

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

**FALL 2013-2014**

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**TABLE OF CONTENTS**  
**ESL English Literature**  
**Level IV**

|  | <b>PAGE#</b> |
|--|--------------|
| <b>Bridgeton Public Schools Mission and Vision Statements</b>            | <b>2</b>     |
| <b>Bridgeton Public Schools Curriculum Mission and Vision Statements</b> | <b>3</b>     |
| <b>Board of Education Members</b>  | <b>4</b>     |
| <b>District Goals</b>  | <b>5</b>     |
| <b>Course Goals</b>  | <b>6</b>     |
| <b>WIDA Standards</b>  | <b>7</b>     |
| <b>NJ Student Learning Standards for English Language Arts 9-10</b>      | <b>11</b>    |
| <b>2009 New Jersey Core Curriculum Content Standards–Technology</b>      | <b>22</b>    |
| <b>Scope and Sequence</b>  | <b>35</b>    |
| <b>Pacing Chart/Curriculum Map</b>                                       | <b>36</b>    |
| <b>Modifications for Special Education/ELL Students</b>                  | <b>68</b>    |
| <b>Instructional Materials</b>   | <b>70</b>    |
| <b>List of Vocabulary Strategies</b>                                     | <b>72</b>    |
| <b>List of Reading Strategies</b>  | <b>73</b>    |
| <b>Benchmark Assessments</b>   | <b>74</b>    |
| <b>Evaluative Notes</b>  | <b>75</b>    |

# BRIDGETON PUBLIC SCHOOLS

## Mission Statement

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

## Vision Statement

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

Bridgeton Board of Education

Thomasina Jones, Ed.D.  
Superintendent

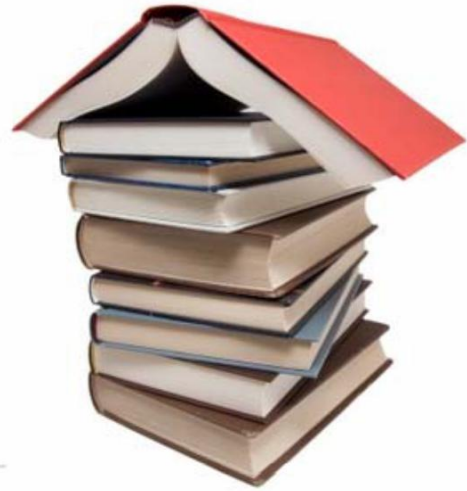
Angelia Edwards  
Board President

3/9/11

## Curriculum Mission Statement

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



## Curriculum Vision Statement

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

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

Ms. Angelia Edwards - President

Mr. J. Curtis Edwards - Vice-President

Mr. Ricardo Perez

Mrs. Brenda Dellaquilla

Mrs. Barbara Taylor Holmes

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 IV**

#### **Students will be able to:**

##### **I. Listening:**

Demonstrate understanding of new vocabulary in context through inference strategies.

Demonstrate understanding of abstract topics in familiar topics.

Demonstrate understanding of the majority of face-to-face speech in English at a normal rate.

##### **II. Speaking:**

Express needs and wants with phrases or short sentences.

Clarify meanings using strategies of paraphrasing when misunderstanding occurs.

Ask and answer questions fluently with minimal errors in present, past, and future tenses. Describe a sequence of events in the past, present, and future.

##### **III. Reading:**

Interpret narrative and descriptive passages with or without visuals or other aids. Identify main ideas and supporting details.

Identify and use reading strategies to improve proficiency.

Predict meanings of unfamiliar words using context clues and prefixes and suffixes.

Make inferences.

Support and refute arguments.

Summarize reading passages.

##### **IV. Language Function:**

Predict consequences.

Use English to illustrate, persuade, argue, and infer.

Use adverbial clauses of concession. (“unless” “although”)

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

Recognize and use passive voice.

Recognize and use modals related to past events.

##### **V. Writing:**

Produce descriptive and narrative paragraphs using proper punctuation.

Expand and combine simple sentences by adding and modifying words, clauses, and phrases.

Write complete, expanded persuasive paragraphs.

##### **VI. Overall Goal:**

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

ELP Standard 2: The Language of Language Arts, Formative

|          |                                | Level 1<br>Enterin  | Level 2<br>Beginnin  | Level 3<br>Developin  | Level 4<br>Expandin   | Level 5<br>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<br>Enterin   | Level 2<br>Beginnin   | Level 3<br>Developin   | Level 4<br>Expandin   | Level 5<br>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<br>Enterin   | Level 2<br>Beginnin  | Level 3<br>Developin  | Level 4<br>Expandin   | Level 5<br>Bridging   | Level 6- |
|---------------|--------------------------------|--|--|---|---|---|----------|
| LISTENIN<br>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 of Contents</i> ) | 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<br>Entering   | Level 2<br>Beginning  | Level 3<br>Developing   | Level 4<br>Expanding  | Level 5<br>Bridging  | e<br>language<br>e |
|----------------------|--|---|---|---|---|--|--------------------|
| 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/<br>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               | Elaborate on examples of literal and figurative language with or without illustrations  | Compose narratives using literal and figurative language   |                    |
| Literal & figurative |  |   |   |   |   |  |                    |

**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.
- 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.

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.

#### **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.

## **Grades 11-12**

### **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.
- 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 21<sup>st</sup> Century

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

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

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

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

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

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

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

Model digital citizenship.

### Intent and Spirit of the Technology Standards

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

**In Preschool,** technology offers versatile learning tools that can support children's development in all domains. For example, electronic storybooks can "read" stories to children in multiple languages; adventure games foster problem-solving skills; story-making programs encourage literacy and creativity; math-related games can help children count and classify; and science activities promote inquiry and an understanding of the world through the eyes of a child. When preschoolers are encouraged to work together with electronic devices and computers, social skills are tapped as children negotiate turn-taking. However, technology should not replace the concrete, real-life experiences that are critical to a young child's learning; it must always be used in balance with other meaningful activities and routines. Technology should be embedded into



children's learning centers and should enhance their learning and development during choice time as well as in small-group experiences.

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

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

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

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

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

## **Revised Standards**

The 2009 standards provide the foundation for creating local curricula and authentic performance assessments and emulate the philosophy and goals contained in documents produced by national technology organizations, including the Partnership for the 21<sup>st</sup> Century Skills and the *New Jersey Educational Technology Plan*. The organization of the strands in standards 8.1 and 8.2, as

well as the content and skills within each strand, has been reconceptualized to address emerging technologies and technological applications that are needed for life and work in the global age.

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

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

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

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

At the state level, the *New Jersey Technology Education Association* (NJTEA) fosters the development of technological literacy through Technology Education Programs. The *New Jersey Association for Educational Technology* (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 21<sup>st</sup> century learner*. Online: <http://www.aasl.org>

International Society for Technology in Education. (2002). *National educational technology standards for administrators*. Online: [http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS\\_for\\_Administrators\\_2009.htm](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](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](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>

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|----------------------------|---|--------------|---|
| <b>Content Area</b>        | <b>Technology</b>   |              |   |
| <b>Standard</b>            | <b>8.1 Educational Technology:</b> 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. |              |   |
| <b>Strand</b>              | A. Technology Operations and Concepts   |              |   |
| <b>By the end of grade</b> | <b>Content Statement</b>  | <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>  |
| 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. |

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|----------------------------|---|--------------|---|
| <b>Content Area</b>        | <b>Technology</b>   |              |   |
| <b>Standard</b>            | <b>8.1 Educational Technology:</b> 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. |              |   |
| <b>Strand</b>              | B. Creativity and Innovation  |              |   |
| <b>By the end of grade</b> | <b>Content Statement</b>  | <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>  |
| 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.   |  |

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|----------------------------|---|--------------|---|
| <b>Content Area</b>        | <b>Technology</b>   |              |   |
| <b>Standard</b>            | <b>8.1 Educational Technology:</b> 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. |              |   |
| <b>Strand</b>              | E. Research and Information Literacy  |              |   |
| <b>By the end of grade</b> | <b>Content Statement</b>  | <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>  |
| 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.   |

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| <b>Content Area</b>        | <b>Technology</b>  |              |   |
| <b>Standard</b>            | <b>8.1 Educational Technology:</b> 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.  |              |   |
| <b>Strand</b>              | F. Critical Thinking, Problem Solving, and Decision-Making   |              |   |
| <b>By the end of grade</b> | <b>Content Statement</b>   | <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>  |
| 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. |
| <b>Content Area</b>        | <b>Technology</b>  |              |   |
| <b>Standard</b>            | <b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment. |              |   |

| Strand              |  | 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            |  | <b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment. |            |  |
| Strand              |  | <b>B. Design: Critical Thinking, Problem Solving, and Decision-Making</b>  |            |  |
| By the end of grade |  | Content Statement  | CPI #      | Cumulative Progress Indicator (CPI)  |
| 12                  | The design process is a systematic approach to solving problems. |  | 8.2.12.B.1 | Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.  |
|                     |  |  | 8.2.12.B.2 | Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration. |
|                     |  |  | 8.2.12.B.3 | Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.   |

| Content Area        |   | Technology   |            |  |
|---------------------|---|--|------------|--|
| Standard            |   | <b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment. |            |  |
| Strand              |   | <b>C. Technological Citizenship, Ethics, and Society</b>   |            |  |
| By the end of grade |   | Content Statement  | CPI #      | Cumulative Progress Indicator (CPI)  |
| 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. |

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| <b>Content Area</b>        |  | <b>Technology</b>  |              |  |
| <b>Standard</b>            |  | <b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment. |              |  |
| <b>Strand</b>              |  | <b>E. Communication and Collaboration</b>  |              |  |
| <b>By the end of grade</b> |  | <b>Content Statement</b>   | <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>   |
| 12                         |  | <i>Digital tools</i> 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. |

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|----------------------------|--|--|--------------|---|
| <b>Content Area</b>        |  | <b>Technology</b>  |              |   |
| <b>Standard</b>            |  | <b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment. |              |   |
| <b>Strand</b>              |  | <b>F. Resources for a Technological World</b>  |              |   |
| <b>By the end of grade</b> |  | <b>Content Statement</b>   | <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>  |
| 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. |

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| <b>Content Area</b> |  | <b>Technology</b> |  |  |
|---------------------|--|-------------------|--|--|

|                            |   |  |              |   |
|----------------------------|---|--|--------------|---|
| <b>Standard</b>            |   | <b>8.2 Technology Education, Engineering, and Design:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment. |              |   |
| <b>Strand</b>              |   | <b>G. The Designed World</b>   |              |   |
| <b>By the end of grade</b> |   | <b>Content Statement</b>   | <b>CPI #</b> | <b>Cumulative Progress Indicator (CPI)</b>  |
| 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 Literature**  
**Level IV**

| Unit / Title                        | # of Days |
|-------------------------------------|-----------|
| Writing Sample-Pre Assessment       | 2         |
| Unit 1 – Moment of Truth            | 20        |
| Unit 2- Rights and Responsibilities | 15        |
| Unit 3 – Research Project           | 20        |
| Midterm                             | 1         |
| Unit 4 – Novel Project              | 15        |
| Unit 5 – For What It’s Worth        | 15        |
| Final Exam                          | 2         |
| Total Days:                         | 90        |

# BRIDGETON PUBLIC SCHOOLS

## ESL

### UNIT/PACING CHART

Course : ESL English Literature Level IV

Unit: 1

Essential Question: What do people discover in a moment of truth?

| TIMELINE           | WIDA/NJSLS | SKILLS/ CONTENT<br>STUDENT LEARNING<br>OBJECTIVES:   | TEACHER'S<br>GUIDE/SUPPLEMENTAL<br>MATERIALS  | ASSESSMENTS<br>(Formative/Summative)   |
|--------------------|------------|--|---|--|
| # of days<br><br>5 |            | <b>Unit Title: Moment of Truth</b><br><br><b>Students will be able to:</b><br><br><b>Texts:</b><br>"Say it with Flowers" pp. 444-449<br>"The Journey" p.458<br><br><b>Objective(s)</b> | <b>Name of Resource and Page #'s</b><br><br><i>Hampton-Brown, Edge Reading, Writing and Language: Level C</i><br><br><i>EDGE Interactive Practice Book</i><br>"Say it With Flowers" <ul style="list-style-type: none"> <li>○ Prepare to Read Vocabulary</li> <li>○ pp. 160-161</li> <li>○ Literary Analysis: Plot Structure p. 162</li> </ul> | Unit 1 Cluster 1 Test<br>(Edge Unit 5 Cluster 1)<br>Suggested Additional Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Rubrics</li> </ul> |

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|--|------------------------|--|--|--|
|  | <b>ELP 9-12.2.W1.4</b> | Summarize notes from lectures or readings in paragraph form.   | <ul style="list-style-type: none"> <li>Make Connections p. 163</li> <li>Selection Review pp. 164-165</li> </ul> <p>“The Journey”</p> <ul style="list-style-type: none"> <li>Selection Review p. 168</li> <li>Write About Literature p. 169</li> <li>Literary Analysis p. 170</li> <li>Vocabulary Study: Synonyms p. 171</li> </ul> <p><i>EDGE Grammar and Writing Practice Book</i> pp.</p> <p><i>The Teaching Edge Teacher’s Online Resources</i><br/> <a href="http://www.hbedge.net">www.hbedge.net</a></p> <ul style="list-style-type: none"> <li>Online lesson planner</li> <li>Interactive teacher’s edition</li> <li>Professional development videos</li> <li>eAssessment reports and re-teaching resources</li> <li>Rubrics</li> </ul> |  |
|  | <b>ELP 9-12.2.W2.5</b> | Expand, elaborate and correct written language as directed.  |  |  |
|  | <b>ELP 9-12.2.L1.1</b> | Recognize different intonation patterns of speech working with a partner.  |  |  |
|  | <b>ELP 9-12.2.S2.4</b> | Explain examples of words, phrases, or sentences with multiple meanings from oral input with or without visual support.  |  |  |
|  | <b>ELP 9-12.2.W3.4</b> | Produce and elaborate on examples of literal and figurative language with or without illustrations.  |  |  |
|  | <b>RL.11-12.1</b>      | Cite strong textual evidence to support inferences drawn from the text, including determining where the text leaves matters uncertain.   |  |  |
|  | <b>RL.11-12.3</b>      | Analyze the impact of author’s choices regarding how to develop and relate elements of a story.  |  |  |
|  | <b>RL.11-12.4</b>      | 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. |  |  |

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|               | <b>W.11-12.4</b>       | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, <u>purpose</u> and audience.       |  |  |
|               | <b>W.11-12.10</b>      | Write routinely over extended and shorter time frames for a range of tasks, audiences, and purposes.   |  |  |
|               | <b>SL.11-12.1</b>      | Demonstrate command of standard English grammar and usage, consult references, and apply the understanding that usage is a matter of convention. |  |  |
| <b>8 days</b> |                        | <b>Texts:</b><br>“Just Lather” pp.469-476<br><br>Objective(s)  | <b>Name of Resource and Page #'s</b><br><br><i>Hampton-Brown Edge Reading, Writing and Language: Level C</i><br><br><i>Edge Interactive Practice Book</i><br>“Just Lather”<br><br><ul style="list-style-type: none"> <li>○ Key Vocabulary Review pp. 172-173</li> <li>○ Literary Analysis p. 174</li> <li>○ Make Connections p. 175</li> <li>○ Selection Review p. 176</li> </ul> <i>The Teaching Edge Teacher's Online Resources</i><br><a href="http://www.hbedge.net">www.hbedge.net</a><br><br><ul style="list-style-type: none"> <li>○ Online lesson planner</li> </ul> | Unit 1 Test<br>Suggested Additional Assessments<br><ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Rubrics</li> </ul> |
|               | <b>ELP 9-12.2.R1.3</b> | Identify evidence of bias in various texts using models or criteria and share with a partner.  |  |  |
|               | <b>ELP 9-12.2.R2.3</b> | Identify main ideas and supporting details related to the author's perspective in visually supported paragraphs.                                 |  |  |
|               | <b>ELP 9-12.2.W1.4</b> | Summarize notes from lectures or readings in paragraph form.   |  |  |



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|  | <b>ELP 9-12.2.W2.5</b> | Expand, elaborate, and correct written language as directed.   | <ul style="list-style-type: none"> <li>○ Interactive teacher's edition</li> <li>○ Professional development videos</li> <li>○ eAssessment reports and re-teaching resources</li> <li>○ Rubrics</li> </ul> |  |
|  | <b>ELP 9-12.2.W3.4</b> | Elaborate on examples of literal and figurative language with or without illustrations.  |  |  |
|  | <b>ELP 9-12.2.S1.5</b> | Critique, with detailed examples, character development in literary works.   |  |  |
|  | <b>RL.11-12.1</b>      | Cite strong textual evidence to support inferences drawn from the text, including determining where the text leaves matters uncertain. |  |  |
|  | <b>RL.11-12.2</b>      | Determine two or more themes of a text; provide an objective summary of the text.  |  |  |
|  | <b>RL.11-12.3</b>      | Analyze a complex set of ideas or sequence of events and explain how they develop over the course of a text.                           |  |  |
|  | <b>RL.11-12.5</b>      | Analyze how author's choices concerning structure contribute to meaning and aesthetic.   |  |  |
|  | <b>W.11-12.4</b>       | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |  |  |
|  | <b>L.11-12.3</b>       | Understand how language functions in different contexts, make effective stylistic  |  |  |

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|---------------|------------------------|--|--|--|
|               |                        | choices, vary syntax for effect, and comprehend more fully when reading or listening.  |  |  |
|               | <b>SL.11-12.4</b>      | Present information, findings, and evidence in a clear and organized manner, such that alternative or opposing perspectives are addressed. |  |  |
| <b>7 days</b> |                        | <b>Texts:</b><br>“Be-ers and Doers” pp.491-507<br>“My Moment of Truth” pp. 509-510<br><br><b>Objective(s)</b>                              |  |  |
|               | <b>ELP 9-12.2.R1.3</b> | Identify evidence of bias in various texts using models or criteria and share with a partner.  |  |  |
|               | <b>ELP 9-12.2.R2.3</b> | Identify main ideas and supporting details related to the author’s perspective in visually supported paragraphs.                           |  |  |
|               | <b>ELP 9-12.2.W1.4</b> | Summarize notes from lectures or readings in paragraph form.   |  |  |
|               | <b>ELP 9-12.2.W2.5</b> | Expand, elaborate, and correct written language as directed  |  |  |

|  |                        |  |   |  |
|--|------------------------|--|---|--|
|  | <b>ELP 9-12.2.W3.4</b> | Elaborate on examples of literal and figurative language with or without illustrations.  | <b>Name of Resource and Page #'s</b><br><br><i>Hampton-Brown Edge Reading, Writing and Language: Level C</i><br><br><i>Edge Interactive Practice Book</i><br>“Be-ers and Doers” <ul style="list-style-type: none"> <li>○ Prepare to Read Vocabulary pp. 184-185</li> <li>○ Literary Analysis p. 186</li> <li>○ Make Connections p. 187</li> <li>○ Selection Review p. 188 “My Moment of Truth”</li> <li>○ Selection Review p. 192</li> <li>○ Write About Literature p. 193</li> <li>○ Literary Analysis: Dialect</li> <li>○ Vocabulary Study p. 195</li> <li>○ Key Vocabulary Review pp. 196-197</li> </ul><br><i>EDGE Grammar Practice</i> pp. 137- 170<br><br><i>The Teaching Edge Teacher’s Online Resources</i><br><a href="http://www.hbedge.net">www.hbedge.net</a> <ul style="list-style-type: none"> <li>○ Online lesson planner</li> <li>○ Interactive teacher’s edition</li> <li>○ Professional development videos</li> <li>○ eAssessment reports and re-teaching resources</li> <li>○ Rubrics</li> </ul> | Suggested Additional Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Rubrics</li> </ul> |
|  | <b>RL.11-12.3</b>      | Analyze a complex set of ideas or sequence of events and explain how they develop over the course of a text.   |   |  |
|  | <b>RL.11-12.3</b>      | Analyze a complex set of ideas or sequence of events and explain how they develop over the course of a text.   |   |  |
|  | <b>W.11-12.3</b>       | Write narratives to develop real or imagined experiences or events using well-chosen details and sequences, and build toward a particular tone or outcome. |   |  |
|  | <b>W.11-12.5</b>       | Develop and strengthen writing as needed by revising, editing, and rewriting.  |   |  |
|  | <b>L.11-12.6</b>       | Acquire and use academic and domain-specific words and phrases sufficient for college and career level.  |   |  |
|  | <b>SL.11-12.3</b>      | Evaluate a speaker’s point of view, reasoning, and use of evidence, assessing the stance, premise, and tone used.  |   |  |

**BRIDGETON PUBLIC SCHOOLS**  
**ESL**  
**UNIT/PACING CHART**

**Course:** ESL English Literature Level IV

**Unit:** 2

**Essential Question:** How can we balance everyone's rights?

| <b>TIMELINE</b>           | <b>WIDA/NJSLS</b> | <b>SKILLS/ CONTENT<br/>STUDENT LEARNING<br/>OBJECTIVES:</b>  | <b>TEACHER'S<br/>GUIDE/SUPPLEMENTAL<br/>MATERIALS</b>   | <b>ASSESSMENTS</b>   |
|---------------------------|-------------------|--|---|--|
| <b># of days</b><br><br>5 |                   | <b>Unit Title: Rights and<br/>Responsibilities"</b><br><br><b>Students will be able to:</b><br><br><b>Texts:</b><br><b>"Too Young to Drive" pp. 543-546</b><br><b>"Rules of the Road" pp. 551-553</b><br><br><b>Objective(s)</b> | <b>Name of Resource and Page #'s</b><br><br><i>Hampton-Brown Edge Reading,<br/>Writing and Language: Level C</i><br><br><i>Edge Interactive Practice Book</i><br><b>"Too Young to Drive"</b> <ul style="list-style-type: none"> <li>○ Prepare to Read Vocabulary<br/>pp. 198-199</li> </ul> | Unit 2 Cluster 1 Test<br>Suggested Additional<br>Assessments <ul style="list-style-type: none"> <li>○ Teacher-created<br/>quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created<br/>entrance and exit<br/>slips</li> <li>○ Rubrics</li> </ul> |

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|  | <b>ELP 9-12.2.S2.4</b> | Discuss or extend analogies or symbolism with familiar contexts using visual support.    | <ul style="list-style-type: none"> <li>○ Literary Analysis: Persuasive Nonfiction p. 200</li> <li>○ Draw Conclusions p. 201</li> <li>○ Selection Review p. 202</li> </ul> <p>“Rules of the Road”</p> <ul style="list-style-type: none"> <li>○ Selection Review p. 208</li> <li>○ Write _____ about Literature p. 209</li> <li>○ Literary Analysis: Bias p. 210</li> <li>○ Vocabulary Study: Denotation and Connotation p. 211</li> </ul> <p><i>The Teaching Edge Teacher’s Online Resources</i><br/> <a href="http://www.hbedge.net">www.hbedge.net</a></p> <ul style="list-style-type: none"> <li>○ Online lesson planner</li> <li>○ Interactive teacher’s edition</li> <li>○ Professional development videos</li> <li>○ eAssessment reports and re-teaching resources</li> <li>○ Rubrics</li> </ul> |  |
|  | <b>ELP 9-12.2.S2.5</b> | Discuss how different views in multicultural literature represent global perspectives.   |   |  |
|  | <b>ELP 9-12.2.W1.4</b> | Take notes on key symbols, words or phrases from visuals pertaining to discussions.      |   |  |
|  | <b>ELP 9-12.2.W2.1</b> | Copy key points about language learning and check with a partner.                        |   |  |
|  | <b>ELP 9-12.2.W2.2</b> | Reflect on use of newly acquired language and share with a partner.                      |   |  |
|  | <b>ELP 9-12.2.W3.4</b> | Elaborate on examples of literal and figurative language with or without illustrations.  |   |  |
|  | <b>ELP 9-12.2.L1.4</b> | Identify satire or inferences in speech from intonation patterns working with a partner. |   |  |
|  | <b>ELP 9-12.2.L1.5</b> | Analyze speech to identify and make inferences from satire.                              |   |  |
|  | <b>ELP 9-12.2.L2.4</b> | Discuss or extend analogies or symbolism within familiar contexts using visual support.  |   |  |
|  | <b>ELP 9-12.2.S2.5</b> | Explain meaning of analogies or symbolism within familiar contexts.                      |   |  |
|  | <b>RI.11-12.1</b>      | Cite strong textual evidence to support inferences drawn from                            |   |  |

|  |                   |  |  |  |
|--|-------------------|--|--|--|
|  |                   | the text, including determining where the text leaves things unclear.  |  |  |
|  | <b>RI.11-12.2</b> | Determine two or more central ideas of a text; provide an objective summary of the text.   |  |  |
|  | <b>W.11-12.2</b>  | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information.                                 |  |  |
|  | <b>W.11-12.4</b>  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  |
|  | <b>W.11-12.10</b> | Write routinely over extended and shorter time frames for a range of tasks, audiences, and purposes.                                 |  |  |
|  | <b>L.11-12.1</b>  | Demonstrate command of standard English grammar and usage.   |  |  |
|  | <b>L.11-12.4</b>  | Determine the meaning of unknown words using context, patterns of word changes and reference materials.                              |  |  |
|  | <b>SL.11-12.1</b> | Initiate and participate in collaborative discussions, including working with peers to promote civil, democratic discussions.        |  |  |
|  | <b>SL.11-12.3</b> | Evaluate a speaker's point of  |  |  |

|               |                         |  |   |  |
|---------------|-------------------------|--|---|--|
|               |                         | view, reasoning, and use of evidence, assessing the stance, premise, and tone used.  |   |  |
|               | <b>SL.11-12.4</b>       | Present information, findings, and evidence in a clear and organized manner, such that alternative or opposing perspectives are addressed. |   |  |
|               |                         |  |   |  |
| <b>5 days</b> |                         | <b>Texts:</b><br><b>“Doonesbury on Downloading” pp. 575-579</b><br><b>“Piracy Bites” pp. 565-573</b><br><b>Objective(s)</b>                | <b>Name of Resource and Page #'s</b><br><i>Hampton-Brown Edge Reading, Writing and Language: Level C</i><br><i>Edge Interactive Practice Book</i><br>“Doonesbury on Downloading” <ul style="list-style-type: none"> <li>○ Prepare to Read Vocabulary p. 212-213</li> <li>○ Selection Review p. 222</li> </ul> Writing About Literature p. 223 <ul style="list-style-type: none"> <li>○ Literary Analysis p. 224</li> <li>Vocabulary Study p. 225</li> </ul> “Piracy Bites” <ul style="list-style-type: none"> <li>○ Literary Analysis p. 214</li> <li>○ Reading Strategy p. 215</li> <li>○ Selection Review p. 216</li> </ul> | Suggested Additional Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Rubrics</li> </ul> |
|               | <b>ELP 9-12.2.W2.4</b>  | Revise or rephrase written language based on feedback from teachers, peers, and rubrics.   |   |  |
|               | <b>ELP 9-12.2.W.2.5</b> | Expand, elaborate, and correct written language as directed  |   |  |
|               | <b>ELP 9-12.2.S2.4</b>  | Discuss or extend analogies or symbolism with familiar contexts using visual support.  |   |  |
|               |                         |  |   |  |

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|--|------------------------|---|---|--|
|  | <b>ELP 9-12.2.S2.5</b> | Discuss how different views in multicultural literature represent global perspectives.        | <i>The Teaching Edge Teacher's Online Resources</i><br><a href="http://www.hbedge.net">www.hbedge.net</a> <ul style="list-style-type: none"> <li>○ Online lesson planner</li> <li>○ Interactive teacher's edition</li> <li>○ Professional development videos</li> <li>○ eAssessment reports and re-teaching resources</li> <li>○ Rubrics</li> </ul> |  |
|  | <b>ELP 9-12.2.W1.4</b> | Take notes on key symbols, words or phrases from visuals pertaining to discussions.           |   |  |
|  | <b>ELP 9-12.2.W2.1</b> | Copy key points about language learning and check with a partner.                             |   |  |
|  | <b>ELP 9-12.2.W2.2</b> | Reflect on use of newly acquired language and share with a partner.                           |   |  |
|  | <b>ELP 9-12.2.W3.4</b> | Elaborate on examples of literal and figurative language with or without illustrations.       |   |  |
|  | <b>ELP 9-12.2.W3.5</b> | Compose narratives using literal and figurative language.                                     |   |  |
|  | <b>ELP 9-12.2.L1.4</b> | Identify satire or inferences in speech from intonation patterns working with a partner.      |   |  |
|  | <b>ELP 9-12.2.L1.5</b> | Analyze speech to identify and make inferences from satire.                                   |   |  |
|  | <b>ELP 9-12.2.L2.4</b> | Discuss or extend analogies or symbolism within familiar contexts using visual support.       |   |  |
|  | <b>ELP 9-12.2.S2.5</b> | Explain meaning of analogies or symbolism within familiar contexts.                           |   |  |
|  | <b>RI.11-12.1</b>      | Cite strong textual evidence to support inferences drawn from the text, including determining |   |  |



|  |                   |  |  |  |
|--|-------------------|--|--|--|
|  |                   | where the text leaves things unclear.  |  |  |
|  | <b>RI.11-12.2</b> | Determine two or more central ideas of a text; provide an objective summary of the text.   |  |  |
|  | <b>W.11-12.2</b>  | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information.                                 |  |  |
|  | <b>W.11-12.4</b>  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  |
|  | <b>W.11-12.10</b> | Write routinely over extended and shorter time frames for a range of tasks, audiences, and purposes.                                 |  |  |
|  | <b>L.11-12.1</b>  | Demonstrate command of standard English grammar and usage.   |  |  |
|  | <b>L.11-12.4</b>  | Determine the meaning of unknown words using context, patterns of word changes and reference materials.                              |  |  |
|  | <b>SL.11-12.1</b> | Initiate and participate in collaborative discussions, including working with peers to promote civil, democratic discussions.        |  |  |
|  | <b>SL.11-12.2</b> | Integrate multiple sources of information presented in   |  |  |

|               |                         |  |  |  |
|---------------|-------------------------|--|--|--|
|               |                         | diverse formats and media to make decisions and solve problems.  |  |  |
|               | <b>SL.11-12.3</b>       | Evaluate a speaker's point of view, reasoning, and use of evidence, assessing the stance, premise, and tone used.                          |  |  |
|               | <b>SL.11-12.4</b>       | Present information, findings, and evidence in a clear and organized manner, such that alternative or opposing perspectives are addressed. |  |  |
| <b>5 days</b> |                         | <b>Texts:</b><br><b>"Long Walk to Freedom" pp. 589-599</b><br><b>"Our Power as Young People" pp.603-605</b><br><b>Objective(s)</b>         |  |  |
|               | <b>ELP 9-12.2.W2.4</b>  | Revise or rephrase written language based on feedback from teachers, peers, and rubrics.   |  |  |
|               | <b>ELP 9-12.2.W.2.5</b> | Expand, elaborate, and correct written language as directed.   |  |  |
|               | <b>ELP 9-12.2.S2.4</b>  | Discuss or extend analogies or symbolism with familiar contexts using visual support.  |  |  |
|               | <b>ELP 9-12.2.W1.4</b>  | Take notes on key symbols, words or phrases from visuals pertaining to discussions.  |  |  |

|  |                        |   |  |   |
|--|------------------------|---|--|---|
|  | <b>ELP 9-12.2.W3.4</b> | Elaborate on examples of literal and figurative language with or without illustrations.   | <p><i>Hampton-Brown Edge Reading, Writing and Language: Level C</i></p> <p><i>Edge Interactive Practice Book</i></p> <p>“Long Walk to Freedom”</p> <ul style="list-style-type: none"> <li>○ Prepare to Read Vocabulary pp. 226-227</li> <li>○ Literary Analysis p. 228</li> <li>○ Form Generalizations p. 229</li> <li>○ Selection Review p. 230</li> </ul> <p>“Our Power as Young People”</p> <ul style="list-style-type: none"> <li>○ Selection review p. 236</li> <li>○ Write about Literature p. 237</li> <li>○ Rhetorical Devices p. 238</li> <li>○ Vocabulary Study p. 239</li> <li>○ Key Vocabulary Review pp. 24-241</li> </ul> <p><i>The Teaching Edge Teacher’s Online Resources</i></p> <p><a href="http://www.hbedge.net">www.hbedge.net</a></p> <ul style="list-style-type: none"> <li>○ Online lesson planner</li> <li>○ Interactive teacher’s edition</li> <li>○ Professional development videos</li> <li>○ eAssessment reports and re-teaching resources</li> <li>○ Rubrics</li> </ul> | <p><b>Unit 2 Test</b></p> <p>Suggested Additional Assessments</p> <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Rubrics</li> </ul> |
|  | <b>ELP 9-12.2.W3.5</b> | Compose narratives using literal and figurative language.   |  |   |
|  | <b>ELP 9-12.2.L1.4</b> | Identify satire or inferences in speech from intonation patterns working with a partner.  |  |   |
|  | <b>ELP 9-12.2.L1.5</b> | Analyze speech to identify and make inferences from satire.   |  |   |
|  | <b>ELP 9-12.2.S2.5</b> | Explain meaning of analogies or symbolism within familiar contexts.   |  |   |
|  | <b>RI.11-12.1</b>      | Cite strong textual evidence to support inferences drawn from the text, including determining where the text leaves things unclear. |  |   |
|  | <b>RI.11-12.2</b>      | Determine two or more central ideas of a text; provide an objective summary of the text.  |  |   |
|  | <b>RI.11-12.7</b>      | Integrate multiple sources of information presented in different media to address a question.                                       |  |   |
|  | <b>W.11-12.2</b>       | Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information.                                |  |   |
|  | <b>W.11-12.4</b>       | Produce clear and coherent writing in which the   |  |   |

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|  |                   | development, organization, and style are appropriate to task, purpose, and audience.   |  |  |
|  | <b>W.11-12.5</b>  | Develop and strengthen writing as needed by revising, editing, and rewriting.  |  |  |
|  | <b>W.11-12.6</b>  | Use technology to produce writing projects, including new arguments or information.  |  |  |
|  | <b>W.11-12.10</b> | Write routinely over extended and shorter time frames for a range of tasks, audiences, and purposes.                                       |  |  |
|  | <b>L.11-12.1</b>  | Demonstrate command of standard English grammar and usage.   |  |  |
|  | <b>SL.11-12.2</b> | Integrate multiple sources of information presented in diverse formats and media to make decisions and solve problems.                     |  |  |
|  | <b>SL.11-12.3</b> | Evaluate a speaker's point of view, reasoning, and use of evidence, assessing the stance, premise, and tone used.                          |  |  |
|  | <b>SL.11-12.4</b> | Present information, findings, and evidence in a clear and organized manner, such that alternative or opposing perspectives are addressed. |  |  |

**BRIDGETON PUBLIC SCHOOLS**  
**ESL**  
**UNIT/PACING CHART**

Course: ESL English Literature Level IV

Unit: 3

Essential Question: How do we conduct research?

| TIMELINE        | NJSLS/WIDA              | SKILLS/ CONTENT OBJECTIVES:  | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS  | ASSESSMENTS  |
|-----------------|-------------------------|--|---|--|
| # of days<br>20 |                         | <b>Unit Title:</b><br><b>Research Paper/Transactional Reader Journal/Portfolio Project</b><br>(with scaffolded/differentiated activities)<br><br><b>Students will be able to:</b><br><br><b>Texts:</b><br><b>Objectives:</b> | <b>Name of Resource and Page #'s</b><br><br><i>The Teaching Edge Teacher's Online Resources</i><br><a href="http://www.hbedge.net">www.hbedge.net</a> <ul style="list-style-type: none"> <li>○ Online lesson planner</li> <li>○ Interactive teacher's edition</li> <li>○ Professional development videos</li> <li>○ eAssessment reports and re-teaching resources</li> <li>○ Rubrics</li> </ul> | <ul style="list-style-type: none"> <li>● Rough Draft</li> <li><b>Final Draft</b></li> <li>● Suggested Additional Assessments               <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Rubrics</li> </ul> </li> </ul> |
|                 | <b>ELP 9-12.2.W.2.4</b> | Revise or rephrase written language based on feedback from teachers, peers, or rubrics.  |   |  |

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|  | <b>ELP 9-12.2.W.2.5</b> | Expand, elaborate, and correct written language as directed.  |  |  |
|  | <b>ELP 9-12.2.W.1.4</b> | Summarize notes from lectures or readings in paragraph form.  |  |  |
|  | <b>ELP 9-12.2.L1.5</b>  | Analyze speech to identity and make inferences.   |  |  |
|  | <b>RI.11-12.1</b>       | Cite strong textual evidence to support inferences drawn from the text, including determining where the text leaves things unclear. |  |  |
|  | <b>RI.11-12.2</b>       | Determine two or more central ideas of a text; provide an objective summary of the text.  |  |  |
|  | <b>RI.11-12.5</b>       | Analyze and evaluate the effectiveness of author's argument.  |  |  |
|  | <b>RI.11-12.7</b>       | Integrate multiple sources of information presented in different media to address a question.                                       |  |  |
|  | <b>RI.11-12.9</b>       | Analyze documents of historical significance for their themes, purposes, and rhetorical features.                                   |  |  |
|  | <b>RI.11-12.10</b>      | Read and comprehend literary nonfiction.  |  |  |
|  | <b>W.11-12.1</b>        | Write arguments to thoroughly support claims using the most relevant evidence and valid reasoning.                                  |  |  |
|  | <b>W.11-12.2</b>        | Write informative/ explanatory  |  |  |

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|  |                   | texts to examine and convey complex ideas, concepts, and information.  |  |  |
|  | <b>W.11-12.4</b>  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                           |  |  |
|  | <b>W.11-12.5</b>  | Develop and strengthen writing as needed by revising, editing, and rewriting.  |  |  |
|  | <b>W.11-12.6</b>  | Use technology to produce writing products, including new arguments or information.  |  |  |
|  | <b>W.11-12.7</b>  | Conduct short and sustained research projects to answer a question or solve a problem.   |  |  |
|  | <b>W.11-12.8</b>  | Gather relevant information from multiple print and digital sources, avoiding plagiarism and overreliance on one source, and following MLA format for citation |  |  |
|  | <b>W.11-12.9</b>  | Draw evidence to support analysis, reflection, and research of foundational American works.  |  |  |
|  | <b>SL.11-12.2</b> | Integrate multiple sources of information presented in diverse formats and media to make decisions and solve problems.   |  |  |

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|  | <b>SL.11-12.3</b>   | Evaluate a speaker's point of view, reasoning, and use of evidence, assessing the stance, premise, and tone used.      |  |  |
|  | <b>SL.11-12.5</b>   | Use digital media in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest. |  |  |
|  | <b>L.11-12.6</b>    | Acquire and use academic and domain-specific words and phrases sufficient for college and career level.                |  |  |
|  | <b>L.11-12.6.3b</b> | Maintain consistency in style and tone.  |  |  |



# BRIDGETON PUBLIC SCHOOLS

## ESL

### UNIT/PACING CHART

Course: ESL English Literature Level IV

Unit: 4

Essential Question: Is it ever justifiable to take away someone's rights?

| TIMELINE        | WIDA/NJSLS              | SKILLS/ CONTENT<br>STUDENT LEARNING<br>OBJECTIVES:   | TEACHER'S<br>GUIDE/SUPPLEMENTAL<br>MATERIALS  | ASSESSMENTS   |
|-----------------|-------------------------|--|---|---|
| # of days<br>15 |                         | <b>Unit Title: Novel Project</b><br><br><b>Text:</b><br><i>I Will Plant You a Lilac Tree</i><br><b>or</b><br><i>...And the Earth Did Not Devour Him</i><br><br><b>Objective(s)</b> | <b>Name of Resource and Page #'s</b><br><br><i>Hampton-Brown Edge Reading,<br/>Writing and Language: Level C</i><br><br><i>Edge Interactive Practice Book</i>                       | <b>●Unit 4 Novel Test</b><br>Suggested Additional Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Rubrics</li> <li>○ Open-ended writing</li> <li>○ Vocabulary quizzes</li> </ul> |
|                 | <b>ELP 9-12.2.W2.4</b>  | Revise or rephrase written language based on feedback from teachers, peers, and rubrics.   | <i>The Teaching Edge Teacher's Online Resources</i><br><a href="http://www.hbedge.net">www.hbedge.net</a> <ul style="list-style-type: none"> <li>○ Online lesson planner</li> </ul> |   |
|                 | <b>ELP 9-12.2.W.2.5</b> | Expand, elaborate, and correct written language as directed.   | <ul style="list-style-type: none"> <li>○ Interactive teacher's edition</li> </ul>   |   |

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|  | <b>ELP 9-12.2.S2.1</b> | Initiate and participate in collaborative discussions, including working with peers to promote civil, democratic discussions and decision-making. | <ul style="list-style-type: none"> <li>○ Professional development videos</li> <li>○ eAssessment reports and re-teaching resources</li> <li>○ Rubrics</li> </ul> |  |
|  | <b>ELP 9-12.2.S2.4</b> | Discuss or extend analogies or symbolism with familiar contexts using visual support.   |   |  |
|  | <b>ELP 9-12.2.S2.5</b> | Discuss how different views in multicultural literature represent global perspectives.  |   |  |
|  | <b>ELP 9-12.2.W1.4</b> | Take notes on key symbols, words or phrases from visuals pertaining to discussions.   |   |  |
|  | <b>ELP 9-12.2.W2.1</b> | Copy key points about language learning and check with a partner.   |   |  |
|  | <b>ELP 9-12.2.W2.2</b> | Reflect on use of newly acquired language and share with a partner.   |   |  |
|  | <b>ELP 9-12.2.W3.4</b> | Elaborate on examples of literal and figurative language with or without illustrations.   |   |  |
|  | <b>ELP 9-12.2.W3.5</b> | Compose narratives using literal and figurative language.   |   |  |
|  | <b>ELP 9-12.2.L1.4</b> | Identify satire or inferences in speech from intonation patterns working with a partner.  |   |  |
|  | <b>ELP 9-12.2.L1.5</b> | Analyze speech to identify and make inferences from satire.   |   |  |

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|  | <b>ELP 9-12.2.L2.4</b> | Discuss or extend analogies or symbolism within familiar contexts using visual support.  |  |  |
|  | <b>ELP 9-12.2.S2.5</b> | Explain meaning of analogies or symbolism within familiar contexts.  |  |  |
|  | <b>RL.11-12.1</b>      | Cite strong textual evidence to support inferences drawn from the text, including determining where the text leaves matters uncertain.   |  |  |
|  | <b>RL.11-12.2</b>      | Determine two or more themes of a text; provide an objective summary of the text.  |  |  |
|  | <b>RL.11-12.4</b>      | 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. |  |  |
|  | <b>RL.11-12.6</b>      | Distinguish what is directly stated in a text from what is meant.  |  |  |
|  | <b>RL.11-12.7</b>      | Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.   |  |  |
|  | <b>RL.11-12.10</b>     | Read and comprehend literature, including stories, dramas, and poems.  |  |  |
|  | <b>W.11-12.2</b>       | Write informative/explanatory  |  |  |

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|  |                   | texts to examine and convey complex ideas, concepts, and information.  |  |  |
|  | <b>W.11-12.4</b>  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  |
|  | <b>W.11-12.5</b>  | Develop and strengthen writing as needed by revising, editing, and rewriting.  |  |  |
|  | <b>W.11-12.6</b>  | Use technology to produce writing projects, including new arguments or information.  |  |  |
|  | <b>W.11-12.10</b> | Write routinely over extended and shorter time frames for a range of tasks, audiences, and purposes.                                 |  |  |
|  | <b>L.11-12.1</b>  | Demonstrate command of standard English grammar and usage.   |  |  |
|  | <b>L.11-12.4</b>  | Determine the meaning of unknown words using context, patterns of word changes and reference materials.                              |  |  |
|  | <b>L.11-12.5</b>  | Demonstrate understanding of figurative language, word relationships, and nuance in word meanings.                                   |  |  |
|  | <b>SL.11-12.1</b> | Initiate and participate in collaborative discussions, including working with peers to   |  |  |

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|  |                   | promote civil, democratic discussions.   |  |  |
|  | <b>SL.11-12.2</b> | Integrate multiple sources of information presented in diverse formats and media to make decisions and solve problems.                     |  |  |
|  | <b>SL.11-12.3</b> | Evaluate a speaker's point of view, reasoning, and use of evidence, assessing the stance, premise, and tone used.                          |  |  |
|  | <b>SL.11-12.4</b> | Present information, findings, and evidence in a clear and organized manner, such that alternative or opposing perspectives are addressed. |  |  |

# BRIDGETON PUBLIC SCHOOLS

## ESL

### UNIT/PACING CHART

Course : ESL English Literature Level IV

Unit: 5

Essential Question: What deserves our care and respect?

| TIMELINE       | WIDA/CCCS              | SKILLS/ CONTENT<br>STUDENT LEARNING<br>OBJECTIVES:   | TEACHER'S<br>GUIDE/SUPPLEMENTAL<br>MATERIALS   | ASSESSMENTS   |
|----------------|------------------------|--|--|---|
| # of days<br>5 |                        | <b>Unit Title:</b><br><br><b>Texts:</b><br><b>“”Jewels of the Shrine” pp. 641-653</b><br><b>“Remembered” pp.671-672</b><br><br><b>Objective(s)</b> | <b>Name of Resource and Page #'s</b><br><br><i>Hampton-Brown Edge Reading,<br/>Writing and Language: Level C</i><br><br><i>Edge Interactive Practice Book</i><br><b>“Jewels of the Shrine”</b> <ul style="list-style-type: none"> <li>○ Prepare to Read Vocabulary pp. 242-243</li> <li>○ Literary Analysis p. 244</li> <li>○ Identify Emotional Responses p. 245</li> <li>○ Selection Review p. 246</li> </ul> <b>“Remembered”</b> <ul style="list-style-type: none"> <li>○ Selection Review p. 250</li> <li>○ Write About Literature p. 251</li> <li>○ Literary Analysis p. 252</li> <li>○ Vocabulary Study: Idioms p. 253</li> </ul><br><i>The Teaching Edge Teacher's Online</i> | Unit 5 Cluster 1 Test<br>Suggested Additional Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Rubrics</li> </ul> |
|                | <b>ELP 9-12.2.R1.5</b> | Evaluate validity of information in regard to bias from various sources, including Web sites.  |  |   |
|                | <b>ELP 9-12.2.R2.3</b> | Identify main ideas and supporting details related to author's perspective in visually supported paragraphs.                                       |  |   |
|                | <b>ELP 9-12.2.L1.5</b> | Analyze speech to identify and make inferences from satire.  |  |   |
|                | <b>ELP 9-12.2.SI.3</b> | Compare character assets and60 flaws using visuals or graphic organizers with L1 support   |  |   |
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|  | <b>RL.11-12.1</b> | Cite strong textual evidence to support inferences drawn from the text, including determining where the text leaves matters uncertain.   | <i>Resources</i><br><a href="http://www.hbedge.net">www.hbedge.net</a> <ul style="list-style-type: none"> <li>○ Online lesson planner</li> <li>○ Interactive teacher's edition</li> <li>○ Professional development videos</li> <li>○ eAssessment reports and re-teaching resources</li> <li>○ Rubrics</li> </ul> |  |
|  | <b>RL.11-12.3</b> | Analyze a complex set of ideas or sequence of events and explain how they develop over the course of a text.   |  |  |
|  | <b>RL.11-12.4</b> | 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. |  |  |
|  | <b>RL.11-12.7</b> | Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.   |  |  |
|  | <b>W.11-12.3</b>  | Write narratives to develop real or imagined experiences or events using well-chosen details and sequences, and build toward a particular tone or outcome.                             |  |  |
|  | <b>L.11-12.3</b>  | Understand how language functions in different contexts, make effective stylistic choices, vary syntax for effect, and comprehend more fully   |  |  |

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|               |                        | when reading or listening.   |  |  |
|               | <b>L.11-12.4</b>       | Determine the meaning of unknown words using context, patterns of word changes and reference materials.                                    |  |  |
|               | <b>L.11-12.5</b>       | Demonstrate understanding of figurative language, word relationships, and nuance in word meanings.   |  |  |
|               | <b>SL.11-12.1</b>      | Initiate and participate in collaborative discussions, including working with peers to promote civil, democratic discussions.              |  |  |
|               | <b>SL.11-12.4</b>      | Present information, findings, and evidence in a clear and organized manner, such that alternative or opposing perspectives are addressed. |  |  |
|               | <b>SL.11-12.6</b>      | Adapt speech to a variety of contexts and tasks using standard, formal English.  |  |  |
| <b>5 days</b> |                        | <b>Texts:</b><br>“Shakespeare’s Sonnets” pp. 695<br>“I am Offering This Poem” p. 696<br><br><b>Objective(s)</b>                            | <b>Name of Resource and Page #'s</b><br><br><i>Hampton-Brown Edge Reading, Writing and Language: Level C Edge Interactive Practice Book</i><br><b>“Shakespeare’s Sonnets”</b> <ul style="list-style-type: none"> <li>○ Prepare to Read Vocabulary pp. 254-255</li> <li>○ Literary Analysis p. 256</li> </ul> |  |
|               | <b>ELP 9-12.2.W2.4</b> | Revise or rephrase written language based on feedback from teachers, peers, and rubrics.   |  |  |



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|  | <b>ELP 9-12.2.W.2.5</b> | Expand, elaborate, and correct written language as directed.   | <p>Form Mental Images p. 257</p> <ul style="list-style-type: none"> <li>○ Selection Review p. 258</li> </ul> <p><b>“I am Offering This Poem”</b></p> <ul style="list-style-type: none"> <li>○ Selection Review p. 262</li> <li>○ Write about Literature p. 263</li> <li>○ Literary Analysis: Parody p. 264</li> <li>○ Vocabulary Study p. 265</li> </ul> <p><i>The Teaching Edge Teacher’s Online Resources</i></p> <p><a href="http://www.hbedge.net">www.hbedge.net</a></p> <ul style="list-style-type: none"> <li>○ Online lesson planner</li> <li>○ Interactive teacher’s edition</li> <li>○ Professional development videos</li> <li>○ eAssessment reports and re-teaching resources</li> <li>○ Rubrics</li> </ul> |  |
|  | <b>ELP 9-12.2.W3.3</b>  | Use examples of literal and figurative language in context from illustrations.   |   |  |
|  | <b>ELP 9-12.2.S2.4</b>  | Explain examples of words, phrases, or sentences with multiple meanings from oral input with or without visual support.  |   |  |
|  | <b>RL.11-12.4</b>       | 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. |   |  |
|  | <b>RL.11-12.6</b>       | Distinguish what is directly stated from what is meant.  |   |  |
|  | <b>RL.11-12.7</b>       | Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.   |   |  |
|  | <b>RL.11-12.10</b>      | Read and comprehend literature, including stories, dramas, and poems.  |   |  |
|  | <b>RI.11-12.4</b>       | Determine figurative, connotative, and technical meanings of words and phrases; analyze how an author uses and refines the   |   |  |

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|  |                    | meaning of key terms.  |  |  |
|  | <b>W.11-12.4</b>   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.                          |  |  |
|  | <b>W.11-12.9a</b>  | Draw evidence to support analysis, reflection, and research of foundational American works.  |  |  |
|  | <b>W.11-12.10</b>  | Write routinely over extended and shorter time frames for a range of tasks, audiences, and purposes.   |  |  |
|  | <b>SL.11-12.1c</b> | Propel conversations by posing and responding to questions that probe reasoning or evidence-resolve contradictions when possible.                            |  |  |
|  | <b>SL.11-12.6</b>  | Adapt speech to a variety of contexts and tasks using Standard, Formal English.  |  |  |
|  | <b>L.11-12.3a</b>  | Vary syntax for effect, consulting references for guidance as needed; apply understanding of syntax to the study of complex texts when reading or listening. |  |  |
|  | <b>L.11-12.4a</b>  | Use context as a clue to the meaning of a word or phrase.  |  |  |
|  | <b>L.11-12.5a</b>  | Interpret figures of speech in context and analyze their role  |  |  |

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|               |                        | in the text.   |  |  |
|               | <b>L.11-12.6</b>       | Acquire and use academic and domain-specific words and phrases sufficient for college and career level.                                |  |  |
| <b>5 days</b> |                        | <b>Texts:</b><br>“Poems for the Earth” p.707<br><br><b>Objective(s)</b>  | <b>Name of Resource and Page #'s</b><br><br><i>Hampton-Brown Edge Reading, Writing and Language: Level C</i><br><br><i>Edge Interactive Practice Book</i><br><br><i>The Teaching Edge Teacher’s Online Resources</i><br><a href="http://www.hbedge.net">www.hbedge.net</a> <ul style="list-style-type: none"> <li>○ Online lesson planner</li> <li>○ Interactive teacher’s edition</li> <li>○ Professional development videos</li> <li>○ eAssessment reports and re-teaching resources</li> <li>○ Rubrics</li> </ul> | <b>Unit 5 Test</b><br>Suggested Additional Assessments <ul style="list-style-type: none"> <li>○ Teacher-created quizzes</li> <li>○ Homework</li> <li>○ Classwork</li> <li>○ Teacher- created entrance and exit slips</li> <li>○ Rubrics</li> </ul> |
|               | <b>ELP 9-12.2.R1.5</b> | Evaluate validity of information in regard to bias from various sources, including Web sites.  |  |  |
|               | <b>ELP 9-12.2.R2.3</b> | Identify main ideas and supporting details related to author’s perspective in visually supported paragraphs.                           |  |  |
|               | <b>ELP 9-12.2.L1.5</b> | Analyze speech to identify and make inferences from satire.  |  |  |
|               | <b>ELP 9-12.2.SI.3</b> | Compare character assets and flaws using visuals or graphic organizers with L1 support.  |  |  |
|               | <b>RL.11-12.1</b>      | Cite strong textual evidence to support inferences drawn from the text, including determining where the text leaves matters uncertain. |  |  |
|               | <b>RL.11-12.3</b>      | Analyze a complex set of ideas or sequence of events and explain how they develop over the course of a text.                           |  |  |

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|  | <b>RL.11-12.4</b> | 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. |  |  |
|  | <b>RL.11-12.7</b> | Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.   |  |  |
|  | <b>W.11-12.3</b>  | Write narratives to develop real or imagined experiences or events using well-chosen details and sequences, and build toward a particular tone or outcome.                             |  |  |
|  | <b>L.11-12.3</b>  | Understand how language functions in different contexts, make effective stylistic choices, vary syntax for effect, and comprehend more fully when reading or listening.                |  |  |
|  | <b>L.11-12.4</b>  | Determine the meaning of unknown words using context, patterns of word changes and reference materials.  |  |  |
|  | <b>L.11-12.5</b>  | Demonstrate understanding of figurative language, word relationships, and nuance in word meanings.   |  |  |

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|  | <b>SL.11-12.1</b> | Initiate and participate in collaborative discussions, including working with peers to promote civil, democratic discussions.              |  |  |
|  | <b>SL.11-12.4</b> | Present information, findings, and evidence in a clear and organized manner, such that alternative or opposing perspectives are addressed. |  |  |
|  | <b>SL.11-12.6</b> | Adapt speech to a variety of contexts and tasks using standard, formal English   |  |  |

## **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 C- Student's Edition*

ISBN: 978-0-7362-34542

National Geographic

Publishers 2009

*Edge Level C Leveled Library Classroom Set*

ISBN: 978-07362-39707

National Geographic

Publishers 2009

### Teacher Resource Material

*Edge Level C Teacher's Edition Set*

ISBN:978-07362-45814

*Edge Level C Teacher's Edition – Volume I*

ISBN:978-07362-34962

*Edge Level C Teacher's Edition- Volume 2*

ISBN:978-07362-34979

*Edge Level C Interactive Practice Book- Teacher's Annotated Edition*

ISBN: 978-07362-35488

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

ISBN: 978-07362-35525

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

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

Edge Level C Reading & Writing Transparencies 12918

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

Edge Level C Language & Grammar Transparencies 12914

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

Language-ESL Department Folder on District network

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



## **Student Resource Material**

*Edge Level C Student Book*

*Edge Level C Student Book e-Edition CD-ROM*

*Edge Level C Interactive Practice Book*

*Edge Level C 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  
Level IV**

Unit 1

ESL English Literature Level IV- UNIT TEST 1

Unit 2

ESL English Literature Level IV- UNIT TEST 2

Unit 3-Research Project

ESL English Literature Level IV- UNIT TEST 3

Unit 4-Novel Test

ESL English Literature Level IV- UNIT TEST 4

Unit 5

ESL English Literature Level IV- UNIT TEST 5

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 |
|---------------|------------------|
|               |                  |
|               |                  |
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