: 978-0-7362-6163-0
National Geographic
Publishers 2009

Edge Level A Leveled Library Classroom Set
ISBN: 978-07362-39509
National Geographic
Publishers 2009

Inside Phonics with Teacher's Editions
ISBN: 978-07362-61111
National geographic Publishers
2009

Teacher Resource Material

Edge Level A Teacher's Edition Set
ISBN:978-07362-45791

Edge Level A Teacher's Edition – Volume I
ISBN:978-07362-34924

Edge Level A Teacher's Edition- Volume 2
ISBN:978-07362-34931

Edge Level A Interactive Practice Book- Teacher's Annotated Edition
ISBN: 978-07362-35402

Edge Level A Grammar and Writing Practice Book -Teacher's Annotated Edition
ISBN: 978-07362-35426

Inside Phonics Reading Practice Book- Teacher's Annotated Edition
ISBN: 978-07362-59989

Inside Phonics- Teacher's Edition
ISBN: 978-07362-5999

Edge Level A Teacher's Support Pack with Language & Grammar Transparencies

Edge Level A Teacher's Support Pack with Language & Grammar Lab | 85511 |

Edge Level A Reading & Writing Transparencies | 12918 |

Edge Level A Selection Readings and Fluency Models CDs (3 CDs) | 12915 |

Edge Level A Language & Grammar Transparencies | 12914 |

Edge Level A 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 Level A Student Book
Edge Level A Student Book e-Edition CD-ROM
Edge Level A Interactive Practice Book
Edge Level A Grammar and Writing Practice Book

http://www.hbedge.net

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
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

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 Composition Level II- UNIT TEST 1

Unit 2
ESL English Composition Level II- UNIT TEST 2

Unit 3
ESL English Composition Level II- UNIT TEST 3

Unit 4-Novel Test
ESL English Composition Level II- UNIT TEST 4

Unit 5
Unit 5 ESL English Composition Level II- UNIT TEST 5

Unit 6
Unit 6 ESL English Composition Level II- UNIT TEST 6

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