Summit Public Schools
Summit, New Jersey
ESL Advanced
Length of Course: One academic year

Curriculum

Course Description:

English as a Second Language Advanced is for students who have a near mastery of the English Language. Students will learn about the English language as an art form and as a tool to communicate using appropriate English conventions. Students will enhance English skills in all four domains: reading, listening, speaking and writing. Students will strengthen critical thinking skills as well as how to apply those skills for success in the classroom and beyond.   Each unit includes authentic materials and resources. Students will also produce work based on these models while conforming to both New Jersey ELA Learning Standards and WIDA Language Development Standards.

Unit 1: **Suspense and the Short Story**

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.   **WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas:

Suspense and the short story
- **Identifying story elements**
- **Examining character**
- **Examining suspense**
- **Mastering various verb tenses**
- **Identifying and utilizing adjective clauses**

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*

- How do we know if the narrator is reliable? - When is killing justified? - How does an author create suspense in a story? - How does point of view affect the development of a story? - What qualities help a person survive? - How can we use verb tenses to talk about different time periods? - Why do authors sometimes choose to leave stories open ended? - How can we identify text evidence to support a claim? - How can we use connecting words to write complex sentences? - How can we identify subjects in tricky situations? - How can we use conditionals to describe wishes, desires, superstitions, and other unreal conditions?	Students will understand that… - A narrator may not be reliable - Suspense is a literary device used to develop a story - Justified killing is a matter of opinion - Various qualities allow a person to survive - In order to persuade, we must support our claims with evidence from the text - A verb tense must match the time period and subject - Unresolved stories make a story more evocative and interesting - Connecting words can help us better express our ideas - Students will be able to identify the subject of a sentence when it seems unclear - Conditionals can be used to describe wishes, desires, superstitions and other unreal conditionals
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 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	Instructional Focus: - Students will complete intensive review of verb tenses - Students will identify story elements: plot, character, point of view, conflict, resolution - Students support a claim with evidence from the text - Students will examine character development in a short story

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. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	● Students will examine development of suspense in a story ● Students will examine conflict and resolutions in a short story ● Students will use correlative conjunctions to write more complex sentences ● Identify subject of a sentence in tricky situations ● Students will write a story using suspense ● Students will use future real conditionals ● Students will use present and future unreal conditionals, and past unreal conditionals Sample Assessments: *Formative -* ● *Students will complete anticipation guides before reading* *Quickwrites, Do nows, Exit tickets,* ● *Students write personal reactions to events for each story* ● *Students elaborate on items from anticipation guides* *Summative* ● *Students take a grammar test on the unit's grammar points* ● *Students will write a persuasive paragraph explaining how "The Lady or the Tiger" ended* ● *Students will write write a claim as to if the narrator in "The Tell-Tale Heart" is insane* ● *Students will write a story using suspense* Instructional Strategies:

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.
 	
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 	
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.
	Reading:
	● Students will identify story elements
	● Students will examine and compare characters
	● Students will examine development of suspense
	● Students will identify different types of literary conflict
	
	Writing:
	● Narrative writing explaining how "The Lady or the Tiger" ends
	● Students will support a claim: Is the narrator of " The Tell-Tale Heart" insane?
	● Practice identifying subjects of a sentence (SAT Practice)
	● Use reported speech to retell a story
	● Narrative writing using suspense
	
	Speaking
	● Students will engage in collaborative discussions about character motivations in various short stories
	● Students will discuss personal reactions with classmates
	  ○ I think…
	  ○ I feel….
	  ○ I like….
	  ○ I don't like….
	  ○ I agree/disagree because...
	
	Listening
	● Students will listen to and react during class discussions
	● Students will identify the subject of dictated sentences
	
	Instructional Strategies:

	Interdisciplinary Connections/Global perspectives - ● Students will examine poaching trade Technology Integration ● Students will summarize stories using storyboardthat.com ● Students will use vocaroo to read for fluency Media Literacy Integration: ● Students will use Newsela to make connections with short stories read in class Culturally Responsive Teaching ● Teacher will prepare for students bringing up violent events in their own countries ● Teacher will prepare for students disagreeing on the ethics of hunting
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy ● Examine local laws on hunting Health Literacy ● compare/contrast nutrition of various meats S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Required Vocabulary

Thematic Vocabulary	Reading and Writing Vocabulary

Semi-barbaric
imagination
jealous
arena
accused
volcano
Chance
Mad
Horrible
Nervous
Superstition
Jaguar
	● Conflict
	  ○ Man vs. Man
	  ○ Man vs. Self
	  ○ Man vs. Society
	  ○ Man vs. Nature
	  ○ Man vs. Fate
	● Point of view
	● Perspective
	● Narrator
	● First person point of view
	● Third person point of view
	● Subject verb agreement
	● Mood

Texts and Resources:
The Black Cat
The Tell-Tale Heart
The Most Dangerous Game
The Lady or the Tiger
Focus on Grammar 4

Unit 2:   IDENTITY

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas:
Identity

- **Identify forces that affect identify**
- **Examining conflict with dual identities**
- **Reflecting on literature and personal experiences**
- **Identifying literary devices**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- How do external forces shape an individual? - How do our names contribute to our identify? - How are we connected to our home countries? - What are the challenges recent immigrants face? - How do dreams affect people? Why are dreams important? - How is oppression created within a culture? - How does figurative language develop a controlling idea? - How are minorities marginalized in the United States? - How can we give more information about nouns? - How can literature teach us more about ourselves	Students will understand that… - Figurative language contributes to the development of a controlling idea - External forces affect individuals in a variety of ways - Our names are part of our identities - Immigrants face a variety of challenges in The United States - Many groups in the United States experience oppression - Dreams are a motivating factor in a person's life- they are essential - Minority groups are marginalized in The United States in various ways - Adjective clauses help give more information about nouns - Reading literature can help us understand ourselves and the world better
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 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.	Instructional Focus: - Identify hyperbole, simile and metaphor in literature - Identify adjective clause with subject relative pronouns (that, who) - Main clause adjective clause - Main clause + adjective clause+main clause - Identify adjective clause with object relative pronouns (when and where) Sample Assessments:

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.
 	
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 	
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.
 	
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.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Formative -
	Play I'm thinking of someone who... game
	
	Quickwrites, Do nows, Exit tickets
	   1. Where are your roots?
	   2. Write a reflection on the unit.
	   3. Where will your children have roots?
	   4. Write questions you still have about the unit
	   5. What will you name your child and why?
	   6. How would you feel if you went back to your home country today?
	   7. What conflicts do you feel with your dual identities?
	   8. How do you feel knowing your child will be mostly "American"?
	Making connections
	   ● *This part reminds me of...*
	   ● *This part is like...*
	
	Summative
	Students will write a personal essay (examine college essay prompts)
	Students write a literary analysis essay
	
	Grammar test
	
	Instructional Strategies:
	Reading
	   ● **Read "House on Mango Street" by Sandra Cisneros**
	   ● **Read Biography of Sandra Cisneros**
	   ● **Make text to text connections with articles**
	   ● **Read "Nombres" and make text to text connections**
	   ● **Read "Immigrants" by Pat Mora**
	   ● **Examine how figurative language develops theme**
	   ● **Read articles on refugees**

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.	**Writing:** ● **Students write personal essay using "House on Mango Street" as a mentor text** ● **Students will write a bio poem using animoto** ● **Students write a literary essay using the novella** ● **Students will write short literary analysis paragraphs explaining how metaphors, similes, hyperbole and sensory language contribute to a theme of a particular chapter using direct quotes from text** ● **Students will write sensory poem** ● **Write a blackout poem with a chapter from the novella** **Speaking and Listening:** ● **Students will work in partners to discuss questions about the text** ● **Students will take on literature circle roles and collaborate to examine the text** ● **Students will present a chapter in the form of a tableau** ● **Class will engage in collaborative discussions on various topics from the unit** Interdisciplinary Connections - ● Students examine immigration trends for the last 200 years Technology Integration ● Students will look up the meanings of their names on google and nameberry ● Students will us animoto to illustrate their bio poem

	Media Literacy Integration ● Students will make text to self and text to text connections connections with current events ● Students will identify grammar structures using popular music Global Perspectives- ● Students will compare their culture with others in the class as well as with American culture Culturally Responsive Teaching- ● Understanding the struggle students have living in a new culture ● Students may express missing family
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

UNIT 2 REQUIRED KEY VOCABULARY WORDS:

Thematic Vocabulary:	Reading and Writing Vocabulary:
 ● Barrettes ● Rosettes ● Anchor ● Chandelier ● Inherited ● Raggedy ● Laundromat ● Lopsided ● Cumulus ● Nimbus ● Frijoles ● Tamales ● Canteen ● Anemic ● Chanclas ● Abuelito ● Los espiritus ● Pillar ● Cumbias ● Rancheras ● Babushka ● Sire ● Comadres ● Twangy ● Bazaar ● Linoleum	● **Writing process** ● **Personal writing** ● **Controlling idea** ● **Simile** ● **Hyperbole** ● **Sensory language** ● **metaphor**
Texts and resources House on Mango Street by Sandra Cisneros Immigrants by Pat Mora	

"Nombres" by Julia Alvarez Focus on Grammar 4	

Unit 3:   Tragedy

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting. WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	

Big Ideas:
 	
  ● **Hate hurts the hater more than the hated**
  ● **Love drives people to do unimaginable things**
  ● **Impulsivity can lead to tragedy**
  ● **Lessons can be learned from tragedy**	

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How can making connections between texts and our own lives lead to greater understandings? ● What are the components of a tragedy and how are they used in "Romeo and Juliet"? ● How much responsibility do we hold for the events that occur in our lives? ● How does revenge hurt all parties involved?	Students will understand that… ● By making connections between the text and our own lives we can come to a better understanding of ourselves and the universal issues people face ● Romeo and Juliet is tragedy because our heros were fated to die ● Through studying a character's motivation, ethics, decisions, and effect on others, we learn to be aware of what shapes the people around us, what they believe, and what they do ● Seeking revenge will only cause more pain for all parties

● How does irony develop the plot of a story? ● How can we use modals to give advisability in the past? ● How can we speculate or draw conclusions about the past?	● The various types of irony play important roles in developing plot ● Models can allow us to give advisability in the past, speculate and draw conclusions about the past

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: 　 　 　 　 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. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how	Instructional Focus: ● Use modals to give advisability in the past ● Use modals to speculate or draw conclusions about the past? ● Use modals to talk about past regents or mistakes 　○ Should (not) have 　○ Ought (not) to have 　○ Could have 　○ Might have ● Students identify and examine irony 　○ Situational 　○ Dramatic 　○ Verbal ● Students will support a claim with text evidence Sample Assessments: *Formative -* *Quickwrites, Do nows, Exit tickets* *Various what would you do if....?* *Explain what else the character could have done?* *Play would you rather game* *Write reactions to events of the play*

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. 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. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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	*Have you ever felt pressured by your family to do something you did not want to do?* *Have you ever embarked on an action that you knew would make many people unhappy?* *Who would you choose, your spouse or your family?* Instructional Strategies: **Reading:** **Students will read and summarize events in a play** **Students identify cause and effect of characters actions** **Students will identify 3 types of irony in play** **Writing** **Students will write a typical regret a teenager would have using models of regrets** **Students will write about how various types of irony contribute to the theme of the play** **Students will write persuasive essay on who is to blame for the deaths of Romeo and Juliet** **Students will write and answer how and why questions about the text** **Speaking and Listening:** **Students present modern versions of scenes of the play** **Students present skits illustrating various types of irony** **Students will work in partners to discuss questions about the text** ***Why did...** ***What's this part about...**

specialized reference materials, as appropriate.
 	
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.
 	
.
	*How is this (fill in detail) like this (fill in detail)...
	*What would happen if...
	*Why...
	*Who is...
	*What does this section (fill in detail) mean...
	*Do you think that...
	*I don't get this part here…
	
	Interdisciplinary Connections -
	● Students examine 16th century British History, especially queen Elizabeth's reign
	
	Technology Integration
	● Students complete speaking assignments using vocaroo
	● Students participate in silent discussions using google docs
	● Students will watch the modern version of Romeo and Juliet
	
	Media Literacy Integration
	● Students research topics from Shakespeare's time
	  ○ The plague
	  ○ The globe theater
	  ○ Queen Elizabeth
	  ○ Elizabethan Fashion
	
	Global Perspectives-
	● How is Shakespeare perceived in your country?
	
	Culturally Responsive Teaching-
	● Some topics may be taboo in students cultures and they may be unformatable discussing them
	● Some students may have been in a "Romeo and Juliet" type of

	relationship due to ethnic differences

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills:
	   Creativity and Innovation
	
	   Critical Thinking and Problem Solving
	
	   Communication and Collaboration
	
	   Information Literacy
	
	   Media Literacy
	
	   Life and Career Skills
	
	21st Century Themes (as applies to content area):
	   Financial, Economic, Business, and Entrepreneurial Literacy
	
	   Civic Literacy
	
	   Health Literacy
	
	   S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics

REQUIRED KEY VOCABULARY WORDS:

Thematic Vocabulary:	Reading and Writing Vocabulary:
● Tragedy	● **Irony**

- honorable - fortune - valiant - loins - masquerade - contradict - invincible - sorrow - torment - moderation - plague - mercy - pardon - banish - tomb - sullen - fiend - grieve - stubborn - prosperous - faithful	**Dramatic irony** **Verbal irony** **Situational irony** **paradox**

Texts and Resources:
Romeo and Juliet
No Fear Shakespeare:Romeo and Juliet
Focus on Grammar 4
Yolo Shakespeare
Romeo and Juliet film

Unit 4: Poetry

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.

WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas:

Poetry
- **Poetry can convey complex themes**
- **Poetry reading and writing is enjoyable**
- **Poetry can include a wide variety of texts**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
 ● How can themes be expressed in poetry? ● How can we define poetry? ● How can we express ourselves using poetry? ● How is poetry different than prose? ● How does a poet make his voice unique and memorable? ● How do we know when to use the passive voice? ● How can poetry be enjoyed?	Students will understand that… ● Poetic devices contribute to a poem's controlling idea ● Poetry can take many forms ● Poetry is a creative means of self expression ● Poetry is both similar and different to prose ● Poetry can have multiple meanings ● There is specific times in which to use the passive voice ● Poetry should be read aloud

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R4. Interpret words and phrases as they are used in a text,	Instructional Focus: ● Students will write lines using poetic sound devices ● Students will compare, contrast and evaluate poetry ● Students will write multiple poems ● Students will use the passive form after a modal, present and past ability ● Students will use the passive causative

including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

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

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

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.

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.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.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by

Sample Assessments:
Formative -
Quickwrites, Do nows, Exit tickets,
- *Students write reflections of poems*
- *Students illustrate a poetic device*
- *Students will play quizlet matching games with poetic devices*
- *Students will make text to self connections*

Summative
- *Students produce poetic analysis of various poems*
- *Students will write and digitally produce a poem*
- *Students will present a poem to the class*
- *Students will take a quiz on poetry and literary devices*

Instructional Strategies:
Reading:

- **Students analyze quote "I ask them to take a poem/and hold it up to the light/ like a color slide... But all they want to do/ is tie the poem to a chair with rope/ and torture a confession out of it...."**
  From "Introduction to Poetry" by Billy Collins
- **Read poems from unit and complete text analysis using marking strategy**
- **Read article on Harlem Renaissance and make connections with literature**
- **Read article on Jazz**

| using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | **Writing:**
   ● **Students generate questions about the text**
   ● **Students will write poems using various poetic devices**
   ● **Students will write a poem and create a screencast**
   ● **Students will write paragraph length "mini" text analysis of poems**
   ● **Students will examine author's purpose in a poem**
Speaking and Listening
   ● **Students will evaluate poetry presentations**
   ● **Students will present original poetry to the class**
   ● **Students will read famous poetry to the class**
   ● **Student will participate in a class poetry festival**

  Interdisciplinary Connections/Global perspectives
   ● Students will examine events in American History that inspired early 20th century African American poetry

  Technology Integration
   ● Students will create a screencast incorporating a slideshow, music and voice recording
   ● Students will use vocaroo to complete speaking assignments

  Media Literacy Integration:
   ● Students will use Newsela to find articles with which to make text to text connections

  Culturally Responsive Teaching
   ● Teacher will be be sensitive that this unit may touch upon person |

	• and unsettling events in students' lives • Content may be adapted if students are too sensitive to content • Teacher will understand that some students do not want to express difficult feelings
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy • Examine economic shift during early 20th century Civic Literacy • Examine civil rights bill Health Literacy • What are health benefits of owning a pet? S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) • Students will find a poem which connects to a content area

Required Vocabulary

Thematic Vocabulary	Reading and Writing Vocabulary
• **Guile**	• **Alliteration**

● **Myriad** ● **Subtleties** ● **Nay** ● **Vile** ● **Diverged** ● **Undergrown** ● **Trodden** ● **hence** ● **Sturdiness** ● **Splinters** ● **Crystal** ● **Tack** ● **Tear** ● **Trill** ● **Clipped** ● **Stalk** ● **Worm** ● **Leap** ● **bars**	● **Repetition** ● **Stanza** ● **Rhyme** ● **Free verse** ● **Concrete poem** ● **Onomatopoeia** ● **Tone** ● **Mood** ● **screencast**

Texts and Resources:
Dreams by Langston Hughes
Harlem by Langston Hughes
Mother to Son by Langston Hughes
We Wear the Mask by Paul Laurence Dunbar
Caged Bird by Maya Angelou
Phenomenal Woman by Maya Angelou
Lineage by Margaret Walker
Lost Generation
Identity by Julio Noboa Polanco
The Road Not Taken by Robert Frost
Umbrella by Rihanna
Lost Yourself by Eminem
History Teacher by Billy Collins

Unit 5: PERSUASION

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting. **WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas: *Course Objectives / Content Statement(s)*
Persuasion
    ● Writing to persuade
    ● Using research to support a claim
    ● Identifying valid sources
    ● Delineating arguments

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

● How can we find relevant research to support a claim?
● How can we write a claim?
● How can we write a warrant for claim?
● How can we identify author's purpose in a text?
● How can we evaluate arguments?
● How can we identify the intended audience of a text?
● How can we delineate arguments?
● How can we examine when to use the gerund and when to use the infinitive?
	Students will understand that…
	    ● Not all sources on the internet are valid
	    ● Relevant information from sources can strengthen a claim
	    ● It is important to delineate arguments in order to evaluate them
	    ● There are specific times to use the gerund and the infinitive
	    ● Students identify author's purpose and intended audience
	    ● It is important to evaluate validity of an argument

Areas of Focus: Proficiencies **(Cumulative Progress Indicators)**	**Examples, Outcomes, Assessments**

Students will:	Instructional Focus:
	    ● Identify the correct moments to use the gerund and infinitive form of a verb
	    ● Students identify purpose and audience of a text

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.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.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.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,
	● Delineate arguments
	● Write and support claims
	
	Sample Assessments:
	
	Formative:
	● *Students complete exit slips, do nows and quick writes*
	   ○ *Explain if you ever cheat in school*
	   ○ *Is cheating ever ok?*
	   ○ *Should we change the school start time?*
	   ○ *Should schools have dress codes?*
	   ○ *Should students wear uniforms?*
	   ○ *Reflect on participating in a fishbowl?*
	
	Summative:
	● *Students participate in socratic seminar*
	● *Students write persuasive letters utilizing research*
	
	Instructional Strategies:
	
	Reading:
	● **Delineate arguments found in model argument texts**
	● **Identify claims**
	● **Identify supporting evidence for claims**
	● **Evaluate arguments present in texts**
	● **Conduct research to find relevant support for a claim**
	● **Read and summarize arguments on current events featured on NEWSELA Pro/Con**
	
	Writing:

assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 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.	**● Write a persuasive letter supporting a position on school start time which includes research** **● Summarize arguments in a text** **● Write personal viewpoints on various topics** **Listening and Speaking:** **● Students will participate in fish bowls to discuss various** **● Students will evaluate presentations of others** **● Students will use accountable talk sentence stems in participate in fishbowl discussions** Interdisciplinary Connections Technology Integration ● Complete research about effects of sleep deprivation on teens ● Use Newsela Media Literacy Integration: ● Use the librarian to identify fake news Global Perspectives ● Examine uniform use in schools around the world Culturally Responsive Teaching ● Teacher prepares for students being uncomfortable debating each other ● Teacher prepare for students complaining about school dress policy

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills:
	    Creativity and Innovation
	
	    Critical Thinking and Problem Solving
	
	    Communication and Collaboration
	
	    Information Literacy
	
	    Media Literacy
	
	    Life and Career Skills
	
	21st Century Themes (as applies to content area):
	Financial, Economic, Business, and Entrepreneurial Literacy
	
	Civic Literacy
	
	Health Literacy
	
	S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

Required Vocabulary

Thematic Vocabulary	Reading and Writing Vocabulary
● discrimination ● justice ● leadership ● minister ● Nonviolence ● Peace ● Protest ● Racial ● civil rights ● Segregation ● Speech	● **Gerund** ● **Infinitive** ● **Parallel structure** ● **Delineate** ● **Argumentation** ● **Warrant** ● **reasoning**

● Struggle ● boycott	

Resources:

Model Argument_Baseball Sharks
Model Argument_Course Scheduling
Model Argument_Facebook
Model Argument_School Conflict
Model Argument_Twitter
 "Ain't I a Woman?" by Sojourner Truth
Various articles on sleep deprivation
" I Have a Dream" by Martin Luther King Jr.
Gettysburg Address by Abraham Lincoln
NEWSELA PRO/CON

Career-Ready Practices	Interdisciplinary Connections
CRP1: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**:. Use technology to enhance productivity.	● Close Reading of works of art, music lyrics, videos, and advertisements ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes **Technology Integration** Ongoing: ● Listen to books on CDs, Playaways, videos, or podcasts if available. ● Use document camera or overhead projector for shared reading of texts. Other: ● Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts. ● Use available technology to create concept maps of unit learning.

CRP12: Work productively in teams while using cultural global competence.	

Instructional Strategies:
Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group
Magazines & newspapers	Timelines	structures
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from https://wida.wisc.edu

Media Literacy Integration
- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives
- The Global Learning Resource Library

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading