



9-12 ESL CURRICULUM

MIDDLE TOWNSHIP PUBLIC SCHOOLS

216 S. Main Street

Cape May Court House, NJ 08210

Born On Date: April 19, 2018

Content Area:	English as a Second Language Level 1 and 2	Grade(s) 9-12
Unit Plan Title:	My Own World	
Overview/Rationale (Describe and Justify)		
The first unit in the entering/beginning ESL curriculum is My Own World. This unit uses the students’ own world to familiarize them with their new culture and environment. Basic survival vocabulary is taught through words, pictures and gestures. Students learn the English words to describe their home and family and are able to share that with their classmates.		
Standard(s) Number and Description (Established Goals)		
WIDA ELD Standards: # 1: Social & Instructional Language, #2: The Language of Language Arts, #3: The Language of Mathematics, #4: The Language of Science, #5: The Language of Social Studies. ELA CCCS: RL9-10.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL9-10.2: Determine a theme or central idea of a text and analyze in detail the development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. RL9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. RL9-10.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed to the text.		
Technology Standard(s) Number and Description		
TECH.8.1.12.C.CS2] - Communicate information and ideas to multiple audiences using a variety of media and formats. TECH.8.1.12.C.CS3 -Develop cultural understanding and global awareness by engaging with learners of other cultures.		
Interdisciplinary Standard(s) Number and Description		
SOC.9-12.1.2.1 Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.		
Enduring Understandings:		

Students will demonstrate the ability to use basic vocabulary for: family descriptions, personal descriptions and incorporate colors and numbers. Students will engage in classroom discussion on family and self in target language. Student will understand a speaker's message on family information, community information and self-descriptions.

Essential Questions: **(What provocative questions will foster inquiry, understanding, and transfer of learning?)**

Who am I? Who is in my school? Who is in my family? How can members of my family and community help me to adjust to my new culture?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
T	Global Awareness	E	Critical Thinking and Problem Solving
E	Environmental Literacy	E	Creativity and Innovation
E	Health Literacy	T, A	Communication and Collaboration
T	Civic Literacy	T	Flexibility and Adaptability
E	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		ETA	Social and Cross-Cultural Skills
		E	Productivity and Accountability
		E	Leadership and Responsibility
		E, T	Informational Literacy Skills
		E, T	Media Literacy Skills
		E, T	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E	CRP2. Apply appropriate academic and technical skills
E	CRP3. Attend to personal health and financial well-being
E, T, A	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E, T	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
E, T	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

1. What constitutes a family unit (*Entering*)
2. An understanding of the American School system (in Middle Township, New Jersey). (*Entering and Beginning*)
3. Their personal information (*Entering*) and how to complete an informational form or application requesting same. (*Beginning*)
4. Who their human resources are. (*Entering and Beginning*)
5. Key vocabulary in all five WIDA standards. (*Entering and Beginning*)

Students will be able to (do)...

In the target language *Entering* students will:

1. Identify family relationships and connections.
2. Name, identify school places, staff.
3. Read a high school class schedule.
4. Read a map.
5. Be able to identify full name, address, and telephone number.
6. Identify basic terms in English/Social Studies/Science/Mathematics.

6. How to identify what they understand in their core content subjects <i>(Entering and Beginning)</i>	7. Dictionary usage: L1/L2. In addition to the above, <i>Beginning</i> students will: 1. Write and complete a form and application with personal information 2. Write an expository paragraph about their family using a model
Key Vocabulary and Terms:-	
<i>Greetings, basic survival vocabulary (school, personal information), mother, father, brother, sister, aunt, uncle, cousin, grandmother, grandfather, friend,</i>	
Assessment Evidence:	
Performance Tasks: The end of unit assessments, create a family tree, write about their family, write about their school and drawing and labeling a floor plan of their home will demonstrate understanding of the key vocabulary necessary for adapting to their new culture.	Other Assessment Measures: Formative assessment, summative assessment, reflective learning logs/journals (words and images), four square learning log for content area subjects, do now or ticket out slips, written questions.
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities (add rows as needed)</i> *D Title	Consider how will the design will Description with Modifications, number of days, etc.
1. <i>Academic language in target language</i>	Using content area material, the teacher will model academic language for students. Translations will be used when necessary. Entering students will be grouped with more proficient learners. Students will answer yes/no

	<p>or choice questions within context of lessons. (Beginning)</p> <ul style="list-style-type: none"> ☐ Match oral descriptions to visually represented, content-related examples ☐ Sort oral language statements according to time frames
2. <i>Key Survival Vocabulary</i>	Visuals will be used to teach key survival vocabulary including school objects, name, address, phone number, etc. Students will repeat words, short phrases and memorized chunks of language.
3. <i>Personal Information</i>	Students will complete personal informational form (entering); students will complete an application form (beginning.)
4. <i>American School System</i>	Students will be able to identify school places and staff. Students will be able to follow their class schedule. Students will be able to characterize situations shown in illustrations. Students will be able to ask Wh- questions to clarify meaning.
5. <i>Human Resources</i>	<p>Students will meet/identify the core staff of the school (secretaries, nurse, teachers, etc.) They will learn where they are and what they do.</p> <p>Listening (Entering)</p> <ul style="list-style-type: none"> ☐ Identify places and people from oral statements, and visuals
6. <i>The Family Unit</i>	Students will learn family vocabulary. Students will be able to describe their families to their classmates. Students will listen to the song “We Are Family” and follow along with lyrics in English. Students will create and label a family tree.
Resources: (All textbooks, websites, and other major resources associated with the course)	

American Headway: textbook, audio program, workbook
Various articles/activities videos from Scholastic Action magazine
Appropriate and current websites

Suggested Time Frame (Days): 25

*D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	English as a Second Language	Grade(s) 9-12
Unit Plan Title:	Places	
Overview/Rationale		
While learning the basics of directions and map-reading in English, students will familiarize themselves with their new community. They will be able to describe how to get to places and where they are located to classmates and teachers.		
Standard(s) Number and Description		
WIDA ELD Standards: # 1: Social & Instructional Language, #2: The Language of Language Arts, #3: The Language of Mathematics, #4: The Language of Science, #5: The Language of Social Studies.		
ELA CCCS: RL9-10.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL9-10.2: Determine a theme or central idea of a text and analyze in detail the development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. RL9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. RL9-10.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed to the text. RI3.7: Analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI4.7: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. RI5.7: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		
Technology Standard(s) Number and Description		
TECH.8.1.12.B - [Strand] - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.		
Interdisciplinary Standard(s) Number and Description		
SOC.9-12.1.2.1 - Construct various forms of geographic representations to show the spatial patterns of physical and human		

phenomena.

SOC.9-12.1.2.2 Relate current events to the physical and human characteristics of places and regions.

Enduring Understandings:

Students will understand that...

Students will be able to identify and describe places in the community and associated activities. Students will be able to read a map: school or local or state.

Essential Questions :

Where do I live in Middle Township? Where is New Jersey located? What and who are in my community? How do I get to school and shopping? How do I follow directions on a map? What is a neighborhood? Am I a good neighbor?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

21st Century Interdisciplinary Themes

X	Global Awareness
	Environmental Literacy
	Health Literacy
X	Civic Literacy
	Financial, Economic , Business and Entrepreneurial Literacy

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Skills

E, T	Critical Thinking and Problem Solving
E	Creativity and Innovation
E,T,A	Communication and Collaboration
E,T	Flexibility and Adaptability
E,T	Initiative and Self-Direction
E,T,A	Social and Cross-Cultural Skills
E,T,A	Productivity and Accountability

		E,T,A	Leadership and Responsibility
		E,T	Informational Literacy Skills
		E,T	Media Literacy Skills
		E,T	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.			
	E,T	CRP1. Act as a responsible and contributing citizen and employee	
	E	CRP2. Apply appropriate academic and technical skills	
	E	CRP3. Attend to personal health and financial well-being	
	E,T,A	CRP4. Communicate clearly and effectively with reason	
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions	
	E	CRP6. Demonstrate creativity and innovation	
	E,T,A	CRP7. Employ valid and reliable research strategies	
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E,T	CRP9. Model integrity, ethical leadership, and effective management	
	E,T	CRP10. Plan education and career paths aligned to personal goals	
	E,T	CRP11. Use technology to enhance productivity	
	E,T,A	CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives:			
Students will know....		Students will be able to (do). .	
1. What makes up a neighborhood (Entering)		In the target language, Entering students will:	
2. An understanding of basic map concepts. (Entering and Beginning)		1. Identify names of places in a neighborhood and their functions	

<p>3. How to read a map. (<i>Entering and Beginning</i>)</p> <p>4. Their house locations and street directions. (<i>Entering and Beginning</i>)</p> <p>5. Who the people are in their community and where they work [locating places on a map.] (<i>Entering</i>)</p> <p>6. How to use the simple past tense. (<i>Beginning</i>)</p> <p>7. Transitions of sequence in oral and written directions (<i>Beginning</i>)</p>	<p>2. Identify and locate areas of interest on a map</p> <p>3. Ask and answer yes/no and <i>Where</i> questions (</p> <p>In addition to the above, <i>Beginning</i> students will:</p> <p>1. Interpret information presented visually, orally, or quantitatively 2. (i.e., charts, graphs, diagrams, interactive elements on web pages).</p> <p>3. Describe information from the illustrations [or maps] of a grade appropriate text, reading, or website.</p> <p>4. Locate information in grade-appropriate print or digital sources.</p> <p>5. Use the simple past tense to describe their activities and visits to local places in Edison.</p>
<p>Key Vocabulary and Terms:</p>	
<p><i>There is/there are, some/any, this/that, can/can't/couldn't/was/were; telephone vocabulary; directions vocabulary</i></p>	
<p>Assessment Evidence:</p>	
<p>Performance Tasks: <i>Students will complete projects about their neighborhood and where they live in Middle Township. Students will draw and label a basic map of their neighborhood. Students will map out their class schedule. Students will keep a journal using past tense to describe places they have gone to and activities they have done.</i></p>	<p>Other Assessment Measures: <i>homework, classwork, teacher observation, Formative and summative assessments. Do now and ticket out slips. Teacher observation on various projects.</i></p>
<p>Teaching and Learning Actions: <i>(What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	

<p><i>Instructional Strategies and Activities (add rows as needed)</i></p> <p><i>*D</i></p>	<p>Consider how will the design will: (<i>WHERE TO – Understanding By Design –Wiggins and McTighe</i>)</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)?</p> <p>H= Hook all students and Hold their interest?</p> <p>E= Equip students, help the Experience the key ideas and Explore the issue?</p> <p>R=Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E=Allow students to Evaluate their work and its implications?</p> <p>T=be Tailored (personalized to the different needs, interests and abilities of learners?)</p> <p>O=be Organized to maximize initial and sustained engagement as well as effective learning?</p>
Title	Description with Modifications, number of days, etc.
7. Photo book	<i>Students will make their own book of photographs and/or clip art displaying parts of their neighborhood and Middle Township, NJ. (Entering and beginning)</i>
8. Map activity	<i>Students will be given a large street map of Middle Township and they will find the location of key buildings and landmarks. (Entering and beginning) Students will be guided to write its name and glue it on the correct location on the map. They can use this source as a guideline (entering).</i>
9. Talking about maps	<i>Students will use their own language ability and willingness to speak in target language to point to a location on their maps and generate a simple sentence using that understanding. (Entering)</i>
10. Vocabulary practice	<i>Students will find their own house and/or apartment on their map using guided vocabulary on directionality. (Entering and beginning).</i>
11. Compare/contrast	<i>Using sentence starters and a model, students will compare and contrast their neighborhoods in their home country to Middle Township. (Entering) Students will write a compare/contrast paragraph comparing their neighborhoods in their home country to Middle. (Beginning)</i>
Resources: (<i>All textbooks, websites, and other major resources associated with the course</i>)	
<p><u>American Headway</u>: textbook, audio program, workbook</p> <p>Various articles/activities videos from Scholastic <u>Action</u> magazine</p> <p>Appropriate and current websites</p> <p>Individual maps for students: school Map, Middle Township map, New Jersey map</p>	
Suggested Time Frame (<i>Days</i>):	30

**D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	English as a Second Language	Grade(s) 9-12
Unit Plan Title:	Global Village	
Overview/Rationale (Describe and Justify)		
In this unit, students will use their English skills while learning about the environment and their effects on it. Students will use informational texts to practice their English and will be able to develop persuasive arguments about specific topics.		
Standard(s) Number and Description (Established Goals)		
WIDA ELD Standards: # 1: Social & Instructional Language, #2: The Language of Language Arts, #4: The Language of Science, #5: The Language of Social Studies.		
ELA CCCS: RI9-10.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
RL9-10.2: Determine a theme or central idea of a text and analyze in detail the development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text.		
RI9-10.3: Analyze how the author unfolds analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
RL9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension and surprise.		
RI4.7: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.		
W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
W. 9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
SL.9-10.1a: Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		
SL.9-10.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		
SL. 9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.		
SL. 9-10.5: 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 to add interest.

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

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

L.9-10.4a: 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 a phrase.

Technology Standard(s) Number and Description

TECH.8.1.12.E.CS2 - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.F.CS3 - [Content Statement] - Collect and analyze data to identify solutions and/or make informed decisions.

TECH.8.2.12.B.CS2 - [Content Statement] - The effects of technology on the environment.

Interdisciplinary Standard(s) Number and Description

SCI.HS-ESS3-1 - [Performance Expectation] - Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

SCI.HS-ESS3-5 - [Performance Expectation] - Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

They have an effect on the larger community environment and the environment has an effect on them.

Essential Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)

What makes us the same? What makes us different? How does my environment affect my choices? How do my choices affect my environment?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
	X	Global Awareness		E, T	Critical Thinking and Problem Solving
		Environmental Literacy		E	Creativity and Innovation
		Health Literacy		E,T,A	Communication and Collaboration
	X	Civic Literacy		E,T	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		E,T	Initiative and Self-Direction
				E,T,A	Social and Cross-Cultural Skills
				E,T,A	Productivity and Accountability
				E,T,A	Leadership and Responsibility
				E,T	Informational Literacy Skills
				E,T	Media Literacy Skills
				E,T	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:					
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.					
	E,T	CRP1. Act as a responsible and contributing citizen and employee			
	E	CRP2. Apply appropriate academic and technical skills			
	E	CRP3. Attend to personal health and financial well-being			
	E,T,A	CRP4. Communicate clearly and effectively with reason			

E,T	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E,T,A	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E,T	CRP9. Model integrity, ethical leadership, and effective management
E,T	CRP10. Plan education and career paths aligned to personal goals
E,T	CRP11. Use technology to enhance productivity
E,T,A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
1. Names of weather conditions in the target language (<i>Entering</i>) 2. Types and causes of extreme weather conditions (<i>Entering and Beginning</i>) 3. How our actions affect the environment (<i>Beginning</i>) 4. Names of popular, multicultural foods in target language (<i>Entering</i>) 5. Names of clothing apparel in target language (<i>Entering</i>) 6. How to understand a weather report (<i>Entering and Beginning</i>) 7. How to use sensory adjectives in descriptive writing. (<i>Entering and Beginning</i>) 8. How to scan for information while reading (<i>Entering and Beginning</i>) 9. How to determine what is important in nonfiction to understand main idea (<i>Beginning</i>) 10. Structure of a persuasive paragraph. (<i>Beginning</i>) 11. Using modals (e.g. <i>should</i>) and transitions in persuasive writing, (<i>Beginning</i>)	In the target language, <i>Entering</i> students will: 1. Identify current weather conditions and temperature 2. Identify extreme weather conditions and discuss causes. 3. Identify clothing worn in different weather conditions. 4. Answer Yes/No and Wh-Questions after viewing a weather report, or reading from a web site. 5. Identify and use sensory adjectives in simple sentences. In addition to the above, <i>Beginning</i> students will: 1. Research and discuss extreme weather events in the U.S. (e.g. Hurricane Sandy) 2. Report on ways to keep our environment clean 3. Compare and contrast foods and eating habits across cultures 4. Summarize and identify main ideas of a weather report using technical vocabulary. 5. Identify and use sensory adjectives in descriptive paragraphs. 6. Organize a persuasive writing piece using appropriate transitions and persuasive language.

Key Vocabulary and Terms:	
<i>Weather terms (sun, rain, cloud, warm, cold, hot, snow, ice, etc.)</i> <i>Food terms (different meals and certain foods that go with those meals)</i> <i>Clothing/apparel terms (shirt, pants, shoes, socks, belt, sweater, skirt, dress, etc.)</i> <i>Adjectives</i>	
Assessment Evidence:	
Performance Tasks Summative and formative assessments. Students will complete various projects. Students will complete a descriptive writing piece on a cultural tradition or event. Students will complete a presentation and written report on an extreme weather event. Students will complete an Earth Day presentation on how to reduce, reuse and recycle.	Other Assessment Measures: Do now/ticket out slips. Presentation/project preparation. Persuasive writing environmental piece. Teacher observation.
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities (add rows as needed)</i> *D	Consider how will the design will: Description with Modifications, number of days, etc.
Title	
12. Daily weather reports	Students will give daily weather reports using visual cues (entering)
13. Online weather activity	View an online weather report and ask students yes/no and wh-questions to check understanding (entering and beginning)

14. View Extreme Weather Documentary	<i>Students will watch a documentary on extreme weather. Ask students yes/no and wh- questions to check understanding (entering and beginning).</i>
15. Informational Article Reading	<i>Students will read and summarize informational articles and personal accounts on extreme weather events. (Beginning)</i>
16. Saving the Environment Posters	<i>Students will design posters and write persuasive paragraphs on saving the environment. (Entering and beginning)</i>
17. Plan a trip activity	<i>Students will plan a trip using online resources while completing a “travel form” and decide what to pack based on weather conditions. (Entering and beginning).</i>
18. Cultural Tradition Paragraph	<i>Students will write 3 descriptive sentences describing a cultural tradition. (Entering)</i> <i>Students will write a 5-7 sentence paragraph describing a cultural tradition. (Beginning)</i>
Resources:	
<p>American Headway: textbook, audio program, workbook</p> <p>Various articles/activities videos from Scholastic <u>Action</u> magazine</p> <p>Appropriate and current websites</p> <p>Weather.com</p>	
Suggested Time Frame	2-2.5 months

**D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)*

Content Area:	English as a Second Language	Grade(s) 9-12
Unit Plan Title:	Immigrant Experience	
Overview/Rationale		
In this unit, students will use their own personal experience of coming to this country to relate to the various immigrant stories that will be covered. They will compare and contrast different experiences. The use of their personal experience will engage the students with different literary elements and writing styles.		
Standard(s) Number and Description		
<p>WIDA ELD Standards: # 1: Social & Instructional Language, #2: The Language of Language Arts, #3: The Language of Mathematics, #5: The Language of Social Studies.</p> <p>CCCS: RL9-10.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL9-10.2: Determine a theme or central idea of a text and analyze in detail the development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. RL9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. RL9-10.6: Determine an author's point of view or purpose in a text and explain how it is conveyed to the text. RI3.7: Analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI4.7: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. RI5.7: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W. 9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. SL.9-10.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.9-10.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. SL. 9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task. SL. 9-10.5: 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 to add interest.</p>		

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.4a: 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 a phrase.

Technology Standard(s) Number and Description

TECH.8.1.12.E.CS2 - [Content Statement] - *Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.*

TECH.8.1.12.E.CS1 - [Content Statement] - *Plan strategies to guide inquiry.*

Interdisciplinary Standard(s) Number and Description

SOC.9-12.1.1.1 - *Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.*

SOC.9-12.1.2.2 - *Relate current events to the physical and human characteristics of places and regions*

SOC.9-12.1.4.2 - *Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.*

Enduring Understandings

Students will understand that...

Students will demonstrate the ability to explain what an immigrant is. Students will understand the unique experiences that an immigrant has had. Students will understand they are not alone in their immigrant experiences. Students will read, write and become familiar with famous immigrants and their achievements.

Essential Questions :

What is an Immigrant? What are the special experiences of an immigrant to the USA? How do immigrants survive today in the USA? Who are famous immigrants that have been beneficial to the American culture?

21st Century Connections

Check all that apply.

21st Century Interdisciplinary Themes

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Skills

T	Global Awareness
E	Environmental Literacy
E	Health Literacy
T	Civic Literacy
E	Financial, Economic , Business and Entrepreneurial Literacy

E	Critical Thinking and Problem Solving
E	Creativity and Innovation
T, A	Communication and Collaboration
T	Flexibility and Adaptability
E	Initiative and Self-Direction
ETA	Social and Cross-Cultural Skills
E	Productivity and Accountability
E	Leadership and Responsibility
E, T	Informational Literacy Skills
E, T	Media Literacy Skills

E, T

Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

E

CRP1. Act as a responsible and contributing citizen and employee

E

CRP2. Apply appropriate academic and technical skills

E

CRP3. Attend to personal health and financial well-being

E, T, A

CRP4. Communicate clearly and effectively with reason

CRP5. Consider the environmental, social and economic impacts of decisions

E

CRP6. Demonstrate creativity and innovation

E, T

CRP7. Employ valid and reliable research strategies

E

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E

CRP9. Model integrity, ethical leadership, and effective management

CRP10. Plan education and career paths aligned to personal goals

E, T

CRP11. Use technology to enhance productivity

E, T, A

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:***Students will know....***

1. The definition of an immigrant (*Entering and Beginning*)
2. The skills and talents that famous immigrants have brought and offered in the USA. (*Beginning*)
3. Their own immigrant experiences are unique and special. (*Entering and Beginning*)

Students will be able to (do)...

In the target language, *Entering* students will:

1. Recount their own immigration experiences by answering Yes/No or Wh-questions
2. Choose, research, write a report, and present information about a famous immigrant using sentence starters

In addition to the above, *Beginning* students will:

1. Recount their own immigration experiences in a narrative paragraph

1. Narrative Paragraph	<i>Students will compose a narrative paragraph and share with the class their own immigration experience. (Beginning)</i>
2. Immigrant Research	<i>Students will choose and research one famous immigrant. Students will give a brief oral presentation on that chosen famous immigrant. (Beginning)</i>
3. Personal/immigrant Timeline Activity	<i>Students will create and present a personal timeline of preparing and moving to Middle Township, NJ. (Entering) Students will create and present a timeline of a famous immigrant (Beginning)</i>
4. <u>The Diary of Anne Frank</u>	<i>Students will read the novel <u>Anne Frank</u> and discuss each chapter's events. Appropriate resources will be used for each level.</i>
5. Questions/Discussions about the novel	<i>Students will answer select key questions about novel reading and participate in a discussion after reading the novel. (Beginning)</i>
6. Character chart	<i>Students will keep an ongoing character chart of how Anne Frank changes during her time in hiding (Beginning)</i>
7. Reflective Reading journal	<i>Students will write entries in a reflective reading journal after completing each chapter. (Beginning)</i>
8. View Film	<i>Students will view film clips that correspond with the novel. (Entering/beginning).</i>
9. Analytical Essay	<i>Students will write an essay explaining and analyzing conflicts in the Secret Annex. (Beginning)</i>
Resources: (All textbooks, websites, and other major resources associated with the course)	
<u>American Headway</u> : textbook, audio program, workbook Various articles/activities videos from Scholastic <u>Action</u> magazine Appropriate and current websites Novel: <u>Anne Frank: The Diary of a Young Girl</u> Interactive tour of Ellis Island (http://teacher.scholastic.com/activities/immigration/tour)	
Suggested Time Frame (Days):	4-6 weeks

**D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)