

BRIDGETON PUBLIC SCHOOLS
ESL English Composition
Level III
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

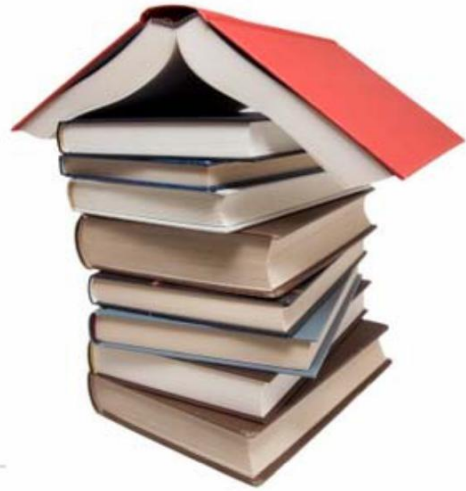
Thomasina Jones, Ed.D.
Superintendent

Angelia Edwards
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

Ms. Angelia Edwards - President

Mr. J. Curtis Edwards - Vice-President

Mr. Ricardo Perez

Mrs. Brenda Dellaquilla

Mrs. Barbara Taylor Holmes

Mr. Albert Morgan

Mrs. Mary Peterson

Mr. Kenny Smith-Bey Jr.

Mr. James Williamson



DISTRICT GOALS

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

COURSE GOALS

ESL English Composition Level III

Students will be able to:

I. Listening:

Demonstrate understanding of individual and combined 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 containing some unfamiliar vocabulary.

II. Speaking:

Express needs and wants with phrases or short sentences.

Participate in simple face-to-face conversations.

Ask and answer questions in simple present, past, and future tenses on a variety of topics.

Describe a sequence of events in the past.

III. Reading:

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

Interpret newspaper and magazine headlines.

IV. Language Function:

Use complex sentences.

Use English to identify, demonstrate, respond, suggest, and advise.

Use adverbial clauses of time and reason.

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

Recognize and use subject and object pronouns.

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

Use exclamatory sentences.

V. Writing:

Produce descriptive and narrative paragraphs.

Take notes on materials given orally.

Write short persuasive paragraphs.

VI. Overall Goal:

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

ELP Standard 2: The Language of Language Arts, Formative

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

		Level 1 Enterin	Level 2 Beginnin	Level 3 Developin	Level 4 Expandin	Level 5 Bridgin	Level 6-
READING	Example Genre	Associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups	Identify influences (e.g., people or events) on familiar people's lives using visuals and sentence-level text in L1 or L2 in small groups	Match cause of influences on familiar people's lives with effect using visuals and multi-sentence text in small groups	Interpret impact of familiar people's lives on others or society using visuals and paragraph-level text in small groups	Predict people's reactions to living in different time periods or circumstances using grade-level text (e.g., "What would Martin Luther King, Jr. think if he lived today?")	
	Autobiographical & biographical narratives						
	Example Topic						
	Bias						
WRITING	Example Genre	Reproduce comments on various topics from visually supported sentences from newspapers or Web sites	Produce comments on various topics from visually supported paragraphs from newspapers or Web sites	Summarize critical commentaries from visually supported newspaper, Web site or magazine articles	Respond to critical commentaries by offering claims and counter-claims from visually supported newspaper, Web site or magazine articles	Provide critical commentary commensurate with proficient peers on a wide range of topics and sources	
	Critical commentary						
	Example Topic						
	Note taking						
	Conventions & mechanics						

		Level 1 Enterin	Level 2 Beginnin	Level 3 Developin	Level 4 Expandin	Level 5 Bridging	Level 6-
LISTENIN G	Example Genre	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	
	Comedies						
	Example Topic	Identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner <i>table</i> , <i>Table</i> of Contents)	Pair examples of use of words or phrases with multiple meanings from visuals (e.g., “Which one shows what <i>table</i> means in math class? Which one shows what <i>table</i> means in	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	
	Multiple meanings						
SPEAKING	Example Genre	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	Discuss how different views in multicultural literature represent global perspectives	
	Multicultural world literature						
	Example Topic	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	
	Analogies / Symbolism						

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Example Genre	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
	Autobiographical & biographical narratives					
	Example Topic	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
	Author's perspective/ Point of view					
WRITING	Example Genre	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
	Critical commentary					
	Example Topic	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
	Literal & figurative language					

Level 6-

New Jersey Student Learning Standards for English Language Arts

Grades 11-12

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

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

Anchor Standards for Reading

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

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

Note on range and content of student reading

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

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including

figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity 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 11-12

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

Production and Distribution of Writing

W.11-12.4. 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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. 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.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

- B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

W.11-12.10. 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.

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.

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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.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
 - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
 - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. 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.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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.

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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, shades 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.

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 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., *conceive*, *conception*, *conceivable*).
- 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, its etymology, or its standard usage.

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- 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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L.11-12.6. 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.

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 <i>digital tools</i> requires knowledge and appropriate use of <i>operations and related applications</i> .	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 <i>digital tools</i> and <i>media-rich resources</i> enhances creativity and the construction of knowledge.	8.1.12.B.1	Design and pilot a <i>digital learning game</i> 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 <i>digital tools</i> 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 <i>digital tools</i> 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 <i>current and emerging technology resources</i> 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 designing technology systems and products in the global society.		8.2.12.C.1	Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a <i>web-based publication</i> that elicits further comment and analysis.
			8.2.12.C.2	Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.
			8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address

			the negative impacts.
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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		
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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 <i>technologies</i> 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 III

Chapter #/Title	# of Days
Course Introduction	3
Unit 1(Edge Unit 1: Choices)	15
Unit 2: Novel project	10
Unit 3 (Edge Unit 2: The Art of Expression)	15
Midterm	1
Unit 4: The Hero Within	15
Unit 5: Novel Project #2	10
Unit 6 (Edge Unit 4: Opening Doors)	19
Final Exam	2
Total Number of Days	90 Days

BRIDGETON PUBLIC SCHOOLS

ESL

UNIT/PACING CHART

Course: ESL English Composition Level 3

Unit: 1

Essential Question: What influences a person's choices?

TIMELINE	WIDA/NJSLS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS (Formative/Summative)
7 days	<p>ELP 9-12.2.R1.3</p> <p>ELP 9-12.2.R2.3</p> <p>ELP 9-12.2.W2.4</p> <p>ELP 9-12.2.L1.1</p> <p>ELP 9-12.2.S2.1</p> <p>ELP 9-12.2.W1.4</p> <p>ELP 9-12.2.W1.5</p>	<p>Unit Title: Choices</p> <p>Students will be able to:</p> <p>Texts: "The Good Samaritan" pp.11-12</p> <p>Objective(s) identify evidence of bias in various texts using models or criteria and share with a partner. identify main ideas and supporting details related to author's perspective in visually supported paragraphs. revise or rephrase written language based on feedback from teachers, peers, and rubrics. recognize different intonation patterns of speech working with a partner. name examples of high-frequency words or phrases with multiple meanings from visuals. summarize notes from lectures or readings in paragraph form. produce essays based on notes from lectures or readings.</p>	<p>Name of Resource and Page #'s</p> <p><i>Hampton-Brown Edge Reading, Writing and Language: Level B</i></p> <p><i>The Teaching Edge: Teacher's Online Resources:</i> www.hbedge.net</p> <ul style="list-style-type: none"> ○ Online lesson planner ○ Interactive teacher's edition ○ Professional development videos ○ eAssessment reports and re-teaching resources ○ Rubrics <p><i>EDGE Interactive Practice Book</i> "The Good Samaritan"</p> <ul style="list-style-type: none"> ○ Prepare to read vocabulary pp. 6-7 ○ Plot p. 8 ○ Predictions p. 9 ○ Selection Review p. 10 ○ Write about Literature p. 17 ○ Analyze Theme p. 18 	<p>Unit 1 Cluster 1 test Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignments ○ Rubrics

	<p>ELP 912.2.W3.1</p> <p>ELP 9 12.2W3.5</p> <p>RI.11-12.1</p> <p>RI.11-12.4</p> <p>RI.11-12.10</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.7</p> <p>W.11-12.10</p> <p>SL.11-12.1c</p>	<p>use examples of literal and figurative language in context from illustrations. compose narratives using literal and figurative language.</p> <p>cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text..</p> <p>determine figurative, connotative, and technical meanings; analyze how the author uses and refines the meaning of key terms.</p> <p>read and comprehend literary nonfiction.</p> <p>produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>develop and strengthen writing as needed by planning, revising, editing, rewriting.</p> <p>conduct short and sustained research projects to answer a question or solve a problem.</p> <p>write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<ul style="list-style-type: none"> ○ Prefixes p. 19 <p><i>EDGE Grammar and Writing Practice Book</i></p> <ul style="list-style-type: none"> ○ pp. 1-34 <p><i>Edge Library Resources</i></p> <ul style="list-style-type: none"> ○ <i>Breaking Through</i> by Francisco Jiménez ○ <i>Miracle's Boys</i> by Jacqueline Woodson ○ <i>The Trojan Horse</i> by Justine and Ron Fontes 	
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	SL.11-12.4 L.11-12.4a L.11-12.4b	<p>present information, findings, and evidence in a clear and organized manner, such that alternative or opposing perspectives are addressed. use context as a clue to the meaning of a word or phrase.</p> <p>identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p>		
6 days	ELP 9-12.2.R2.3 ELP 9-12.2.R1.3 ELP 9-12.2.W1.4 ELP 9-12.2.W2.3 ELP 9-12.2.W3.3 ELP 9-12.2.W3.5 ELP 9-12.2.S2.4	<p>Texts: “Thank You, M’am” pp.41-49 “Juvenile Justice from Both Sides of the Bench” pp. 51-55</p> <p>Objective(s) identify main ideas and supporting details related to author’s perspective in visually supported paragraphs. identify evidence of bias in various texts using models or criteria and share with a partner. summarize notes from lectures or readings in paragraph form. identify main ideas and supporting details related to author’s perspective in visually supported paragraphs. use examples of literal and figurative language in context from illustrations. compose narratives using literal and figurative language. discuss or extend analogies or symbolism within familiar contexts using visual support.</p>	<p><i>Hampton-Brown, Edge Reading, Writing and Language: Level B</i></p> <p><i>The Teaching Edge Teacher’s Online Resources</i> www.hbedge.net</p> <ul style="list-style-type: none"> ○ Online lesson planner ○ Interactive teacher’s edition ○ Professional development videos ○ eAssessment reports and re-teaching resources ○ Rubrics <p><i>EDGE Interactive Practice Book</i> “Thank You Ma’am”</p> <ul style="list-style-type: none"> ○ Prepare to Read vocabulary pp. 20-21 ○ Characterization p. 22 ○ Clarify Ideas p. 23 ○ Selection Review p. 24 ○ “Juvenile Justice” ○ Selection Review p. 30 ○ Write about Literature p. 31 	<p>Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignments ○ Rubrics

	<p>ELP 9-12.2.L1.2</p> <p>RL.11-12.1</p> <p>RL.11-12.3</p> <p>RL.11-12.4</p> <p>RL.11-12.10</p> <p>W.11-12.3a</p> <p>W.11-12.3b</p> <p>W.11-12.3c</p> <p>W.11-12.3d</p>	<p>identify intonation patterns of satirical remarks working with a partner.</p> <p>cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>read and comprehend literature, including stories, dramas, and poems.</p> <p>engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and characters; create a smooth progression of experiences or events.</p> <p>use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and characters.</p> <p>use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p>use precise words and phrases, telling details, and sensory language to convey a vivid picture of the</p>	<ul style="list-style-type: none"> ○ Analyze Dialogue p. 32 ○ Greek Roots p. 33 <p><i>EDGE Grammar and Writing Practice Book</i></p> <ul style="list-style-type: none"> ○ pp. 1-34 <p><i>Edge Library Resources</i></p> <ul style="list-style-type: none"> ○ “<i>Breaking Through</i>” by Francisco Jiménez ○ <i>Miracle's Boys</i> by Jacqueline Woodson ○ <i>The Trojan Horse</i> by Justine and Ron Fontes 	
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	<p>W.11-12.3e</p> <p>W.11-12.10</p> <p>SL.11-12.1a</p> <p>SL.11-12.3</p> <p>L.11-12.4a</p> <p>L.11-12.4b</p> <p>L.11-12.4d</p> <p>L.11-12.6</p>	<p>experiences, events, setting, and characters.</p> <p>provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences.</p> <p>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.</p> <p>evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, Word choice, points of emphasis, and tone used.</p> <p>use context as a clue to the meaning of a word or phrase.</p> <p>identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>verify the preliminary determination of the meaning of a word or phrase.</p> <p>acquire and use academic and domain.</p>		
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<p>5 days</p>	<p>ELP 9-12.2.R2.3</p> <p>ELP 9-12.2.W1.3</p> <p>ELP 9-12.2.W1.4</p> <p>ELP 9-12.2.W1.5</p> <p>ELP 9-12.2.W2.1</p> <p>ELP 9-12.2.W2.5</p> <p>ELP 9-12.2.S2.2</p> <p>ELP 9-12.2.L1.2</p> <p>RL.11-12.1</p> <p>RL.11-12.3</p> <p>RL.11-12.10</p> <p>RI.11-12.1</p>	<p>Texts: “The Necklace” pp.65-77 “The Fashion Show” pp.79-84</p> <p>Objective(s) identify main ideas and supporting details related to author’s perspective in visually supported paragraphs. produce sentence outlines from discussions, lectures, or readings. summarize notes from lectures or readings in paragraph form. produce essays based on notes from lectures or readings. copy key points about language learning. expand, elaborate, and correct written language as directed. restate or paraphrase information that contains symbolism or analogies using visual support. identify intonation patterns working with a partner. cite strong and thorough textual evidence to support inferences drawn from the text, including determining where the text leaves matters uncertain. analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. read and comprehend literature, including stories, dramas, and poems. cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text,</p>	<p><i>Hampton-Brown Edge Reading, Writing and Language: Level B</i></p> <p><i>The Teaching Edge: Teacher’s Online Resources</i> www.hbedge.net</p> <ul style="list-style-type: none"> ○ Online lesson planner ○ Interactive teacher’s edition ○ Professional development videos ○ eAssessment reports and re-teaching resources ○ Rubrics <p><i>EDGE Interactive Practice Book</i> “The Necklace”</p> <ul style="list-style-type: none"> ○ Prepare to Read Vocabulary pp. 34-35 ○ Setting p. 36 ○ Clarify Vocabulary p. 37 ○ Selection Review p. 38 “The Fashion Show” ○ Selection Review p. 44 ○ Write About Literature p. 45 ○ Analyze Setting and Theme p. 46 ○ Suffixes p. 47 ○ Key Vocabulary Review pp. 48-49 <p><i>EDGE Grammar and Writing Practice Book</i></p> <ul style="list-style-type: none"> ○ pp. 1-34 <p><i>Edge Library Resources</i></p>	<p>Unit 1 Test (Clusters 1,2,3) Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignments ○ Rubrics
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	<p>RI.11-12.7 including determining where the text leaves matters uncertain.</p> <p>RI.11-12.10 integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</p> <p>W.11-12.3a read and comprehend literature, including stories, dramas, and poems. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and characters; create a smooth progression of experiences or events.</p> <p>W.11-12.3b use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and characters.</p> <p>W.11-12.3e provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.11-12.10 write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences.</p> <p>L.11-12.1a apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.4b identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>L.11-12.6 acquire and use accurately general academic and domain.</p>	<ul style="list-style-type: none"> ○ <i>Breaking Through</i> by Francisco Jiménez ○ <i>Miracle's Boys</i> by Jacqueline Woodson ○ <i>The Trojan Horse</i> by Justine and Ron Fontes 	
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BRIDGETON PUBLIC SCHOOLS

ESL

UNIT/PACING CHART

Course: ESL English Composition Level 3 Unit: 2 Essential Question: True or False? The most difficult choices have the best results?

TIMELINE	WIDA/NJSLS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS (Formative/Summative)
10 days	<p>ELP 9-12.2.R1.3</p> <p>ELP 9-12.2.R2.3</p> <p>ELP 9-12.2.L1.1</p> <p>ELP 9-12.2.L1.2</p>	<p>Unit Title: Novel Project</p> <p>Students will be able to:</p> <p>Texts: “Breaking Through”</p> <p>Objective(s) identify evidence of bias in various texts using models or criteria and share with a partner.</p> <p>identify main ideas and supporting details related to author’s perspective in visually supported paragraphs.</p> <p>recognize different intonation patterns of speech working with a partner.</p> <p>identify intonation patterns and satirical remarks working with a partner.</p>	<p>Name of Resource and Page #'s</p> <p><i>The Teaching Edge, Teacher’s Online Resources</i> www.hbedge.net</p> <ul style="list-style-type: none"> ○ Online lesson planner ○ Interactive teacher’s edition ○ Professional development videos ○ eAssessment reports and re-teaching resources ○ Rubrics <p>Novel: <i>Breaking Through</i></p> <ul style="list-style-type: none"> ○ www.hbedge.net ○ Student Journals ○ Assessment ○ Short essays 	<p>Unit 2 Novel Test (Option): “Breaking Through”</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Rubrics ○ Short essays

	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.		
	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.9-10.4	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		

	<p>W.9-10.5</p> <p>SL.9-10.5</p> <p>SL.9-10.6</p> <p>L.9-10.4c</p> <p>L.9-10.6</p>	<p>formatting, graphics, and/or multimedia to aid comprehension.</p> <p>edit for convention (plan, revise, edit, or rewrite) focusing on the most significant for the purpose and audience.</p> <p>make strategic use of digital media (i.e. textual, graphical, audio, visual, and interactive elements) to advance interest.</p> <p>demonstrate command of formal English by adapting speech to a variety of contexts and tasks.</p> <p>consult general and specialized reference materials to find the pronunciation of a word, clarify its precise meaning, its part of speech or its etymology.</p> <p>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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BRIDGETON PUBLIC SCHOOLS

ESL

UNIT/PACING CHART

Course: ESL English Composition Level III Unit: 3 Essential Question: Does creativity matter?

TIMELINE	WIDA/NJSLS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS (Formative/Summative)
8 days	<p>ELP 9-12.2.R1.3</p> <p>ELP 9-12.2.R2.3</p> <p>ELP 9-12.2.R2.5</p> <p>ELP 9-12.2.L1.1</p>	<p>Unit Title: Art of Expression</p> <p>Students will be able to:</p> <p>Texts: “Creativity at Work” pp.115-121 “The Hidden Secrets of the Creative Mind” pp.123-126</p> <p>Objective(s): identify evidence of bias in various texts using models or criteria and share with a partner. identify main ideas and supporting details related to author’s perspective in visually supported paragraphs. apply author’s perspective in literary text to other contexts. recognize different intonation patterns of speech working with a partner. 46</p>	<p>Name of Resource and Page #'s</p> <p><i>Hampton-Brown Edge Reading, Writing and Language: Level B</i></p> <p><i>The Teaching Edge Teacher’s Online Resources</i> www.hbedge.net</p> <ul style="list-style-type: none"> ○ Online lesson planner ○ Interactive teacher’s edition ○ Professional development videos ○ eAssessment reports and re-teaching resources ○ Rubrics <p><i>EDGE Interactive Practice Book</i> “Creativity at Work”</p> <ul style="list-style-type: none"> ○ Author’s Purpose p. 52 ○ Identify Main Ideas and 	<p>Reading Selection Test Persuasive Writing Rough Draft</p> <p>Persuasive Writing Final Draft</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignments ○ Rubrics

ELP 9-12.2.L1.5	analyze speech to identify and make inferences from satire.	Details p. 53	
ELP 9-12.2.S2.4	compare authors' points of view of similar story lines using visual or graphic organizers.	○ Selection Review p. 54	
ELP 9-12.2.S2.5	discuss how different views in multicultural literature represent global perspectives.	“The Hidden Secrets of The Creative Mind”	
ELP 9-12.2.W1.3	produce sentence outlines from discussions, lectures, or readings.	○ Prepare to Read Vocabulary p. 50-51	
ELP 9-12.2.W2.3	reflect of use of newly acquired language or language patterns.	○ Analyze Description p. 60	
ELP 9-12.2.W3.3	use examples of literal and figurative language in context from illustrations.	○ Selection Review p. 58	
ELP 9-12.2.W3.4	elaborate on examples of literal and figurative language with or without illustrations.	○ Write About Literature p. 59	
RI.11-12.10	read and comprehend literature, including stories, dramas, and poems.	○ Context Clues p. 61	
W.11-12.1	write arguments to thoroughly support claims using the most relevant evidence and valid reasoning.	<i>EDGE Grammar and Writing Practice Book</i>	
W.11-12.5	develop and strengthen writing as needed by revising, editing, and rewriting.	○ pp. 35-68	
SL.11-12.3	evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, Word choice, points of emphasis, and tone used.	<i>Edge Library Resources</i>	
SL.11-12.5	make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.	○ <i>Anthem</i> by Ayn Rand	
L.11-12.4a	use context as a clue to the meaning of a	○ <i>Hole in My Life</i> by Jack Gantos	
		○ <i>The Stone Goddess</i> by Minfong Ho	

	L.11-12.6	word or phrase. acquire and use accurately general academic and domain.		
7 days		Texts: “Hip Hop as Culture” pp.135-144 “I Am Somebody” pp.145-148 Objective(s) ELP 9-12.2.R1.3 identify evidence of bias in various texts using models or criteria and share with a partner. ELP 9-12.2.R2.3 identify main ideas and supporting details related to author’s perspective in visually supported paragraphs. ELP 9-12.2.W2.5 expand, elaborate, and correct written language as directed. ELP 9-12.2.W3.3 use examples of literal and figurative language in context from illustrations. ELP 9-12.2.L1.2 identify intonation patterns of satirical remarks working with a partner. ELP 9-12.2.S2.1 state information using visual support as a precursor for identifying symbolism or analogies. ELP 9-12.2.S2.2 restate information that contains symbolism or analogies using visual support. ELP 9-12.2.W3.3 use examples of literal and figurative language in context from illustrations. RI.11-12.4 determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and	<i>Hampton-Brown, Edge Reading, Writing and Language: Level B</i> <i>The Teaching Edge Teacher’s Online Resources</i> www.hbedge.net <ul style="list-style-type: none">○ Online lesson planner○ Interactive teacher’s edition○ Professional development videos○ eAssessment reports and re- teaching resources○ Rubrics <i>EDGE Interactive Practice Book</i> “Hip Hop as Culture” pp.135-148 <ul style="list-style-type: none">○ Prepare to read Vocabulary pp. 62-63○ Author’s Purpose p. 64○ Summarize Non-Fiction p. 65○ Selection Review p. 66 “I Am Somebody” pp. 145-148 <ul style="list-style-type: none">○ Selection review p. 70○ Write About Literature p. 71○ Analyze Style and Word Choice p. 72○ Context Clues for Idioms p. 73	Unit 3 Test (reflects Unit 2 in Book) Suggested Assessments <ul style="list-style-type: none">○ Teacher-created quizzes○ Homework○ Classwork○ Teacher- created entrance and exit slips○ Rubrics

	<p>RI.11-12.6 analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.</p> <p>W.11-12.4 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W.11-12.5 develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.10 write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences.</p> <p>SL.11-12.1a 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.</p> <p>SL.11-12.1b work with peers to promote civil, democratic discussions and decision.</p> <p>SL.11-12.1c propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions.</p> <p>L.11-12.4a use context as a clue to the meaning of a</p>	<p>tone, including words with multiple meanings.</p> <p>analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.</p> <p>produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences.</p> <p>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.</p> <p>work with peers to promote civil, democratic discussions and decision.</p> <p>propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions.</p> <p>use context as a clue to the meaning of a</p>	<p><i>EDGE Grammar and Writing Practice Book</i></p> <ul style="list-style-type: none"> ○ pp. 35-68 <p><i>Edge Library Resources</i></p> <ul style="list-style-type: none"> ○ <i>Anthem</i> by Ayn Rand ○ <i>Hole in My Life</i> by Jack Gantos ○ <i>The Stone Goddess</i> by Minfong Ho 	
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	L.11-12.4c	word or phrase. consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.		
	L.11-12.6	acquire and use accurately general academic and domain.		

BRIDGETON PUBLIC SCHOOLS

ESL

UNIT/PACING CHART

Course: ESL English Composition Level III

Unit: 4

Essential Question: What makes a hero?

TIMELINE	WIDA/NJSLS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS (Formative/Summative)
5 days	<p>ELP 9-12.2. R2.3</p> <p>ELP 9-12.2.W1.4</p> <p>ELP 9-12.2.W2.3</p> <p>ELP 9-12.2.W2.4</p>	<p>Unit Title: The Hero Within</p> <p>Students will be able to:</p> <p>Text: “The Sword and the Stone” pp. 210-211 “Was There a Real King Arthur” pp.213-220</p> <p>Objective(s): identify main ideas and supporting details related to author’s perspective in visually supported paragraphs. summarize notes from lectures or readings in paragraph form. reflect on use of newly acquired language or language patterns and share with a partner. revise or rephrase written language</p>	<p>Name of Resource and Page #'s</p> <p><i>Hampton-Brown Edge Reading, Writing and Language: Level B</i></p> <p><i>The Teaching Edge Teacher’s Online Resources</i> www.hbedge.net</p> <ul style="list-style-type: none"> ○ Online lesson planner ○ Interactive teacher’s edition ○ Professional development videos ○ eAssessment reports and re-teaching resources ○ Rubrics <p><i>EDGE Interactive Practice Book</i> “The Sword in the Stone” pp. 201-211</p> <ul style="list-style-type: none"> ○ Prepare to Read Vocabulary pp. 	<p>Reading selection quiz</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignments ○ Rubrics

		based on feedback from teachers, peers, and rubrics.	86-87	
	ELP 9-12.2.S2.2	summarize examples of story lines from native cultures using visuals or graphic organizers.	<ul style="list-style-type: none"> ○ Point of View p. 88 ○ Make Inferences p. 89 ○ Selection Review p. 90 	
	ELP 9-12.2.S2.3	compare/contrast features of similar story lines from different cultures using visuals or graphic organizers.	<p>“Was There a real King Arthur” pp.213-220</p> <ul style="list-style-type: none"> ○ Selection Review p. 98 ○ Write About Literature p. 99 ○ Compare Character Motives and Traits p. 100 ○ Word Families p. 101 	
	ELP 9-12.2.L1.3	compare intonation patterns of speech working with a partner.		
	RL.11-12.1	cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<p><i>EDGE Grammar and Writing Practice Book</i></p> <ul style="list-style-type: none"> ○ pp. 69-10 	
	RL.11-12.3	analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.	<p><i>EDGE Library Resources</i></p> <ul style="list-style-type: none"> ○ <i>Left Behind</i> by Velma Wallis ○ <i>September 11, 2001: Attack on New York City</i> by Wilborn Hampton 	
	RL.11-12.4	determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.		
	W.11-12.4	produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.		
	W.11-12.9a	apply grades 11-12 Reading standards to literature.		
	SL.11-12.1a	come to discussions prepared, having		

	<p>SL.11-12.1c</p> <p>SL.11-12.1d</p> <p>L.11-12.4b</p> <p>L.11-12.4d</p> <p>L.11-12.6</p>	<p>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 written essay.</p> <p>propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>verify the preliminary determination of the meaning of a word or phrase.</p> <p>acquire and use accurately general academic and domain.</p>		
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<p>5 days</p>	<p>ELP 9-12.2.R1.3</p> <p>ELP 9-12.2.R2.3</p> <p>ELP 9-12.2.W2.3</p> <p>ELP 9-12.2.W2.5</p> <p>ELP 9-12.2.L1.1</p> <p>ELP 9-12.2.L1.2</p> <p>RL.11-12.1</p> <p>RL.11-12.3</p> <p>RL.11-12.5</p>	<p>Texts: “A Job for Valentin” pp. 229-240 “In the Heart of a Hero” pp. 243-246</p> <p>Objective(s) identify evidence of bias in various texts using models or criteria and share with a partner. identify main ideas and supporting details related to author’s perspective in visually supported paragraphs. reflect on use of newly acquired language or language patterns and share with a partner. expand, elaborate, and correct written language as directed. recognize different intonation patterns of speech working with a partner. identify intonation patterns of satirical remarks working with a partner. cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p><i>Hampton-Brown, Edge Reading, Writing, and Language: Level B</i></p> <p><i>The Teaching Edge: Teacher’s Online Resources</i></p> <ul style="list-style-type: none"> ○ www.hbedge.net ○ Online lesson planner ○ Interactive teacher’s edition ○ Professional development videos ○ eAssessment reports and re-teaching resources ○ Rubrics <p><i>EDGE Interactive Practice Book</i></p> <p>“A Job for Valentin” pp.229-240</p> <ul style="list-style-type: none"> ○ Prepare to Read Vocabulary pp. 102-103 ○ Point of View p. 104 ○ Make Inferences p. 105 ○ Selection Review p. 106 <p>“In the Heart of a Hero” pp.243-246</p> <ul style="list-style-type: none"> ○ Selection Review p. 110 ○ Write About Lit p. 111 ○ Multiple Themes in a Text p. 112 ○ Borrowed Words p. 113 <p><i>EDGE Grammar and Writing Practice Book</i></p> <ul style="list-style-type: none"> ○ pp. 69-102 <p><i>Edge Library Resources</i></p> <ul style="list-style-type: none"> ○ <i>Left Behind</i> by Velma Wallis ○ <i>September 11, 2001: Attack on New York City</i> 	<p>Reading Selection Quiz</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignments ○ Rubrics
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	<p>W.11-12.5</p> <p>W.11-12.10</p> <p>SL.11-12.1</p> <p>SL.11-12.3</p>	<p>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>write routinely over extended and shorter time frames for a range of tasks, audiences, and purposes.</p> <p>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 written essay.</p> <p>evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, Word choice, points of emphasis, and tone used.</p>	by Wilborn Hampton	
5 days	<p>ELP 9-12.2.RI.2</p> <p>ELP 9-12.2.RI.3</p>	<p>Texts: "The Woman In the Snow" pp.255-267 "Rosa Parks" pp.269-274</p> <p>Objective(s): interpret impact of familiar peoples' lives on others or society using visuals and text in small groups. identify evidence of bias in various texts using models or criteria and share with a partner.</p>	<p><i>Hampton-Brown, Edge Reading, Writing and Language: Level B</i></p> <p><i>The Teaching Edge: Teacher's Online Resources</i> www.hbedge.net</p> <ul style="list-style-type: none"> ○ Online lesson planner ○ Interactive teacher's edition ○ Professional development videos ○ eAssessment reports and re-teaching resources 	<p>Unit 4 Test (reflects Unit 3 in Book)</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignments

	<p>ELP 9-12.2.R2.3</p> <p>ELP 9-12.2.W1.3</p> <p>ELP 9-12.2.W1.5</p> <p>ELP 9-12.2.W2.4</p> <p>ELP 9-12.2.L1.4</p> <p>ELP 9-12.2.L2.3</p> <p>ELP 9-12.2.S2.2</p> <p>RI.11-12.1</p> <p>RI.11-12.3</p> <p>RI.11-12.10</p> <p>W.11-12.7</p>	<p>identify main ideas and supporting details related to author’s perspective in visually supported paragraphs.</p> <p>produce sentence outlines from discussions, lectures, or readings.</p> <p>produce essays based on notes from lectures or readings.</p> <p>revise or rephrase written language based on feedback from teachers, peers, and rubrics.</p> <p>identify satire or inferences in speech from intonation patterns working with a partner.</p> <p>sort examples of words, phrases or sentences with multiple meanings from visuals according to context.</p> <p>summarize examples of story lines from native cultures using visuals or graphic organizers.</p> <p>cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.</p> <p>read and comprehend literature, including stories, dramas, and poems.</p> <p>conduct short as well as more sustained research projects to answer a question or solve a problem.</p>	<ul style="list-style-type: none"> ○ Rubrics <p><i>EDGE Interactive Practice Book</i></p> <p>“The Woman in the Snow” pp.255-267</p> <ul style="list-style-type: none"> ○ Prepare to Read Vocabulary pp. 114-115 ○ Point of View p. 116 ○ Make Inferences p. 117 ○ Selection Review p. 118 <p>“Rosa Parks” pp. 269-274</p> <ul style="list-style-type: none"> ○ Selection Review p. 124 ○ Write About Literature p. 125 ○ Compare Themes p. 126 ○ Word Families p. 127 ○ Key Vocabulary Review pp. 128-129 <p><i>EDGE Grammar and Writing Practice Book</i></p> <ul style="list-style-type: none"> ○ pp. 69-102 <p><i>Edge Library Resources</i></p> <ul style="list-style-type: none"> ○ <i>Left Behind</i> by Velma Wallis ○ <i>September 11, 2001: Attack on New York City</i> by Wilborn Hampton 	<ul style="list-style-type: none"> ○ Rubrics
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	<p>SL.11-12.1b</p> <p>SL.11-12.2</p> <p>RL.11-12.3</p> <p>L.11-12.1a</p> <p>L.11-12.2b</p> <p>L.11-12.6</p>	<p>work with peers to promote civil, democratic discussions and decision.</p> <p>integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>spell correctly.</p> <p>acquire and use accurately general academic and domain.</p>		
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BRIDGETON PUBLIC SCHOOLS

ESL

UNIT/PACING CHART

Course: ESL English Composition Level III

Unit: 5

Essential Question: What Situations Create Heroes?

TIMELINE	WIDA/CCSS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS (Formative/Summative)
10 days	<p>ELP 9-12.2.R1.3</p> <p>ELP 9-12.2.R2.3</p> <p>ELP 9-12.2.W2.3</p> <p>ELP 9-12.2.W2.5</p>	<p>Unit Title: Novel Project</p> <p>Students will be able to:</p> <p>Text: <i>September 11, 2001: Attack on New York City</i></p> <p>Objective(s): identify evidence of bias in various texts using models or criteria and share with a partner. identify main ideas and supporting details related to author's perspective in visually supported paragraphs. check use of newly acquired language or language patterns and share with a partner. expand, elaborate and correct written language as directed.</p>	<p>Name of Resource and Page #'s</p> <p><i>September 11, 2001: Attack on New York City</i> www.hbedge.net</p> <ul style="list-style-type: none"> ○ Student Journals ○ Teacher's Edition Pages ○ Assessment (Unit Test) ○ Short essays 	<p>Unit Test: "September 11, 2001"</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Rubrics ○ Essays

	ELP 9-12.2.L1.5	analyze speech to identify and make inferences.		
	ELP 9-12.2.L2.3	sort examples of words, phrases, or sentences with multiple meanings from visuals.		
	ELP 9-12.2.S2.3	relate analogies or symbolism using visual support.		
	RI.11-12.1	cite textual evidence and extract inferences from text.		
	RI.11-12.3	verify a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.		
	RI.11-12.6	analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.		
	W.11-12.2b	develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
	W.11-12.4	produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.		
	SL.11-12.1	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 written essay.		

	SL.11-12.1a	respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or to complete the task.		
	SL.11-12.6	adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
	L.11-12.4c	consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.		
	L.11-12.6	acquire and use accurately general academic and domain-specific words and phrases sufficient for college and career level.		

BRIDGETON PUBLIC SCHOOLS

ESL

UNIT/PACING CHART

Course: ESL English Composition Level 3

Unit: 6

Essential Question: How can knowledge open doors?

TIMELINE	WIDA/CCSS	SKILLS/ CONTENT STUDENT LEARNING OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS (Formative/Summative)
6 days	<p>ELP 9-12.2.R1.3</p> <p>ELP 9-12.2.R2.3</p> <p>ELP 9-12.2.W2.5</p> <p>ELP 9-12.2.W3.2</p> <p>ELP 9-12.2.L1.2</p>	<p>Unit Title: Opening Doors</p> <p>Students will be able to:</p> <p>Texts: "Curtis Aikens and the American Dream" pp.305-318 "Go For It" pp.319-322</p> <p>Objectives: identify evidence of bias in various texts using models or criteria and share with a partner. identify main ideas and supporting details related to author's perspective in visually supported paragraphs. expand, elaborate, and correct written language as directed. express ideas using literal language from illustrations. identify intonation patterns of satirical remarks working with partner.</p>	<p>Name of Resource and Page #'s</p> <p><i>Hampton-Brown, Edge Reading, Writing and Language: Level B</i></p> <p><i>The Teaching Edge: Teacher's Online Resources</i> www.hbedge.net</p> <ul style="list-style-type: none"> ○ Online lesson planner ○ Interactive teacher's edition ○ Professional development videos ○ eAssessment reports and re-teaching resources ○ Rubrics <p><i>EDGE Interactive Practice Book</i> "Curtis Aiken and the American Dream" pp.305-318</p> <ul style="list-style-type: none"> ○ Prepare to Read Vocabulary pp. 130-131 ○ Text Structure: Chronology p. 	<p>Reading Selection Quiz Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignments ○ Rubrics

	<p>ELP 9-12.2.S2.2</p> <p>ELP 9-12.2.W3.3</p> <p>RI.11-12.4</p> <p>RI.11-12.6</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.10</p> <p>SL.11-12.1a</p> <p>SL.11-12. 1b</p>	<p>restate or paraphrase information that contains symbolism or analogies using visual support.</p> <p>summarize critical commentaries on issues from illustrated models or outlines.</p> <p>determine figurative, connotative meanings, and technical meanings of words and phrases; analyze how the author uses and refines the meaning of key terms.</p> <p>analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>write routinely over extended and shorter time frames for a range of tasks, audiences, and purposes.</p> <p>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.</p> <p>work with peers to promote civil,</p>	<p>132</p> <ul style="list-style-type: none"> ○ Self Question p. 133 ○ Selection Review p. 134 “Go For It” pp.319-322 ○ Selection Review p. 138 ○ Write About Literature p. 139 ○ Text Structure: Chronology p. 140 ○ Dictionary and Jargon p. 141 <p><i>EDGE Grammar and Writing Practice Book</i></p> <ul style="list-style-type: none"> ○ pp. 103-136 <p><i>Edge Library Resources:</i></p> <ul style="list-style-type: none"> ○ <i>Narrative of the Life of Frederick Douglass: An American Slave</i> by Frederick Douglass ○ <i>Parrot in the Oven: Mi Vida</i> by Victor Martinez ○ “The Outsiders” by S. E. Hinton 	
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	<p>SL.11-12.1c</p> <p>L.11-12.4a</p> <p>L.11-12.4c</p> <p>L.11-12.6</p>	<p>democratic discussions and decision. propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>use context as a clue to the meaning of a word or phrase.</p> <p>consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>acquire and use accurately general academic and domain.</p>		
6 days	<p>ELP 9-12.2.R1.3</p> <p>ELP 9-12.2.R2.3</p>	<p>Texts: “Superman and Me” pp.331-337 “A Smart Cookie” pp.229-340</p> <p>Objectives: identify evidence of bias in various texts using models or criteria and share with a partner. identify main ideas and supporting details related to author’s perspective in visually supported paragraphs.</p>	<p><i>Hampton-Brown, Edge Reading, Writing and Language: Level B</i></p> <p><i>The Teaching Edge: Teacher’s Online Resources</i> www.hbedge.net</p> <ul style="list-style-type: none"> ○ Online lesson planner ○ Interactive teacher’s edition ○ Professional development videos ○ eAssessment reports and re- 	<p>Unit 6 Cluster 2 Test (reflects Unit 4 Cluster 2 test in book)</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignments ○ Rubrics

	<p>ELP 9-12.2.W1.4</p> <p>ELP 9-12.2.W2.1</p> <p>ELP 9-12.2.W2.4</p> <p>ELP 9-12.2.S2.2</p> <p>ELP 9-12.2.S2.3</p> <p>ELP 9-12.2.L1.1</p> <p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.3</p> <p>RL.11-12.4</p>	<p>summarize notes from lectures or readings in paragraph form.</p> <p>copy key points about language learning and check with a partner.</p> <p>revise or rephrase written language based on feedback from teachers, peers, and rubrics.</p> <p>restate or paraphrase information that contains symbolism or analogies using visual support.</p> <p>compare/contrast features of similar story lines from different cultures using visuals or graphic organizers.</p> <p>recognize different intonation patterns of speech working with a partner.</p> <p>cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>determine two or more themes of a text; provide an objective summary of the text.</p> <p>analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or</p>	<p>teaching</p> <p>resources ○ Rubrics</p> <p><i>EDGE Interactive Practice Book</i></p> <p>“Superman and Me” pp.331-337 ○</p> <p>Prepare to Read Vocabulary pp. 142-143</p> <ul style="list-style-type: none"> ○ Text Structure: Cause and Effect p. 145 ○ Question Answer Relationships p. 145 ○ Selection Review p. 146 <p>“A Smart Cookie” pp.339-340</p> <ul style="list-style-type: none"> ○ Selection Review p. 152 ○ Write About Literature p. 153 ○ Analyze Imagery p. 154 ○ Multiple Meaning Words p. 155 <p><i>EDGE Grammar and Writing Practice Book</i> pp. 103-136</p> <p><i>Edge Library Resources:</i></p> <ul style="list-style-type: none"> ○ <i>Narrative of the Life of Frederick Douglass: An American Slave</i> by Frederick Douglass ○ <i>Parrot in the Oven: Mi Vida</i> by Victor Martinez ○ <i>The Outsiders</i> by S. E. Hinton 	
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	W.11-12.4	beautiful. produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
	W.11-12.9a	draw evidence to support analysis, reflection, and research of foundational American works.		
	SL.11-12.1a	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.		
	SL.11-12.1c	propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.		
	SL.11-12.1d	respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.		
	L.11-12.4b	identify and correctly use patterns of word changes that indicate different meanings or parts of speech.		
	L.11-12.4d	verify the preliminary determination of the meaning of a word or phrase.		

	L.11-12.6	acquire and use accurately general academic and domain.		
6 days	<p>ELP 9-12.2.R1.3</p> <p>ELP 9-12.2.R2.3</p> <p>ELP 9-12.2.W2.5</p> <p>ELP 9-12.2.W3.2</p> <p>ELP 9-12.2.L1.2</p> <p>ELP 9-12.2.S2.2</p> <p>ELP 9-12.2.W3.4</p> <p>RI.11-12.2</p> <p>RI.11-12.4</p> <p>W.11-12.4</p>	<p>Texts: “The Fast and the Fuel-Efficient” pp. 353-363 “Teens Open Doors” pp. 365-368</p> <p>Objectives: identify evidence of bias in various texts using models or criteria and identify main ideas and supporting details related to author’s perspective in visually supported paragraphs. expand, elaborate and correct written language as directed. express ideas using literal language from illustrations. identify intonation patterns of satirical remarks working with a partner. restate or paraphrase information that contains symbolism or analogies using visual support. elaborate on examples of literal and figurative language with or without illustrations. determine a central idea, analyze its development and provide an objective summary. determine how the meaning of a word impacts the meaning and/or tone in the text. produce clear and coherent writing in which the development, organization,</p>	<p><i>Hampton-Brown, Edge Reading, Writing and Language: Fundamentals</i></p> <p><i>The Teaching Edge Teacher’s Online Resources</i> www.hbedge.net</p> <ul style="list-style-type: none"> ○ Online lesson planner ○ Interactive teacher’s edition ○ Professional development videos ○ eAssessment reports and re-teaching resources ○ Rubrics <p><i>EDGE Interactive Practice Book</i> “The Fast and the Fuel Efficient” pp.353-363</p> <ul style="list-style-type: none"> ○ Prepare to Read Vocabulary pp. 156-157 ○ Text Structure p. 158 ○ Question Answer Relationships p. 159 ○ Selection Review p. 160 ○ “Teens Open Doors” ○ Selection Review p. 164 ○ Write about Literature p. 165 <ul style="list-style-type: none"> ○ Text Structure p. 166 ○ Multiple Meaning Words p. 167 	<p>Unit 6 Test Suggested Assessments</p> <ul style="list-style-type: none"> ○ Teacher-created quizzes ○ Homework ○ Classwork ○ Teacher- created entrance and exit slips ○ Writing assignment ○ Rubrics

	<p>W.11-12.5 develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.10 write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>RL.11-12.3 analyze the impact of author's choices regarding how to develop and relate elements of a story.</p> <p>RL.11-12.4 determine figurative and connotative meanings of words; analyze the impact of specific words on meaning and tone, including words with multiple meanings or language that is engaging.</p> <p>RL.11-12.10 read and comprehend literature, including stories, dramas, and poems.</p> <p>W.11-12.3 write narratives to develop real or imagined experiences or events using well-chosen details and sequences, and build toward a particular tone or outcome.</p> <p>W.11-12.5 develop and strengthen writing as needed by revising, editing, and rewriting.</p> <p>W.11-12.10 write routinely over extended and shorter time frames for a range of tasks, audiences, and purposes.</p>	<p>and style are appropriate to task, purpose, and audience.</p>	<p>Key Vocabulary Review pp. 168-169</p> <p><i>EDGE Grammar and Writing Practice Book</i> pp. 103-136</p> <p><i>Edge Library Resources:</i></p> <ul style="list-style-type: none"> ○ <i>Narrative of the Life of Frederick Douglass: An American Slave</i> by Frederick Douglass ○ <i>Parrot in the Oven: Mi Vida</i> by Victor Martinez ○ <i>The Outsiders</i> by S. E. Hinton 	
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MODIFICATIONS FOR SPECIAL EDUCATION/ELL STUDENTS

Instructional Strategies:

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

Materials:

Visuals and graphic organizers
English/Spanish Dictionaries

Assessments:

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

Create alternate assignment.

Modify grading system.

Modify weights of course components.

Modify course objectives/outcomes.

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

Make simplified language version of test. Provide word banks.

Physical demonstration.

Pictorial products.

Use the **SIOP** Protocol

Clearly define content objectives.

Clearly define language objectives. Build background.

Emphasize key vocabulary.

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

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

Provide activities that integrate all language skills.

Engage students 90 to 100% of the period.

Provide both summative and formative assessments.

Instructional Materials

Textbooks

Edge Level B- Student's Edition

ISBN: 978-0-7362-6163-0

National Geographic

Publishers 2009

Edge Level B Leveled Library Classroom Set

ISBN: 978-07362-39509

National Geographic

Publishers 2009

Teacher Resource Material

Edge Level B Teacher's Edition Set

ISBN:978-07362-34535

Edge Level B Teacher's Edition – Volume I

ISBN:978-07362-34948

Edge Level B Teacher's Edition- Volume 2

ISBN:978-07362-34955

Edge Level B Interactive Practice Book- Teacher's Annotated Edition

ISBN: 978-07362-35471

Edge Level B Grammar and Writing Practice Book -Teacher's Annotated Edition

ISBN: 978-07362-35518

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

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

Edge Level B Reading & Writing Transparencies 12918

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

Edge Level B Language & Grammar Transparencies 12914

Edge Level B Language & Grammar Lab Teacher's Edition and Language Models Audio CD

13453

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 B Student Book

Edge Level B Student Book e-Edition CD-ROM

Edge Level B Interactive Practice Book

Edge Level B 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 III- UNIT TEST 1

Unit 2-Novel Test
ESL English Composition Level III - UNIT TEST 2

Unit 3
ESL English Composition Level III - UNIT TEST 3

Unit 4
ESL English Composition Level III - UNIT TEST 4

Unit 5-Novel Test
Unit 5 ESL English Composition Level III - UNIT TEST 5

Unit 6
Unit 6 ESL English Composition Level III - 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

