

## Unit 1: Think Again

<b>Title of Unit</b>	Think Again	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	ESL II	<b>Time Frame</b>	3-9 weeks
<b>Developed By</b>	Olesia Parmar		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

## **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.
- CCSSSL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Beliefs can affect people’s behavior and choices</li> <li>• People can be easily fooled</li> <li>• People make different choices to get to where they want to go</li> <li>• Sometimes new experiences change how we think and act</li> <li>• How customs and traditions influence behavior</li> </ul>	<ul style="list-style-type: none"> <li>• What influences people’s choices and actions?</li> </ul>	<ul style="list-style-type: none"> <li>• What influences how you act?</li> <li>• Do celebrities influence teens’ behavior?</li> <li>• How do beliefs affect people’s behavior?</li> <li>• What choices will you have to make about your future in the next few years?</li> <li>• Do teenagers and adults often disagree about teenagers’ career choices? Why do you think this is so?</li> <li>• How do different cultures view what influences the way people act?</li> </ul>
<p><b>Related Misconceptions</b></p> <ul style="list-style-type: none"> <li>• People have the same beliefs</li> <li>• Social and cultural beliefs don’t affect people’s choices</li> </ul>		
<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> 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
- Use cognates and contextual analysis
- Relate words

### Grammar:

- Review Simple Present and Simple Past tenses
- Identify regular and irregular verbs in simple Past
- Subject-Verb Agreement
- Identify kinds of sentences: statements, questions, commands, exclamations.
- Identify subjects and predicates in a sentence.
- Review complete sentences.
- Define singular and plural nouns
- Recognize and use **and** and **but** to introduce similar and contrasting ideas
- Define sentence fragments
- Identify fragments and sentences

### Reading:

- Interpret facts in a survey
- Activate prior knowledge
- Reading strategies: Plan and Monitor, Make Connections, Visualize, Make inferences, Synthesize, Ask questions, Determine Importance
- Literary analysis: identify author's perspective
- Use text evidence to support idea
- Recognize Genre: Folk Tale
- 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, synthesize
- Understand text structure by identifying sequence of events

### Writing:

- Write complete sentences
- Understand the writing process steps
- Write a paragraph in complete sentences
- Write response to literature
- Analysis of an issue
- Narrative paragraph

### Language:

- Engage in classroom activities and discussions
- Listen actively and respectfully
- Compare cultures: customs
- Debate questions
- Practice short phrases and intonation to increase English language fluency
- Demonstrate listening skills by following directions and engaging in classroom discussions
- Describe someone's personality

### 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:

- Use simple Present and simple Past tenses in speaking and writing
- Categorize verbs by regular and irregular past tense forms
- 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?
- Write complete sentences
- Categorize nouns by singular and plural groups
- Categorize groups of words by fragments and sentences
- Fix fragments by adding subjects, verbs, and combining sentences

### Reading:

- Analyze survey data
- Connect literature to history
- Use reading strategies to analyze literature
- Connect reading to life
- Analyze Plot and Setting
- Compare settings
- Analyze plot: climax
- Analyze characters
- Draw and evaluate conclusions
- Analyze text features.
- Analyze cultural perspectives: folk tale
- Analyze literary elements: metaphor
- Create a flow chart to illustrate the sequence of events
- Compare cultures: folklore and literature
- 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.
- Utilize writing steps to produce a paragraph

### 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

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

#### Formative Assessments:

- Quizzes
- Writing assignments
- Journal Writing
- Oral participation
- Question and Answer sessions
- Exit tickets
- Oral assessment
- Interactive worksheets (Practice and Grammar book)
- Surveys

#### Summative Assessments:

- Unit Assessment
- OEQ's
- Unit Reflection
- Writing Focus: Focus and Unity
- Writing: Personal Narrative (rubric p.74)
- Projects: Partner Profile, Book of Proverbs

### Other Evidence

- Class participation
- Homework

## Learning Plan (Stage 3)

<ul style="list-style-type: none"> <li>• <b>Where</b> are your students headed? <b>Where</b> have they been? <b>How</b> will you make sure the students know where they are going?</li> <li>• <b>How</b> will you <b>hook</b> students at the beginning of the unit?</li> <li>• <b>What</b> events will help students <b>experience and explore</b> the big idea and questions in the unit? <b>How</b> will you equip them with needed skills and knowledge?</li> <li>• <b>How</b> will you cause students to <b>reflect and rethink</b>? <b>How</b> will you guide them in rehearsing, revising, and refining their work?</li> <li>• <b>How</b> will you help students to <b>exhibit and self-evaluate</b> their growing skills, knowledge, and understanding throughout the unit?</li> <li>• <b>How</b> will you <b>tailor</b> and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</li> <li>• <b>How</b> will you <b>organize</b> and sequence the learning activities to optimize the engagement and achievement of ALL students?</li> </ul>	<ul style="list-style-type: none"> <li>• Complete graphic organizers to aid in understanding main ideas and supporting details</li> <li>• Cooperative Learning- Think, Pair, Share; Group work</li> <li>• Listen to text on audio and respond to a variety of questions</li> <li>• Use visuals to engage in oral discourse pertaining to the essential questions</li> <li>• Conduct interviews of classmates and or teachers based on a list of pre-written questions and present information back to the class</li> <li>• Create a word map of academic vocabulary, write sentences related to text, and use illustrations to further support an understanding of each word</li> <li>• Use text structures and reading strategies to aid in understanding material read</li> <li>• Academic Language Frames</li> <li>• Link Vocabulary and Concepts</li> <li>• Cognates</li> <li>• Use text structures and reading strategies to aid in understanding material read</li> <li>• Link vocabulary and concepts</li> <li>• Use visual to engage in oral discourse</li> <li>• Create concept clusters</li> <li>• Flow chart-sequence, time line</li> </ul>
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## Unit 2: Family Matters

<b>Title of Unit</b>	Wisdom of the Ages	<b>Grade Level</b>	9-12
<b>Curriculum Area</b>	ESL II	<b>Time Frame</b>	3-9 weeks
<b>Developed By</b>	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

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Communicating in English is an asset in order to further their education and social relationships.</li> <li>• Their roots will influence who they are.</li> <li>• Family traditions have an impact on who you are.</li> <li>• How genes are related to a DNA molecule</li> <li>• We inherit our traits from our families</li> <li>• Explore the science behind family resemblances</li> </ul>	<ul style="list-style-type: none"> <li>• How do families affect us?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you think family meals matter? Why?</li> <li>• Why is important to appreciate one's culture?</li> <li>• Do people who closely resemble a parent physically can also resemble that person in other ways?</li> <li>• How can individuals be unique if they get genes from their parents?</li> <li>• How can the behavior of parents make a difference?</li> </ul>
<b>Related Misconceptions</b>		
<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>	

### 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
- Identify unique characteristics of the genre "Folk Tale"
- 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

## Assessment Evidence (Stage 2)

### Performance Task Description

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

#### Formative Assessments:

- Quizzes
  - Writing assignments
  - Journal Writing
  - 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: Interview
- Writing- focus on development of ideas: News Article (Rubric p.164)
- 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: True Self

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

## **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.

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• People are different but at the same time share similarities</li> <li>• Our environment affects how we as a culture are similar and different</li> <li>• Even though people have different cultures and traditions they still share many similarities</li> <li>• People face struggles about their identity</li> <li>• Explore the notion of talent</li> </ul>	<p>Do we find or create our true selves?</p>	<ul style="list-style-type: none"> <li>• What makes us the same?</li> <li>• What makes us different?</li> <li>• How do our environments make us different?</li> <li>• How do experiences we share make us the same? <ul style="list-style-type: none"> <li>• How do our hopes and dreams make us different?</li> </ul> </li> </ul>
<b>Related Misconceptions</b>		
<b>Knowledge</b> Students will know...	<b>Skills</b> 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
- Write a paragraph in complete sentences

### 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
- Writing assignments
- Journal Writing
- Oral participation
- Exit tickets
- Language Acquisition Assessment

#### Summative Assessments:

- Cluster Assessment
- Cluster Reflection
- Writing: Targeted trait-organization
- Short Story (rubric p.262)

### Other Evidence

Homework  
Participations

## 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: Give and Take

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

## **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.

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Helping other people isn't always a good thing.</li> <li>• There is joy in giving.</li> <li>• It is important to know when to help and how much help to offer.</li> <li>• There are helpful and harmful relationships</li> </ul>	<p>Why should we help each other?</p>	<ul style="list-style-type: none"> <li>• How much should people help each other?</li> <li>• How far can one go to help someone?</li> <li>• Would you feel worse about other people's problems than about your own?</li> <li>• Do you refuse to accept painful facts about someone you love?</li> <li>• Do you feel guilty and anxious when a family member or best friend you love has a problem?</li> </ul>
<b>Related Misconceptions</b>		
<p><b>Knowledge</b> Students will know...</p>	<p><b>Skills</b> Students will be able to...</p>	

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**

<ul style="list-style-type: none"> <li>• <b>Goal</b></li> <li>• <b>Role</b></li> <li>• <b>Audience</b></li> <li>• <b>Situation</b></li> <li>• <b>Product/Performance</b></li> <li>• <b>Standards</b></li> </ul>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Writing assignments</li> <li>• Journal Writing</li> <li>• Oral participation</li> <li>• Exit tickets</li> <li>• Language Acquisition Assessment</li> </ul> <p>Observation of peer to peer interaction and collaboration</p> <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Unit Reflection</li> <li>• Project: Oral report (p.326 project description and rubric) <ul style="list-style-type: none"> <li>• Writing: Problem-solution essay (rubric p.348) Targeted trait –Voice and style</li> </ul> </li> </ul>
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**Other Evidence**

**Learning Plan (Stage 3)**

<ul style="list-style-type: none"> <li>• <b>Where</b> are your students headed? <b>Where</b> have they been? <b>How</b> will you make sure the students know where they are going?</li> <li>• <b>How</b> will you <b>hook</b> students at the beginning of the unit?</li> <li>• <b>What</b> events will help students <b>experience and explore</b> the big idea and questions in the unit? <b>How</b> will you equip them with needed skills and knowledge?</li> <li>• <b>How</b> will you cause students to <b>reflect and rethink</b>? <b>How</b> will you guide them in rehearsing, revising, and refining their work?</li> <li>• <b>How</b> will you help students to <b>exhibit and self-evaluate</b> their growing skills, knowledge, and understanding throughout the unit?</li> <li>• <b>How</b> will you <b>tailor</b> and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</li> <li>• <b>How</b> will you <b>organize</b> and sequence the learning activities to optimize the engagement and achievement of ALL students?</li> </ul>	<ul style="list-style-type: none"> <li>• Language Frames for Writing</li> <li>• Conduct games and role play conversations</li> <li>• Create a Word Map of Academic Vocabulary, Vocabulary Word Cards</li> <li>• TPR- Total Physical Response</li> <li>• Cooperative Learning- Think, Pair, Share, Three-Step-Interview</li> <li>• Academic Language Frames</li> <li>• Link Vocabulary and Concepts</li> <li>• Listen to text on audio and respond to a variety of questions</li> </ul>
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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  
ISBN # 0-87120-313-8 (ppk)