

Unit 1: All about Me

Title of Unit	All about Me	Grade Level	9-12
Curriculum Area	ESL I	Time Frame	3-9 weeks
Developed By	Olesia Parmar		
Identify Desired Results (Stage 1)			
Content Standards			

WIDA English Language Development Standards

ELD Standard 1 – Social and Instructional Language

ELD Standard 2 – The language of Language Arts

ELD Standard 3 – The language of Mathematics

ELD Standard 4 – The language of Science

ELD Standard 5 – The language of Social Studies

Common Core State Standards:

Reading Standards for Literature:

- CCSSRL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSSRL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSSRL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CCSSRL.5 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.
- CCSSRL.10 By the end of grades 9-12, read and comprehend literature, including stories, dramas, and poems, in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text:

- CCSSRI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSSRI.3 Analyze how the author unfolds an analysis or 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
- CCSSRI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact on specific word choices on meaning and tone
- CCSSRI.10 By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- CCSSW.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.
- CCSSW.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSSW.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.

Speaking and Listening Standards:

- CCSSSL.1 Initiate and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSSSL.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand that:</p> <ul style="list-style-type: none"> • Some names have underlying meanings and sometimes are unique • Dialogue can help in understanding characters' thoughts and feelings • Social Media is fun and exciting but it can also have negative impact on us • How our culture helps to define who we are • Moving to a new place is difficult at times but we have to make the best of each situation • Each person is unique and many things make us different 	<ul style="list-style-type: none"> • What defines our personalities? 	<ul style="list-style-type: none"> • Who Am I? • Why is it important to have friends? • Do our friends impact who we are? How? • How does social media interfere with "good old-fashioned friendship"? • How is your family and culture a part of you? • How does our culture help to define who we are? • Why are our families important? How can they form our personalities? • What makes each of us unique? • How can your fingerprints, DNA, and eyes tell who you are?
Related Misconceptions		
<p>Personality is the same as character. Genes are the only determinants of traits.</p>		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

Vocabulary:

- Use idea webs or graphic organizers to organize unit vocabulary
- Use concept clusters to help relate and define words
- Identify academic vocabulary

Grammar:

- Use grammar structures: yes/no and Wh-questions, subject pronouns, verbs "to be", "Do", "Have" in Simple Present and Simple Past Tenses.
- Subject-Verb Agreement
- Practice using nouns and verbs orally and in written form
- Practice asking questions and using pronouns orally and in written form
- Recognize and use **and** and **but** to introduce similar and contrasting ideas

Reading:

- Distinguish main ideas and supporting points
- Make and confirm predictions
- Scan a text to find specific information
- Recognize genres of literature
- Define and identify elements of poetry: Patterns
- Infer information
- Infer word meaning from context
- Reading strategies: visualize
- Understand text structure by identifying sequence of events

Writing:

- Write complete sentences
- Understand the writing process steps
- Write a paragraph in complete sentences

Language:

- Engage in classroom activities
- Practice short phrases and intonation to increase English language fluency
- Demonstrate listening skills by following directions and engaging in classroom discussions
- Express opinions
- Ask for and give information
- Describe someone's personality
- Pronounce stressed and unstressed words in sentences

Vocabulary:

- Categorize vocabulary by meaning, parts of speech, parts of sentences, etc.
- Rate academic vocabulary by level of complexity.
- Connect academic vocabulary to visual representation and personal experiences.

Grammar:

- Explain how the verbs "to be", "Do", "Have" are used in Simple Present and Simple Past.
- Analyze subject-verb agreement with verbs "to be", "Have", "Do" in a sentence. Why is it important to have a subject-verb agreement in your writing?
- Explain the difference between word order in questions and word order in statements (Interrogative Form vs Affirmative Form of the sentence.)

Reading:

- Explain elements of drama and poetry
- Compare and contrast two genres: drama and poetry.
- Analyze text features.
- Analyze literary elements: metaphor
- Create a flow chart to illustrate the sequence of events
- Analyze, interpret, and evaluate literature.

Writing:

- Create an original writing piece utilizing the writing process.
- Respond to, describe and interpret visuals in written form using complete sentences.

Language:

- Provide identifying information about themselves, ask and answer WH questions, and conduct interviews or gather information through oral interaction.
- Develop short phrases and dialogues to increase language fluency.
- Respond to, describe and interpret visuals in oral form.
- Plan and present an Oral Report.

Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> ● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Quizzes (Multiple Choice, Yes or No, Open-Ended, Fill in the Blank, Matching, Definitions) ● Writing assignments(postcard) http://home.d47.org/lmfennell/files/2012/08/Postcard-Project-Rubric.pdf (Example) ● Journal Writing Prompts http://www.rcs.k12.in.us/files/Rubric%20for%20Assessing%20a%20Journal%20Entry.pdf (Example) <ul style="list-style-type: none"> ● Oral participation http://homepages.gac.edu/~arosenth/160/Oral_Participation_Rubric.pdf (example) ● Question and Answer sessions ● Exit tickets ● Oral assessment ● Interactive worksheets (Practice and Grammar book) ● Surveys (EDGE Book) <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Cluster Assessment ● OEQ's ● Cluster Reflection ● Writing: Post card http://home.d47.org/lmfennell/files/2012/08/Postcard-Project-Rubric.pdf (example) ● Projects: Partner Profile, Book of Proverbs http://www.ncpublicschools.org/docs/curriculum/worldlanguages/resources/aaa/samprc5.pdf (example)
<p>Other Evidence</p>	
<ul style="list-style-type: none"> ● Class participation ● Homework 	
<p style="text-align: center;">Learning Plan (Stage 3)</p>	

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Complete graphic organizers to aid in understanding main ideas and supporting details
- Cooperative Learning- Think, Pair, Share; Group work
- Listen to text on audio and respond to a variety of questions
- Use visuals to engage in oral discourse pertaining to the essential questions
- Conduct interviews of classmates and or teachers based on a list of pre-written questions and present information back to the class
- Create a word map of academic vocabulary, write sentences related to text, and use illustrations to further support an understanding of each word
- Use text structures and reading strategies to aid in understanding material read
- Academic Language Frames
- Link Vocabulary and Concepts
- Cognates
- Use text structures and reading strategies to aid in understanding material read
- Link vocabulary and concepts
- Use visual to engage in oral discourse
- Create concept clusters
- Flowchart-sequence, time line

Unit 2: Wisdom of the Ages

Title of Unit	Wisdom of the Ages	Grade Level	9-12
Curriculum Area	ESL I	Time Frame	3-9 weeks
Developed By	Olesia Parmar		
Identify Desired Results (Stage 1)			
Content Standards			

WIDA English Language Development Standards

ELD Standard 1 – Social and Instructional Language

ELD Standard 2 – The language of Language Arts

ELD Standard 3 – The language of Mathematics

ELD Standard 4 – The language of Science

ELD Standard 5 – The language of Social Studies

Common Core State Standards:

Reading Standards for Literature:

- CCSSRL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSSRL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSSRL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme
- CCSSRL.5 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.
- CCSSRL.10 By the end of grades 9-12, read and comprehend literature, including stories, dramas, and poems, in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range

Reading Standards for Informational Text:

- CCSSRI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSSRI.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSSRI.10 By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- CCSSW.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.
- CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSSW.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.
- CCSSW.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
- CCSSW.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSSW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards:

- CCSSSL.1 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
- CCSSSL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards:

- CCSSL.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand that:</p> <ul style="list-style-type: none"> • Folktales offer background information as to why things are the way they are • The elderly holds a wealth of knowledge ready to be shared • Taking advice is not always easy but can sometimes be essential • When we base our decisions on clear examples and wisdom of others it eventually leads to deeper knowledge • Experiences and people around us help to develop our wisdom • Life's lessons make us who we are • Everyone has a unique form of wisdom 	<ul style="list-style-type: none"> • What makes us wise? 	<ul style="list-style-type: none"> • How does taking good advice make us wise? • Why is it important to learn from our mistakes? • What do we learn from wise adults? • Why is it important to listen to our elders? • How can you explain different kinds of wisdom? • How do people become wise? • Is wisdom something you can learn as you live your life?
Related Misconceptions		
<p>People are born wise. Wisdom cannot be learned. Wisdom is the same as knowledge.</p>		
Knowledge Students will know...	Skills Students will be able to...	

Vocabulary:

- Use idea webs or graphic organizers to organize unit vocabulary
- Identify academic vocabulary
- List compound words and explain the meaning of the new word
- Name parts of a word

Grammar:

- Master grammar structures learned in Unit 1: yes/no and Wh-questions, subject pronouns, verbs "to be", "Do", "Have" in Simple Present and Simple Past Tenses.
- Use helping verbs (Modals) and object pronouns correctly in complete sentences
- Use action verbs orally and in written form
- Describe actions
- Ask questions orally and in written form using question words Who? What? When? Where? Why?
- Use Present Progressive verbs
- Use Nouns, Verbs, and Pronouns in sentences

Reading:

- Identify text structure: Problem and Solution
- Identify text structure: Cause and Effect
- Identify signal words that introduce reasons and results
- Use text evidence to support ideas
- Describe Characters
- Distinguish main ideas and supporting points
- Make and confirm predictions
- Scan a text to find specific information
- Find quotations in the text to support ideas
- Recognize genres of literature: Folk Tales, Memoir, Poetry
- Define and identify elements of poetry: Patterns, Repetition
- Make and confirm predictions
- Identify main ideas and details
- Infer word meaning from context
- Reading strategies: visualize, infer information
- Understand text structure by identifying sequence of events
- Summarize stories while locating the main idea and supporting details of text

Writing:

- Write complete sentences
- Understand the writing process steps
- Write a paragraph in complete sentences
- Write a Problem-and-Solution paragraph

Language:

- Engage in classroom activities
- Express likes and dislikes
- Express needs and wants
- Talk about a sport
- Practice short phrases and intonation to increase English language fluency

Vocabulary:

- Connect academic vocabulary to visual representation and personal experiences
- Make new words using the strategy of word parts
- Figure out the meaning of compound words by using the compound word chart

Grammar:

- Explain how helping verbs are used to describe abilities, give advice, and express obligation.
- Use and describe action verbs in the simple present tense and translate simple verbs into verbs with suffixes and identify the new meaning
- Describe in oral and written form what you can do and how these skills may help others, using helping verbs (can, may, should, and must.)
- Explain how action verbs are used in the Present Tense and The Present Continuous Tense

Reading:

- Determine and explain causes and effects as they are used in the text
- Explain and illustrate meaning of proverbs
- Analyze literary elements : Character
- Connect problems and solutions in the text
- Connect causes and effects in the text
- Compare and connect different forms of wisdom across texts
- Interpret and Generalize literature
- Explain quotations and justify how they support ideas
- Analyze poem by identifying elements of poetry and explaining the importance of using them
- Compare and contrast two reading selections. Find a similar wise lesson and name a lesson that is unique to each selection

Writing:

- Plan, write and share a paragraph about a Folk Tale
- Apply a Problem-and-Solution pattern in writing a paragraph (describe the problem, suggest the solution and explain why the solution works.)
- Use graphic organizers and brainstorm ideas that will allow them to write an expository piece, journal entry, personal narrative, OEQ, picture prompt, and writing prompt while using the writing process and editing their final draft
- Create a comic strip describing something

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Formative Assessments:

- Quizzes (Multiple Choice, Yes or No, Open-Ended, Fill in the Blank, Matching, Definitions)
- Writing assignments
- Journal Writing

<http://www.rcs.k12.in.us/files/Rubric%20for%20Assessing%20a%20Journal%20Entry.pdf>

- Oral participation
 - Exit tickets
 - Interactive worksheets (Grammar and Practice books)
- Observation of peer to peer interaction and collaboration

Summative Assessments:

- Cluster Assessment
- Cluster Reflection
- Projects: Book of Proverbs
- Writing: Paragraph (Rubric)
- Language Acquisition (Rubric)

<http://www.woostercolts.com/pdf/ib/myp-worl-lang-rubric.pdf>

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Cooperative Learning: Think, Pair, Share; Team Word Webbing
- Language Frames for Writing
- Classification Charts: Compound Word Chart
- Create a Word Map of Academic Vocabulary
- TPR-Total Physical Response
- Cognates
- Academic Language Frames
- Link Vocabulary and Concepts
- Language Acquisition
- Use visuals to engage in oral discourse pertaining to the essential question
- Listen to text on audio and respond to a variety of questions
- Problem-and-Solution Chart
- Character Chart
- Paragraph Organizer
- Cause-and-Effect Chart
- Express Needs and Wants activity: p.146(Edge)

Unit 3: Global Village

Title of Unit	Global Village	Grade Level	9-12
Curriculum Area	ESL I	Time Frame	3-9 weeks
Developed By	Olesia Parmar		
Identify Desired Results (Stage 1)			
Content Standards			

WIDA English Language Development Standards

ELD Standard 1 – Social and Instructional Language

ELD Standard 2 – The language of Language Arts

ELD Standard 3 – The language of Mathematics

ELD Standard 4 – The language of Science

ELD Standard 5 – The language of Social Studies

Common Core State Standards:

Reading Standards for Literature:

- CCSSRL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CCSSRL.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 as mystery, tension, or surprise.
- CCSSRL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Standards for Informational Text:

- CCSSRI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSSRI.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- CCSSRI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CCSSRI.10 By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- CCSSW.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSSW.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSSW.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.
- CCSSW.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSSW.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards:

- CCSSSL.1 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.
- CCSSSL.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.

Language Standards:

- CCSSL.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CCSSL.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand that:</p> <ul style="list-style-type: none"> • People are different but at the same time share similarities • Our environment affects how we as a culture are similar and different • Even though people have different cultures and traditions they still share many similarities • Assumptions based on culture are not always accurate • Hard work and dedication allows us to aspire to succeed • Everyone has a dream but it is up to them to make it a reality <p>They hold the power to motivate themselves and not adhere to negativity by continuing to strive for their dream</p>	<ul style="list-style-type: none"> • Can people be the same and at the same time different? 	<ul style="list-style-type: none"> • What makes us the same? • What makes us different? • How do our environments make us different? • How do experiences we share make us the same? <ul style="list-style-type: none"> • How do our hopes and dreams make us different?
Related Misconceptions		
<p>People from different cultures cannot share the same experiences or have the same interests.</p>		
Knowledge Students will know...	Skills Students will be able to...	

Vocabulary:

- Identify academic vocabulary
- List compound words and explain the meaning of the new word
- Use word parts, base words, prefixes and suffixes to develop and increase vocabulary
- Practice and monitor appropriate phrasing based on fluency exercises: Expression
 - Use idea webs or graphic organizers to organize unit vocabulary
- Relate vocabulary words

Grammar:

- Use adjectives before nouns
- Use Adjectives that compare
- Use comparative adjectives and superlatives
- Recognize and use very, too and enough
- Use Possessive Nouns
- Use helping verbs (Modals) and object pronouns correctly in complete sentences
- Use action verbs orally and in written form
- Describe actions
- Ask questions orally and in written form using question words Who? What? When? Where? Why?
- Use Present Progressive verbs
- Use Nouns, Verbs, and Pronouns in sentences

Reading:

- Reading Strategy: Determine importance of the main idea
- Use the chart to organize thoughts and write opinion
- Summarize a paragraph using a summary planner
- Identify text structure: Cause and Effect
- Identify signal words that introduce reasons and results
- Use text evidence to support ideas
- Describe Characters
- Distinguish main ideas and supporting points
- Make and confirm predictions
- Scan a text to find specific information
- Find quotations in the text to support ideas
- Recognize genres of literature: Folk Tales, Memoir, Poetry
- Define and identify elements of poetry: Patterns, Repetition
- Make and confirm predictions
- Identify main ideas and details
- Infer word meaning from context
- Reading strategies: visualize, infer information
- Understand text structure by identifying sequence of events
- Summarize stories while locating the main idea and supporting details of text

Writing:

- Write complete sentences
- Understand the writing process steps

Vocabulary:

- Develop and use academic vocabulary based on reading strategy taught
- Examine words to understand their meaning, using the strategy of word parts.
- Design study cards for key vocabulary words
- Create an Idea Web to organize related words

Grammar:

- Demonstrate adjectives correctly in a sentence
- Compose complete sentences using comparative and superlative adjectives
- Use adjectives correctly to describe people and places in oral and written form
- Use comparative adjectives and adjectives before nouns correctly in a sentence or paragraph

Reading:

- Interpret information presented in reading selections
- Identify and Explain author's purpose
- Formulate and support opinion statement
- Compare and contrast across texts
- Summarize and determine importance of the main idea

Writing:

- Write and state an opinion with support from text
- Plan, write and share a Photo Essay
- Utilize the writing process to create an original piece: (e.g., journal entry, descriptive essay, personal narrative, OEQ, picture prompt, writing prompt).
 - Edit sentences using the correct grammar, spelling and mechanics
- Plan, write and share an invitation to join the Presidential Classroom or a sports team.
- Plan, write and share Comparison-Contrast paragraph
- Utilize the writing process to: (pre-write, draft, edit, revise, and publish).

Language:

- Build a Bar Graph with the title, labeled information and bars.
- Classify and compare facts from the reading selections by using a category Diagram
- Analyze and explain text features, globes, graphs, headings and charts
- Make judgments and draw conclusion
- Analyze and give an oral response to literature

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Formative Assessments:

- Quizzes((Multiple Choice, Yes or No, Open-Ended, Fill in the Blank, Matching, Definitions)
- Writing assignments
- Journal Writing

<http://www.rcs.k12.in.us/files/>

[Rubric%20for%20Assessing%20a%20Journal%20Entry.pdf](http://www.rcs.k12.in.us/files/Rubric%20for%20Assessing%20a%20Journal%20Entry.pdf)

- Oral participation
- Exit tickets
- Language Acquisition Assessment

Summative Assessments:

- Cluster Assessment
- Cluster Reflection
- Writing: Photo Essay, Opinion

http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr9-10.pdf

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Language Frames for Writing
- Cooperative Learning: Think, Pair, Share
- Graphic Organizer- Word map, Category Diagrams, paragraph organizers, Comparison Chart, T-chart
- Create a Word Map of Academic Vocabulary
- TPR-Total Physical Response
- Cognates
- Academic Language Frames
- Link Vocabulary and Concepts
- Use visuals to engage in oral discourse pertaining to the essential question
- Listen to text on audio and respond to a variety of questions
- Writing: photo essay describing foods from students' culture, compare And contrast paragraph about two friends, a descriptive paragraph about a game or sport.

Unit 4: Survival

Title of Unit	Survival	Grade Level	9-12
Curriculum Area	ESL I	Time Frame	3-9 weeks
Developed By	Olesia Parmar		
Identify Desired Results (Stage 1)			
Content Standards			

WIDA English Language Development Standards

ELD Standard 1 – Social and Instructional Language

ELD Standard 2 – The language of Language Arts

ELD Standard 3 – The language of Mathematics

ELD Standard 4 – The language of Science

ELD Standard 5 – The language of Social Studies

Reading Standards for Literature:

- CCSSRL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSSRL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSSRL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CCSSRL.5 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.
- CCSSRL.10 By the end of grades 9-12, read and comprehend literature, including stories, dramas, and poems, in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text:

- CCSSRI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSSRI.3 Analyze how the author unfolds an analysis or 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
- CCSSRI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact on specific word choices on meaning and tone
- CCSSRI.10 By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

- CCSSW.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSSW.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.
- CCSSW.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSSW.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.
- CCSSW.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and Listening Standards:

- CCSSSL.1 Initiate and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSSSL.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSSSL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> • Students will understand that: • Learning to survive can be challenging • You don't know how strong or powerful you are until faced with extreme circumstances • Nature can wreak havoc on our lives but it is how we deal with the disaster that helps to identify who we are as people • Thinking creatively and spontaneously leads to better chances for survival • Adrenalin affects our body during crucial circumstances forcing us to get through mental and physical situations 	<ul style="list-style-type: none"> • How do we survive? 	<ul style="list-style-type: none"> • What does it take to survive? • How does luck help in survival? • How can creative thinking help people survive? • How can your body's survival instincts help you when you are in danger? <ul style="list-style-type: none"> • How does our body and mind work together for survival?
Related Misconceptions		
Only luck helps to survive		
Knowledge Students will know...	Skills Students will be able to...	

Vocabulary:

- Use a dictionary to build and increase word knowledge
- Discuss and understand multiple-meaning words
- Clarify vocabulary and ideas by rereading text
- Use idea webs or graphic organizers to organize unit vocabulary
- Identify academic vocabulary in a reading selection

Grammar:

- Use past tense and irregular past tense verbs correctly in speaking and writing
- Identify and use adverbs in sentences
- Use adverbs that tell how, when, and where

Reading:

- Preview and make and confirm predictions about text read
- Give an oral response to literature
- Identify and discuss author's purpose
- Summarize text
- Clarify ideas by rereading text and asking question
- Preview and predict text using a prediction chart
- Use text features: Photos, Captions, Maps, Diagrams
- Use text evidence to support ideas
- Reading Strategy: Plan and Monitor
- Understand text structure by identifying sequence of events

Writing:

- Write complete sentences
- Understand the writing process steps
- Write a paragraph in complete sentences
- Write a Problem-and-Solution paragraph

Language:

- Engage in classroom activities
- Give, use and carry out commands
- Practice short phrases and intonation to increase English language fluency
- Demonstrate listening skills by following directions and engaging in classroom discussions
- Express opinions
- Ask for and give information

Vocabulary:

- Interpret, identify, and explain multiple meaning words
- Connect academic vocabulary to visual representation and personal experiences

Grammar:

- Describe a past experience in oral and written form
- Expand sentences adding details with adverbs

Reading:

- Analyze literary elements: Setting, Plot
- Draw parallels between texts
- Compose previewing questions before reading
- Infer and analyze literature
- Compare and contrast fiction and non-fiction

Writing:

- Research and write a survival guide based on short stories and articles read
- Write an ending to a story by completing a story chart (focus: past tense verbs, dialogue)
- Utilize the writing process to Pre-write, draft, edit, revise, and publish
- Plan, write and share a paragraph about a challenge

Language:

- Develop and practice fluency: Expression
- Listen actively to respond to and interpret visuals and audio
- Present and evaluate a safety demonstration
- Compose and Role-Play a phone call between two teens using commands

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Formative Assessments:

- Quizzes((Multiple Choice, Yes or No, Open-Ended, Fill in the Blank, Matching, Definitions)
- Writing assignments
- Journal Writing
- <http://www.rcs.k12.in.us/files/Rubric%20for%20Assessing%20a%20Journal%20Entry.pdf>
- Oral participation
- Exit tickets
- Language Acquisition Assessment
- Observation of peer to peer interaction and collaboration

Summative Assessments:

- Cluster Assessment
- Cluster Reflection
- Unit Reflection
- Project: Safety Demonstration
- Project: Perform a play
 - Writing: Alternate ending using prediction and story chart
 - Expository
 - Problem-Solution
- http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr9-10.pdf
- Research paper

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been? How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Language Frames for Writing
- Conduct games and role play conversations
- Create a Word Map of Academic Vocabulary, Vocabulary Word Cards
- TPR- Total Physical Response
- Cooperative Learning- Think, Pair, Share, Three-Step-Interview
- Academic Language Frames
- Link Vocabulary and Concepts
- Listen to text on audio and respond to a variety of questions

Suggested Materials:

EDGE (National Geographic) – Fundamentals

EDGE Connect

EDGE Practice Book

Suggested Supplemental Materials:

North Star (Pearson) – Level 1

Curriculum Template:

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development

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