

ESL 9-12 Bridging/Reaching

Unit Title: High Point Level 3 (Unit 1-2) Grades 9-12 Bridging/Reaching

Stage 1: Desired Results

Standards & Indicators:

WIDA ELD Standards

- 1: Social & Instructional Language
 - ELD-SI.4-12.Narrate
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representations to add meaning
 - Identify and raise questions about what might be unexplained, missing, or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
 - Create closure, recap, and offer next steps
 - ELD-SI.4-12. Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and wholes of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
 - ELD-SI.4-12.Explain
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understandings of how or why something is or works in particular ways
 - ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence
- 2: Language for Language Arts
 - ELD-LA.9-12.Narrate.Interpretive. Interpret language arts narratives by
 - Identifying themes or central ideas that develop over the course of a text
 - Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
 - Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
 - EDL-LA.9-12.Narrate.Expressive. Construct language arts narratives that
 - Orient audience to context and one or multiple point(s) of view
 - Develop and describe characters and their relationships over a progression of experiences or events
 - Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
 - Engage and adjust for audience
 - ELD-LA.9-12.Inform.Interpretive. Interpret informational texts in language arts by
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text

ESL 9-12 Bridging/Reaching

- ELD-LA.9-12.Inform.Expressive. Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text
- ELD-LA.9-12.Argue.Interpretive. Interpret language arts arguments by
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- ELD-LA.9-12.Argue.Expressive. Construct language arts arguments that
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- 3: Language for Mathematics
 - ELD-MA.9-12.Explain.Interpretive. Interpret mathematical explanations by
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
 - Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles
 - ELD-MA.9-12.Explain.Expressive. Construct mathematical explanations that
 - Introduce mathematical concept or entity
 - Share solutions with others
 - Describe data and/or approach used to solve a problem
 - State reasoning used to generate own or alternate solutions
 - ELD-MA.9-12.Argue.Interpretive. Interpret concepts in arguments by
 - Comparing conjectures with previously established results and stated assumptions
 - Distinguishing correct from flawed logic
 - Evaluating relationships among evidence and mathematical principles to create generalizations
 - ELD-MA.9-12.Argue.Expressive. Construct mathematics arguments that
 - Create precise conjecture, using definitions, previously established results, and stated assumptions
 - Generalize logical relationships across cases
 - Justify (and refute) conclusions with evidence and mathematical principles
 - Evaluate and extend others' arguments
- 4: Language for Science
 - ELD-SC.9-12.Explain.Interpretive. Interpret scientific explanations by
 - Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
 - Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
 - Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
 - ELD-SC.9-12.Explain.Expressive. Construct scientific explanations that
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system

ESL 9-12 Bridging/Reaching

- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs
- ELD-SC.9-12.Argue.Interpretive. Interpret scientific arguments by
 - Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
 - Comparing reasoning and claims based on evidence from competing arguments or design solutions
 - Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues
- ELD-SC.9-12.Argue.Expressive. Construct scientific arguments that
 - Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal
- 5: Language for Social Studies
 - ELD-SS.9-12.Explain.Interpretive. Interpret social studies explanations by
 - Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
 - Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
 - ELD-SS.9-12.Explain.Expressive. Construct social studies explanations that
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
 - Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
 - ELD-SS.9-12.Argue.Interpretive. Interpret social studies arguments by
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
 - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
 - ELD-SS.9-12.Argue.Expressive. Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

NJSLS for English Language Arts

- L.SS.9-10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Use parallel structure.

ESL 9-12 Bridging/Reaching

- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - E. Recognize spelling conventions.
- L.KL.9-10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9-10.3. Language. Vocabulary Acquisition, Use and Literal Meaning. 9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use content (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- L.VI.9-10.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
 - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- RL.CR.9-10.1. Reading Literature. Close Reading of Text.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CR.9-10.1. Reading Informational Texts. Close Reading of Text.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9-10.2. Reading Literature. Central Ideas and Themes of Texts.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9-10.2. Reading Informational Texts. Central Ideas and Themes of Texts.9-10.2. Determine one of more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9-10.3. Reading Literature. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RI.IT.9-10.3. Reading Informational Texts. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RL.TS.9-10.4. Reading Literature.Text Structure.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise)

ESL 9-12 Bridging/Reaching

- RL.PP.9-10.5. Reading Literature. Perspective and Purpose in Texts.9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.PP.9-10.5. Reading Informational Texts. Perspective and Purpose in Texts.9-10.5. Determine an author's purpose in a text (including culture experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9-10.6. Reading Informational Texts. Diverse Media and Formats.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9-10.7. Reading Informational Texts. Analysis of an Argument.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- W.AW.9-10.1. Writing, Argumentative Writing.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing).
 - E. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9-10.2. Writing. Informative and Explanatory Writing.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use of appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.NW.9-10.3. Writing.Narrative Writing.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

ESL 9-12 Bridging/Reaching

- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.9-10.7. Writing. Range of Writing.9-10.7. 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.
- SL.PE.9-10.1. Speaking and Listening. Participate Effectively.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
 - 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.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.PI.9-10.4. Speaking and Listening. Present Information.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9-10.5. Speaking and Listening. Use media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasonings, and evidence and to add interest.
- SL.AS.9-10.6. Speaking and Listening. Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- L.SS.11-12.1. Language. System and Structure of Language.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - C. Recognize spelling conventions.
- L.KL.11-12.2. Language. Knowledge of Language.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.11-12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its parts of speech, its etymology, or its standard usage.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).

ESL 9-12 Bridging/Reaching

- RL.CR.11-12.1. Reading Literature. Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11-12.1. Reading Informational Texts. Close Reading of Text.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.PP.11-12.5. Reading Informational Texts. Perspective and Purpose in Texts.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- W.AW.11-12.1. Writing. Argumentative Writing.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.NW.11-12.3. Writing. Narrative Writing.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.11-12.7. Writing.Range of Writing.9-10.4. 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.
- SL.PE.11-12.1. Speaking and Listening. Participate Effectively.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

ESL 9-12 Bridging/Reaching

- SL.PI.11-12.4. Speaking and Listening. Present Information.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. - SL.UM.11-12.5. Speaking and Listening. Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. SL.AS.11-12.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving social responsibility.	There are different ways you can influence government policy to improve your financial situation.
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences of financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

ESL 9-12 Bridging/Reaching

9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g. 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a)	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8. <i>Social Studies Practice: Gathering and Evaluating Sources</i>).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.TL.1	Access digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<u>Central Idea/Enduring Understanding:</u> Students will understand that... <u>Messages That Matter</u> • Messages that express our feelings, preserve history, or honor heroes are all messages that matter. <u>Messages Across Time and Space</u> • Messages from long ago or far away connect us to people and places we may never know or see. <u>Fitting In</u> • When you find a place to belong in the world, you can connect with people from other times and other places. <u>Bridging the Gap</u>	<u>Essential/Guiding Question:</u> • What is communication? • What are some examples of verbal communication? • What are some examples of nonverbal communication? • What are some examples of communication that last? • What does belonging mean? • To which groups do you automatically belong? • Which groups do you join by choice/ • How can people bridge gaps and connect with each other?
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ESL 9-12 Bridging/Reaching

You can overcome cultural differences by looking beyond the surface and finding your common interests.	
Content: Communication (express, messages, verbal, nonverbal, lasting, preserve) Communication (message, meaning) Words About Communication Complete Sentences Opinions Poetry Common and Proper Nouns Singular and Plural Nouns Context Clues Free Verse Style Mood Words Mood Possessive Nouns Subjects and Predicates Communication (messages, connect) Compound Sentences Folk Tale Story Elements (characters, setting, plot) Present Tense Verbs Subject-Verb Agreement Political leaders (emperor, king, queen, prince, president, prime minister, premier) Grains and Diet Science Fiction Fantasy and Reality Narrative (Fiction) Writing Process	Skills(Objectives): Engage in discussion Interpret a visual image Predict Build background Classify Preview Use graphic organizers (mind map) Relate to personal experience Use graphic organizers (chart) Generate ideas Make judgments Express opinions Form opinions Activate prior knowledge Relate words Visualize Read a poem Use new words in context Listen to a poem Set a purpose for reading Paraphrase Identify details Identify character's motive Draw conclusions Make an inference Make decisions Respond to literature Give information Summarize Identify author's message Use graphic organizers (word web, chart) Express feelings and ideas Role-play Make comparisons Use graphic organizers (Venn diagram) Compare literature Use the Internet Relate main ideas and details Read a selection Listen to a selection Respond to murals Identify cause and effect Evaluate impact of author's background on meaning Use graphic organizers (main idea diagram) Use the dictionary Interact with peers Demonstrate non-verbal communication Plan Use the library

ESL 9-12 Bridging/Reaching

	Locate resources Analyze story elements (character, plot, setting) Retell and listen to a story Scan Synthesize information Take notes Use computerized card catalogue Use graphic organizers (story staircase map) Analyze information (fantasy and reality) Use visuals Evaluate literature Tell an original story; write Formulate research questions Use graphic organizers (outline) Organize and synthesize information Listen critically Self-assess Use Word-processing software Read aloud
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Interdisciplinary Connections:

Social Studies; Science

Stage 2: Assessment Evidence

Performance Task(s):

Read alouds
 Practice workbook activities - Fill in the blank;
 multiple choice; True/False; picture matching;
 sentences frames/stems
 Grammar and content-related handouts
 Use new vocabulary in speaking
 Ability to listen and repeat with correct
 pronunciation

Other Evidence:

Class participation
 Do Now/Warm-ups
 Unit test
 Selection Tests

- "The Power of Poetry"
- "Talking Walls"
- "Tales Across Time"
- "Fat Men from Space"

 Writing Assignments

- Writing That Tells a Story (Narrative Writing/Fantasy)
- Writing For Personal Expression (Expressive Writing/Personal History)

 Self-Assessment Form
 Peer-Assessment Form
 Writing Progress Checklist
 Portfolio Evaluation Form

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 1 - Get the Message!

Theme 1 - Messages That Matter

- Build Language and Vocabulary: Express Opinions
- "The Power of Poetry" (Poems and interview; Reading Strategy: Visualize)
- "Talking Walls" (Essay; Reading Strategy; Relate Main Idea and Details)

Theme 2 - Messages Across Time and Space

Resources:

Unit 1 - Get the Message!

High Point Textbook (p.8-69)
 High Point Language Skills Practice Book (p.1-29)
 High Point Listen and Learn Audio
 Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers
 High Point Language Acquisition Assessment (Unit 1 Test), Writing Assessment, Self-Assessment
 High Point Newsletter 1 and 2 (Home-school connections)
 High Point Teacher's Edition (p.T8a-T69)

ESL 9-12 Bridging/Reaching

• Build Language and Vocabulary: Make Comparisons • “Tales Across Time” (Folk tales; Reading Strategy: Make Comparisons) • “Fat Men from Space” (Science fiction; Reading Strategy: Identify Events in the Plot) <u>Unit 2 - A Sense of Place</u> Theme 1 - Fitting In • Build Language and Vocabulary: Ask and Answer Questions • “The Keeping Quilt” (Family history; Reading Strategy: Preview and Make Predictions) • from “Human Family” (Poem; Reading Strategy: Use Text Structures - Stanzas) • “Beyond the Color Lines” (Self-portraits; Reading Strategy: Distinguish Between Facts and Opinions) Theme 2 - Bridging the Gap • Build Language and Vocabulary: Express Likes and Dislikes • “Teammates” (Biography; Reading Strategy: Connect New Information to What You Know) • “Amir” (Realistic fiction; Reading Strategy: Sequence Events) • “Starting a Community Garden” (How-to article; Reading Strategy: Set a Purpose and Reading Rate)	Theme Library (“Zora Hurston and the Chinaberry Tree” and “Aesop’s Fox”) From <i>The Basics Bookshelf</i> (“Good News,” “I Make Pictures Move,” and “A Year Without Rain”) “The Unbreakable Code” “Toliver’s Secret” “The Great Kapok Tree: A Tale of the Amazon Rain Forest” “Talking Walls” “Talking Walls: The Stories Continue” “In My Own Voice: Multicultural Poets on Identity” “Radio Man” “The Adventures of Sojourner” “Quennu and the Cave Bear” “I Am the Mummy Heb-Nefer” “Cocoon” <u>Unit 2 - A Sense of Place</u> High Point Textbook (p.70-139) High Point Language Skills Practice Book (p.30-62) High Point Listen and Learn Audio Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment (Unit 2 Test), Writing Assessment, Self-Assessment High Point Newsletter 3 and 4 (Home-school connections) High Point Teacher’s Edition (p.T170a-T139) Theme Library (“Going Home” and “Seedfolks”) From <i>The Basics Bookshelf</i> (“Families,” “Let’s Dance!”, and “More Than a Meal”) “Journey to Ellis Island: How My Father Came to America” “Yang the Third and Her Impossible Family” “Home to Medicine Mountain” “New Kids in Town: Oral Histories of Immigrant Teens” “Fiddler on the Roof” “The Bicycle Man” “Oh, Freedom!” “The Foxman” “In My Own Voice: Multicultural Poets on Identity” “The Jackie Robinson Story” LGBT and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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ESL 9-12 Bridging/Reaching

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Sensory Supports (real-life objects; manipulatives; pictures and photographs; illustrations, diagrams, drawings; magazines and newspapers; physical activities; videos and films; broadcasts; models and figures)

Graphic Organizers (Venn diagrams; T-charts; cycles; cause and effect; semantic webs)

Graphic Support (charts; graphic organizers; tables; graphs; timelines; number lines)

Language Arts Supports (illustrated word/phrase walls; felt or magnetic figures of story elements; sequence blocks; environmental print; posters or displays; bulletin boards; photographs; cartoons; audio books; songs/chants)

Interactive Supports (in pairs or partners; in triads or small groups; in a whole group; using cooperative group structures with the Internet or software programs; in the native language with mentors)

Technology Supports (software programs; language-learning apps; Oxford Picture Dictionary online)

Modifications

Pacing (extend time requirements; omit assignments)

Environment (assign preferential seating; assign peer buddy)

Reinforcement and Follow Through (use positive reinforcement; use concrete reinforcement; check often for understanding/review; arrange for peer tutoring; plan cooperative learning experiences; provide language experience; give immediate feedback; have student repeat directions; make/use vocabulary files; teach study skills; use study guides to organize materials; repeat/review/drill)

Assignments (lower reading level; give directions in small, distinct steps; allow copying from paper/book; use written backup for oral directions; lower difficulty level; shorten assignment; read directions to students; give oral cues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)

Presentation of Subject Material (use individual/small group instruction; use specialized curriculum; simplify language; record lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

Materials (provided recorded textbooks; highlight textbooks/study guides; use supplementary materials; give assistance in note taking; type handwritten teacher materials; use bilingual dictionaries, language learner dictionaries and electronic translators; use adapted/modified textbooks; allow use of computer)

Testing Adaptations (allow students to answer orally; use multiple-choice format; read test to student; modify format; write a different test; shorten test length; require only selected test items; create alternative assessment)

Grading (modify grading system; modify weights of course components; modify course objectives/outcomes)

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Accelerated Programs Independent Study Small groups Activity extensions, projects Peer teaching	Grade level texts Small Groups	Remediation Peer tutoring Small Groups	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

ESL 9-12 Bridging/Reaching

Unit Title: High Point Level 3 (Unit 3) Grades 9-12 Bridging/Reaching

Stage 1: Desired Results

Standards & Indicators:

WIDA ELD Standards

- 1: Social & Instructional Language
 - ELD-SI.4-12.Narrate
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representations to add meaning
 - Identify and raise questions about what might be unexplained, missing, or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
 - Create closure, recap, and offer next steps
 - ELD-SI.4-12. Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and wholes of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
 - ELD-SI.4-12.Explain
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understandings of how or why something is or works in particular ways
 - ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence
- 2: Language for Language Arts
 - ELD-LA.9-12.Narrate.Interpretive. Interpret language arts narratives by
 - Identifying themes or central ideas that develop over the course of a text
 - Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
 - Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
 - EDL-LA.9-12.Narrate.Expressive. Construct language arts narratives that
 - Orient audience to context and one or multiple point(s) of view
 - Develop and describe characters and their relationships over a progression of experiences or events
 - Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
 - Engage and adjust for audience
 - ELD-LA.9-12.Inform.Interpretive. Interpret informational texts in language arts by
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text

ESL 9-12 Bridging/Reaching

- ELD-LA.9-12.Inform.Expressive. Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text
- ELD-LA.9-12.Argue.Interpretive. Interpret language arts arguments by
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- ELD-LA.9-12.Argue.Expressive. Construct language arts arguments that
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- 3: Language for Mathematics
 - ELD-MA.9-12.Explain.Interpretive. Interpret mathematical explanations by
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
 - Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles
 - ELD-MA.9-12.Explain.Expressive. Construct mathematical explanations that
 - Introduce mathematical concept or entity
 - Share solutions with others
 - Describe data and/or approach used to solve a problem
 - State reasoning used to generate own or alternate solutions
 - ELD-MA.9-12.Argue.Interpretive. Interpret concepts in arguments by
 - Comparing conjectures with previously established results and stated assumptions
 - Distinguishing correct from flawed logic
 - Evaluating relationships among evidence and mathematical principles to create generalizations
 - ELD-MA.9-12.Argue.Expressive. Construct mathematics arguments that
 - Create precise conjecture, using definitions, previously established results, and stated assumptions
 - Generalize logical relationships across cases
 - Justify (and refute) conclusions with evidence and mathematical principles
 - Evaluate and extend others' arguments
- 4: Language for Science
 - ELD-SC.9-12.Explain.Interpretive. Interpret scientific explanations by
 - Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
 - Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
 - Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
 - ELD-SC.9-12.Explain.Expressive. Construct scientific explanations that
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system

ESL 9-12 Bridging/Reaching

- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs
- ELD-SC.9-12.Argue.Interpretive. Interpret scientific arguments by
 - Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
 - Comparing reasoning and claims based on evidence from competing arguments or design solutions
 - Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues
- ELD-SC.9-12.Argue.Expressive. Construct scientific arguments that
 - Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal
- 5: Language for Social Studies
 - ELD-SS.9-12.Explain.Interpretive. Interpret social studies explanations by
 - Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
 - Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
 - ELD-SS.9-12.Explain.Expressive. Construct social studies explanations that
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
 - Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
 - ELD-SS.9-12.Argue.Interpretive. Interpret social studies arguments by
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
 - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
 - ELD-SS.9-12.Argue.Expressive. Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

NJSLS for English Language Arts

- L.SS.9-10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Use parallel structure.

ESL 9-12 Bridging/Reaching

- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - E. Recognize spelling conventions.
- L.KL.9-10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9-10.3. Language. Vocabulary Acquisition, Use and Literal Meaning. 9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use content (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- L.VI.9-10.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
 - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- RL.CR.9-10.1. Reading Literature. Close Reading of Text.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CR.9-10.1. Reading Informational Texts. Close Reading of Text.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9-10.2. Reading Literature. Central Ideas and Themes of Texts.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9-10.2. Reading Informational Texts. Central Ideas and Themes of Texts.9-10.2. Determine one of more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9-10.3. Reading Literature. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RI.IT.9-10.3. Reading Informational Texts. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RL.TS.9-10.4. Reading Literature.Text Structure.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise)

ESL 9-12 Bridging/Reaching

- RL.PP.9-10.5. Reading Literature. Perspective and Purpose in Texts.9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.PP.9-10.5. Reading Informational Texts. Perspective and Purpose in Texts.9-10.5. Determine an author's purpose in a text (including culture experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9-10.6. Reading Informational Texts. Diverse Media and Formats.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9-10.7. Reading Informational Texts. Analysis of an Argument.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- W.AW.9-10.1. Writing, Argumentative Writing.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing).
 - E. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9-10.2. Writing. Informative and Explanatory Writing.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use of appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.NW.9-10.3. Writing.Narrative Writing.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

ESL 9-12 Bridging/Reaching

- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.9-10.7. Writing. Range of Writing.9-10.7. 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.
- SL.PE.9-10.1. Speaking and Listening. Participate Effectively.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
 - 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.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.PI.9-10.4. Speaking and Listening. Present Information.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9-10.5. Speaking and Listening. Use media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasonings, and evidence and to add interest.
- SL.AS.9-10.6. Speaking and Listening. Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- L.SS.11-12.1. Language. System and Structure of Language.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - C. Recognize spelling conventions.
- L.KL.11-12.2. Language. Knowledge of Language.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.11-12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its parts of speech, its etymology, or its standard usage.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).

ESL 9-12 Bridging/Reaching

- RL.CR.11-12.1. Reading Literature. Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11-12.1. Reading Informational Texts. Close Reading of Text.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.PP.11-12.5. Reading Informational Texts. Perspective and Purpose in Texts.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- W.AW.11-12.1. Writing. Argumentative Writing.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.NW.11-12.3. Writing. Narrative Writing.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.11-12.7. Writing.Range of Writing.9-10.4. 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.
- SL.PE.11-12.1. Speaking and Listening. Participate Effectively.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

ESL 9-12 Bridging/Reaching

• SL.PI.11-12.4. Speaking and Listening. Present Information.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. • SL.UM.11-12.5. Speaking and Listening. Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. • SL.AS.11-12.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving social responsibility.	There are different ways you can influence government policy to improve your financial situation.
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences of financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

ESL 9-12 Bridging/Reaching

9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g. 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a)	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8. <i>Social Studies Practice: Gathering and Evaluating Sources</i>).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.TL.1	Access digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<u>Central Idea/Enduring Understanding:</u> <u>What Matters Most</u> - Knowing what is important in life can help you reach your dreams and achieve your goals. <u>Toward a Better Future</u> - Courage and determination can help build a better future.	<u>Essential/Guiding Question:</u> - What are dreams and decisions? - Why are dreams important? - How do you make decisions based on dreams?
<u>Content:</u> Dreams (problems, decisions, goals, results, outcome, future) Life Experience (decisions, influence, values) Descriptive Words Adjectives Adverbs	<u>Skills(Objectives):</u> Engage in discussion Interpret a visual image Use graphic organizers (map) Relate goals and outcomes Preview Build background

ESL 9-12 Bridging/Reaching

Prepositional Phrases Storytelling Historical Fiction Structural Clues Characterization Dialogue Compound Predicates Compound Subjects Gestures Comparative and Superlative Adjectives Goals (decisions, rewarding, future) Synonyms Complex Sentences Structural Clues (prefixes) Phrases and Clauses Population Shifts Words About Population (population, census, demographics, race, ethnic group) Context Clues (multiple-meaning words) Indefinite Adjectives Modals Two-word Verbs Word Origins (borrowed words, coined words) Idioms Author's Style Word Choice Writing Process Introductory Sentence	Relate to personal experiences Classify Generate ideas Listen actively Tell a story Interpret visual information Use graphic organizers (story map) Activate prior knowledge Use new words in context Predict Read a selection Listen to a selection Use context clues to meaning Set a purpose for reading Use graphic organizers (chart) Identify details Identify cause and effect Make an inference Identify character's motive Traits Make comparisons Confirm word meaning Form opinions Summarize Evaluate impact of author's background on literature Retell a story Synthesize information Draw conclusions Make judgments Give information Formulate questions Gather information Use maps Take notes Use new words in context Paraphrase Relate words Identify character's point of view Compare literature Evaluate literary quality Demonstrate non-verbal communication Use the Internet Use Word-processing software Locate resources Plan Interact with peers Gather and synthesize information Respond to a paragraph Identify author's purpose Evaluate impact of medium on meaning Form generalizations Ask questions and clarify meaning Evaluate impact of author's qualifications on meaning
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ESL 9-12 Bridging/Reaching

	Analyze information (apparent message and hidden agenda) State a goal Express probability Evaluate information from electronic resources Use text structures (character map) Self-assess Use desktop publishing software
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Interdisciplinary Connections:

Social Studies; Science; Career; Health; Music

Stage 2: Assessment Evidence

Performance Task(s):

Read alouds
 Practice workbook activities - Fill in the blank;
 multiple choice; True/False; picture matching;
 sentence frames/stems
 Grammar and content-related handouts
 Use new vocabulary in speaking
 Ability to listen and repeat with correct
 pronunciation

Other Evidence:

Class participation
 Do Now/Warm-ups
 Unit tests
 Selection tests

- “Ginger for the Heart”
- “Twins”
- “The Great Migration”
- “A House of My Own”

 Writing Assignments

- Writing That Describes (Descriptive Writing/Character Sketch)
- Letters
- Description
- Essay
- Poem

 Self-Assessment Form
 Peer-Assessment Form
 Writing Progress Checklist
 Portfolio Evaluation Form

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 3 - Follow Your Dreams

Theme 1 - What Matters Most

- Build Language and Vocabulary: Tell a Story
- “Ginger for the Heart” (Historical Fiction; Reading Strategy: Relate Goals and Outcomes)
- “Twins” (Article; Reading Strategy: Paraphrase)

Theme 2 - Toward a Better Future

- Build Language and Vocabulary: Describe
- “The Great Migration” (Art essay; Reading Strategy: Make Comparisons)
- “Follow the Drinking Gourd” (Traditional song; Reading Strategy: Ask Questions and Clarify Meaning)
- “A House of My Own” (Story; Reading Strategy: Confirm Word Meanings)

Resources:

Unit 3 - Follow Your Dreams

High Point Textbook (p.140-211)
 High Point Language Skills Practice Book (p.63-101)
 High Point Listen and Learn Audio
 Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers
 High Point Language Acquisition Assessment (Unit 3 Test), Writing Assessment, Self-Assessment
 High Point Newsletter 5 and 6 (Home-school connections)
 High Point Teacher’s Edition (p.T140a-T211)
 Theme Library (“The Lotus Seed” and “The Milkman’s Boy”)
 From *The Basics Bookshelf* (“Friends Are Like That” and “Who Was Martin Luther King, Jr.?”)
 “Mandela”
 “Going Home”
 “The Gold Coin”
 “The Dragon Prince”
 “The Miracle Worker”
 “The House on Mango Street”

ESL 9-12 Bridging/Reaching

	“Dreaming of America: An Ellis Island Story” “The Bus Ride” “Life in Pioneer America” LGBT and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Sensory Supports (real-life objects; manipulatives; pictures and photographs; illustrations, diagrams, drawings; magazines and newspapers; physical activities; videos and films; broadcasts; models and figures)

Graphic Organizers (Venn diagrams; T-charts; cycles; cause and effect; semantic webs)

Graphic Support (charts; graphic organizers; tables; graphs; timelines; number lines)

Language Arts Supports (illustrated word/phrase walls; felt or magnetic figures of story elements; sequence blocks; environmental print; posters or displays; bulletin boards; photographs; cartoons; audio books; songs/chants)

Interactive Supports (in pairs or partners; in triads or small groups; in a whole group; using cooperative group structures with the Internet or software programs; in the native language with mentors)

Technology Supports (software programs; language-learning apps; Oxford Picture Dictionary online)

Modifications

Pacing (extend time requirements; omit assignments)

Environment (assign preferential seating; assign peer buddy)

Reinforcement and Follow Through (use positive reinforcement; use concrete reinforcement; check often for understanding/review; arrange for peer tutoring; plan cooperative learning experiences; provide language experience; give immediate feedback; have student repeat directions; make/use vocabulary files; teach study skills; use study guides to organize materials; repeat/review/drill)

Assignments (lower reading level; give directions in small, distinct steps; allow copying from paper/book; use written backup for oral directions; lower difficulty level; shorten assignment; read directions to students; give oral cues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)

Presentation of Subject Material (use individual/small group instruction; use specialized curriculum; simplify language; record lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

Materials (provided recorded textbooks; highlight textbooks/study guides; use supplementary materials; give assistance in note taking; type handwritten teacher materials; use bilingual dictionaries, language learner dictionaries and electronic translators; use adapted/modified textbooks; allow use of computer)

Testing Adaptations (allow students to answer orally; use multiple-choice format; read test to student; modify format; write a different test; shorten test length; require only selected test items; create alternative assessment)

Grading (modify grading system; modify weights of course components; modify course objectives/outcomes)

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Accelerated Programs Independent Study	Grade level texts Small Groups	Remediation Peer tutoring	Any student requiring further accommodations and/or modifications

ESL 9-12 Bridging/Reaching

Small groups Activity extensions, projects Peer teaching		Small Groups	will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: High Point Level 3 (Unit 4) Grades 9-12 Bridging/Reaching

Stage 1: Desired Results

Standards & Indicators:

WIDA ELD Standards

- 1: Social & Instructional Language
 - ELD-SI.4-12.Narrate
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representations to add meaning
 - Identify and raise questions about what might be unexplained, missing, or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
 - Create closure, recap, and offer next steps
 - ELD-SI.4-12. Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and wholes of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
 - ELD-SI.4-12.Explain
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understandings of how or why something is or works in particular ways
 - ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence
- 2: Language for Language Arts

ESL 9-12 Bridging/Reaching

- ELD-LA.9-12.Narrate.Interpretive. Interpret language arts narratives by
 - Identifying themes or central ideas that develop over the course of a text
 - Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
 - Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
- ELD-LA.9-12.Narrate.Expressive. Construct language arts narratives that
 - Orient audience to context and one or multiple point(s) of view
 - Develop and describe characters and their relationships over a progression of experiences or events
 - Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
 - Engage and adjust for audience
- ELD-LA.9-12.Inform.Interpretive. Interpret informational texts in language arts by
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text
- ELD-LA.9-12.Inform.Expressive. Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text
- ELD-LA.9-12.Argue.Interpretive. Interpret language arts arguments by
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- ELD-LA.9-12.Argue.Expressive. Construct language arts arguments that
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- 3: Language for Mathematics
 - ELD-MA.9-12.Explain.Interpretive. Interpret mathematical explanations by
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
 - Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles
 - ELD-MA.9-12.Explain.Expressive. Construct mathematical explanations that
 - Introduce mathematical concept or entity
 - Share solutions with others
 - Describe data and/or approach used to solve a problem
 - State reasoning used to generate own or alternate solutions
 - ELD-MA.9-12.Argue.Interpretive. Interpret concepts in arguments by
 - Comparing conjectures with previously established results and stated assumptions
 - Distinguishing correct from flawed logic
 - Evaluating relationships among evidence and mathematical principles to create generalizations

ESL 9-12 Bridging/Reaching

- ELD-MA.9-12.Argue.Expressive. Construct mathematics arguments that
 - Create precise conjecture, using definitions, previously established results, and stated assumptions
 - Generalize logical relationships across cases
 - Justify (and refute) conclusions with evidence and mathematical principles
 - Evaluate and extend others' arguments
- 4: Language for Science
 - ELD-SC.9-12.Explain.Interpretive. Interpret scientific explanations by
 - Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
 - Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
 - Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
 - ELD-SC.9-12.Explain.Expressive. Construct scientific explanations that
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
 - Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs
 - ELD-SC.9-12.Argue.Interpretive. Interpret scientific arguments by
 - Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
 - Comparing reasoning and claims based on evidence from competing arguments or design solutions
 - Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues
 - ELD-SC.9-12.Argue.Expressive. Construct scientific arguments that
 - Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal
- 5: Language for Social Studies
 - ELD-SS.9-12.Explain.Interpretive. Interpret social studies explanations by
 - Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
 - Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
 - ELD-SS.9-12.Explain.Expressive. Construct social studies explanations that
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
 - Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
 - ELD-SS.9-12.Argue.Interpretive. Interpret social studies arguments by

ESL 9-12 Bridging/Reaching

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
- ELD-SS.9-12.Argue.Expressive. Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving social responsibility.	There are different ways you can influence government policy to improve your financial situation.
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences of financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

ESL 9-12 Bridging/Reaching

9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g. 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a)	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8. <i>Social Studies Practice: Gathering and Evaluating Sources</i>).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.TL.1	Access digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
Central Idea/Enduring Understanding: <u>The Certainty of Change</u> - Nature changes in cycles or by surprise. Only one thing is certain - change happens. <u>An Enduring Legacy</u> - The human spirit can survive life's cruelest changes - and leave a legacy for generations to come.		Essential/Guiding Question: - What does continuity mean? - What does change mean? - How has your life reflected the meanings of continuity and change? - What have you learned about continuity and change?
Content: Continuity and Change (certainty, enduring, legacy) Continuity and Change (cycles, predict)		Skills(Objectives): Engage in discussion Interpret a visual image Preview

ESL 9-12 Bridging/Reaching

Words About Change Relative Clauses Story elements Plot (foreshadowing) Words About Plot (conflict, complication, rising action, climax, falling action, resolution) Scientific Words (method, hypothesis, data) Nature Words Alliteration Consonance Mood Style Words About Destruction Sensory Words Simile Multiple-meaning Words Structural Clues (Latin and Greek roots) Volcanoes (active, dormant, extinct) Continuity and Change (enduring, legacy, progress) Wartime Words Present Perfect Tense Verbs Biography Helping Verbs Two-word Verbs Tone Writing Process Sentence Variety and Elaboration Outline Peer-conferencing	Build background Use graphic organizers (mind map; chart) Dramatize Relate to personal experience Form generalizations Generate ideas Give information Analyze information Relate words Analyze story elements (characters and plot) Set a purpose for reading Listen to a selection Use graphic organizers (character map) Identify character's motive Analyze information (fantasy and reality) Read a selection Use new words in context Identify cause and effect Identify details Identify sequence Make an inference Identify character's point of view Draw conclusions Respond to literature Identify problem and solution Make judgments Negotiate Role-play Define and explain Formulate hypotheses Gather and analyze information Plan research methods Conduct an observation Use graphic organizers (time line) Use context clues Relate steps in a process Read a poem Evaluate impact of point of view on meaning Make predictions Choral reading Skim and take notes Use text features (sidebars) Summarize Evaluate literary quality Use graphic organizers (cause/effect chart) Compare literature Ask for information Gather, organize, and synthesize information Use a mpa Use the Internet Listen actively Define and explain Evaluate impact of author's background on meaning
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ESL 9-12 Bridging/Reaching

	Persuade Interact with peers Cite sources Compare literature Respond to literature Identify character's traits Use search engines Self-assess Compare and evaluate literature
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Interdisciplinary Connections:

Social Studies; Geography; World History; Mythology; Science

Stage 2: Assessment Evidence

Performance Task(s):

Read alouds
 Practice workbook activities - Fill in the blank;
 multiple choice; True/False; picture matching;
 sentence frames/stems
 Grammar and content-related handouts
 Use new vocabulary in speaking
 Ability to listen and repeat with correct
 pronunciation

Other Evidence:

Class participation
 Do Now/Warm-ups
 Unit tests
 Selection tests

- "The Mother Who Lost Her Daughter"
- "The Big Blast"
- "Anne Frank"
- "The Diary of a Young Girl"

 Writing Assignments

- Writing That Informs and Explains (Expository Writing/Content-Area Report)
- Sentences
- Plot Diagram
- Myth
- Paragraph
- Diary entry
- Newspaper article
- Poster
- Expository (content-area report)

 Oral Report
 Self-Assessment Form
 Peer-Assessment Form
 Writing Progress Checklist
 Portfolio Evaluation Form

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 4 - Coming Full Circle

Theme 1 - The Certainty of Change

- Build Language and Vocabulary: Give Information
- "The Mother Who Lost Her Daughter" (Greek myth/play; Reading Strategy: Analyze Characters and Plot)
- "Chrysalis Diary" (Poem; Reading Strategy: Relate Steps in a Process)
- "The Big Blast" (Science article; Reading Strategy: Skim and Take Notes)

Theme 2 - An Enduring Legacy

Resources:

Unit 4 - Coming Full Circle

High Point Textbook (p.212-289)
 High Point Language Skills Practice Book (p.102-137)
 High Point Listen and Learn Audio
 Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers
 High Point Language Acquisition Assessment (Unit 4 Test), Writing Assessment, Self-Assessment
 High Point Newsletter 7 and 8 (Home-school connections)
 High Point Teacher's Edition (p.T212a-T289)
 Theme Library ("Volcanoes" and "Nine Spoons: A Chanukah Story")

ESL 9-12 Bridging/Reaching

• Build Language and Vocabulary: Define and Explain • “Anne Frank” (Biography; Reading Strategy: Use a Graphic Organizer) • from “The Diary of a Young Girl” (Diary; Reading Strategy: Monitor Your Reading)	From <i>The Basics Bookshelf</i> (“The Eagle and the Moon Gold,” “Explore!,” and “The Children We Remember”) “Cactus Hotel” “The Time Machine” “To Everything There Is a Season” “Felita” “Volcanoes” video “So Far From the Sea” “Number the Stars” “Sadako and the Thousand Paper Cranes” “TimeLiner 4.0” “The Diary of Anne Frank” (film) LGBT and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Sensory Supports (real-life objects; manipulatives; pictures and photographs; illustrations, diagrams, drawings; magazines and newspapers; physical activities; videos and films; broadcasts; models and figures)

Graphic Organizers (Venn diagrams; T-charts; cycles; cause and effect; semantic webs)

Graphic Support (charts; graphic organizers; tables; graphs; timelines; number lines)

Language Arts Supports (illustrated word/phrase walls; felt or magnetic figures of story elements; sequence blocks; environmental print; posters or displays; bulletin boards; photographs; cartoons; audio books; songs/chants)

Interactive Supports (in pairs or partners; in triads or small groups; in a whole group; using cooperative group structures with the Internet or software programs; in the native language with mentors)

Technology Supports (software programs; language-learning apps; Oxford Picture Dictionary online)

Modifications

Pacing (extend time requirements; omit assignments)

Environment (assign preferential seating; assign peer buddy)

Reinforcement and Follow Through (use positive reinforcement; use concrete reinforcement; check often for understanding/review; arrange for peer tutoring; plan cooperative learning experiences; provide language experience; give immediate feedback; have student repeat directions; make/use vocabulary files; teach study skills; use study guides to organize materials; repeat/review/drill)

Assignments (lower reading level; give directions in small, distinct steps; allow copying from paper/book; use written backup for oral directions; lower difficulty level; shorten assignment; read directions to students; give oral cues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)

Presentation of Subject Material (use individual/small group instruction; use specialized curriculum; simplify language; record lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

Materials (provided recorded textbooks; highlight textbooks/study guides; use supplementary materials; give

ESL 9-12 Bridging/Reaching

assistance in note taking; type handwritten teacher materials; use bilingual dictionaries, language learner dictionaries and electronic translators; use adapted/modified textbooks; allow use of computer) Testing Adaptations (allow students to answer orally; use multiple-choice format; read test to student; modify format; write a different test; shorten test length; require only selected test items; create alternative assessment) Grading (modify grading system; modify weights of course components; modify course objectives/outcomes)			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Accelerated Programs Independent Study Small groups Activity extensions, projects Peer teaching	Grade level texts Small Groups	Remediation Peer tutoring Small Groups	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: High Point Level 3 (Unit 5) Grades 9-12 Bridging/Reaching
Stage 1: Desired Results
Standards & Indicators: WIDA ELD Standards ● 1: Social & Instructional Language ○ ELD-SI.4-12.Narrate ■ Share ideas about one's own and others' lived experiences and previous learning ■ Connect stories with images and representations to add meaning ■ Identify and raise questions about what might be unexplained, missing, or left unsaid ■ Recount and restate ideas to sustain and move dialogue forward ■ Create closure, recap, and offer next steps ○ ELD-SI.4-12. Inform ■ Define and classify facts and interpretations; determine what is known vs. unknown ■ Report on explicit and inferred characteristics, patterns, or behavior ■ Describe the parts and wholes of a system ■ Sort, clarify, and summarize relationships ■ Summarize most important aspects of information ○ ELD-SI.4-12.Explain ■ Generate and convey initial thinking ■ Follow and describe cycles and sequences of steps or procedures and their causes and effects ■ Compare changing variables, factors, and circumstances ■ Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

ESL 9-12 Bridging/Reaching

- Act on feedback to revise understandings of how or why something is or works in particular ways
- ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence
- 2: Language for Language Arts
 - ELD-LA.9-12.Narrate.Interpretive. Interpret language arts narratives by
 - Identifying themes or central ideas that develop over the course of a text
 - Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
 - Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view
 - ELD-LA.9-12.Narrate.Expressive. Construct language arts narratives that
 - Orient audience to context and one or multiple point(s) of view
 - Develop and describe characters and their relationships over a progression of experiences or events
 - Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
 - Engage and adjust for audience
 - ELD-LA.9-12.Inform.Interpretive. Interpret informational texts in language arts by
 - Identifying and/or summarizing central ideas
 - Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text
 - ELD-LA.9-12.Inform.Expressive. Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish an objective or neutral stance
 - Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
 - Develop coherence and cohesion throughout text
 - ELD-LA.9-12.Argue.Interpretive. Interpret language arts arguments by
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
 - ELD-LA.9-12.Argue.Expressive. Construct language arts arguments that
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Establish and maintain a formal style and objective tone
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations
- 3: Language for Mathematics
 - ELD-MA.9-12.Explain.Interpretive. Interpret mathematical explanations by
 - Identifying concept or entity
 - Analyzing data and owning problem-solving approaches
 - Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles
 - ELD-MA.9-12.Explain.Expressive. Construct mathematical explanations that

ESL 9-12 Bridging/Reaching

- Introduce mathematical concept or entity
 - Share solutions with others
 - Describe data and/or approach used to solve a problem
 - State reasoning used to generate own or alternate solutions
- ELD-MA.9-12.Argue.Interpretive. Interpret concepts in arguments by
 - Comparing conjectures with previously established results and stated assumptions
 - Distinguishing correct from flawed logic
 - Evaluating relationships among evidence and mathematical principles to create generalizations
- ELD-MA.9-12.Argue.Expressive. Construct mathematics arguments that
 - Create precise conjecture, using definitions, previously established results, and stated assumptions
 - Generalize logical relationships across cases
 - Justify (and refute) conclusions with evidence and mathematical principles
 - Evaluate and extend others' arguments
- 4: Language for Science
 - ELD-SC.9-12.Explain.Interpretive. Interpret scientific explanations by
 - Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
 - Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
 - Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
 - ELD-SC.9-12.Explain.Expressive. Construct scientific explanations that
 - Describe reliable and valid evidence from multiple sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
 - Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs
 - ELD-SC.9-12.Argue.Interpretive. Interpret scientific arguments by
 - Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
 - Comparing reasoning and claims based on evidence from competing arguments or design solutions
 - Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues
 - ELD-SC.9-12.Argue.Expressive. Construct scientific arguments that
 - Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
 - Defend or refute a claim based on data and evidence
 - Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
 - Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal
- 5: Language for Social Studies
 - ELD-SS.9-12.Explain.Interpretive. Interpret social studies explanations by
 - Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors, causes, or related concepts
 - Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ESL 9-12 Bridging/Reaching

- ELD-SS.9-12.Explain.Expressive. Construct social studies explanations that
 - Introduce and contextualize multiple phenomena or events
 - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
 - Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
- ELD-SS.9-12.Argue.Interpretive. Interpret social studies arguments by
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
 - Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
- ELD-SS.9-12.Argue.Expressive. Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

NJSLS for English Language Arts

- L.SS.9-10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Use parallel structure.
 - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - E. Recognize spelling conventions.
- L.KL.9-10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9-10.3. Language. Vocabulary Acquisition, Use and Literal Meaning. 9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use content (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
 - C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).

ESL 9-12 Bridging/Reaching

- L.VI.9-10.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
 - A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- RL.CR.9-10.1. Reading Literature. Close Reading of Text.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CR.9-10.1. Reading Informational Texts. Close Reading of Text.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9-10.2. Reading Literature. Central Ideas and Themes of Texts.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9-10.2. Reading Informational Texts. Central Ideas and Themes of Texts.9-10.2. Determine one of more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9-10.3. Reading Literature. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- RI.IT.9-10.3. Reading Informational Texts. Interactions Among Text Elements.9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RL.TS.9-10.4. Reading Literature. Text Structure.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise)
- RL.PP.9-10.5. Reading Literature. Perspective and Purpose in Texts.9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RI.PP.9-10.5. Reading Informational Texts. Perspective and Purpose in Texts.9-10.5. Determine an author's purpose in a text (including culture experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9-10.6. Reading Informational Texts. Diverse Media and Formats.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9-10.7. Reading Informational Texts. Analysis of an Argument.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- W.AW.9-10.1. Writing, Argumentative Writing.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

ESL 9-12 Bridging/Reaching

- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing).
 - E. Provide a concluding paragraph or section that supports the argument presented.
- W.IW.9-10.2. Writing. Informative and Explanatory Writing.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use of appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- W.NW.9-10.3. Writing. Narrative Writing.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.9-10.7. Writing. Range of Writing.9-10.7. 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.
- SL.PE.9-10.1. Speaking and Listening. Participate Effectively.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
 - 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.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.PI.9-10.4. Speaking and Listening. Present Information.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

ESL 9-12 Bridging/Reaching

- SL.UM.9-10.5. Speaking and Listening. Use media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasonings, and evidence and to add interest.
- SL.AS.9-10.6. Speaking and Listening. Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- L.SS.11-12.1. Language. System and Structure of Language.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - C. Recognize spelling conventions.
- L.KL.11-12.2. Language. Knowledge of Language.11-12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.11-12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)
 - D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its parts of speech, its etymology, or its standard usage.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- RL.CR.11-12.1. Reading Literature. Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11-12.1. Reading Informational Texts. Close Reading of Text.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.PP.11-12.5. Reading Informational Texts. Perspective and Purpose in Texts.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- W.AW.11-12.1. Writing. Argumentative Writing.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

ESL 9-12 Bridging/Reaching

- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.NW.11-12.3. Writing. Narrative Writing.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.RW.11-12.7. Writing.Range of Writing.9-10.4. 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.
- SL.PE.11-12.1. Speaking and Listening. Participate Effectively.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.PI.11-12.4. Speaking and Listening. Present Information.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.11-12.5. Speaking and Listening. Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.
- SL.AS.11-12.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving social	There are different ways you can influence government policy to improve your financial situation.

ESL 9-12 Bridging/Reaching

	responsibility.	
9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).	There are factors you can use to select financial institutions and professionals that are best suited for your needs.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences of financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g. 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a)	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data,	Advanced search techniques can be used with digital and media resources to locate information and to check the

ESL 9-12 Bridging/Reaching

	or other resources (e.g., NJSLSA.W8. <i>Social Studies Practice</i> : Gathering and Evaluating Sources).	credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.TL.1	Access digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<u>Central Idea/Enduring Understanding:</u> <u>Making a Difference</u> - You can make the world a better place if you are willing to get involved. <u>Pushing Past the Limits</u> - You can learn a lot about yourself by facing life's challenges and pushing past the limits.		<u>Essential/Guiding Question:</u> - What are challenges? - What positive things can happen when you meet a challenge? - What negative things can happen when you meet a challenge? - What can you learn about yourself when you meet a challenge?
<u>Content:</u> Challenges (obstacles, make a difference, face or meet a challenge, get involved) Natural environment (environment) Words Used to Persuade Verbs in the Past Perfect Tense Present and Past Perfect Tense Verbs Active and Passive Verbs Describing Words Structural Clues (suffixes) Legislative Process (bill, law, legislative branch, Senate, House of Representatives) Endangered Species (ecology, ecosystem, food chain, habitat destruction, over-exploitation) Mood Tone Style Repetition Personification Metaphor Rhyme Scheme Rhythm Words About Propaganda (bandwagon, testimonial) Words About Climate (temperate, the tropics, desert, subtropical, subarctic, tundra, highland, humid, continental) Challenges (intellectual, physical, social) Survival Words Future Perfect Tense Verbs Autobiography Theme Word Families (migrant, migrate, migration, migratory) Folk Tale Plot (conflict) Onomatopoeia		<u>Skills(Objectives):</u> Engage in discussion Respond to a photograph Preview Brainstorm Build background Use graphic organizers (mind map) Respond to visual images Relate to personal experience Use graphic organizers (chart) Generate ideas Formulate hypotheses Listen actively Persuade Listen critically Use graphic organizers (problem and solution chart) Analyze information Solve problems Form opinions Activate prior knowledge Relate words Use SQ3R Listen to a selection Set a purpose for reading Use text features in nonfiction Identify cause and effect Draw conclusions Make judgments Read a selection Summarize Paraphrase Evaluate the impact of author's point of view on literature Evaluate literature Verify information Express gratitude Give information Interact with peers Gather, organize, and synthesize information

ESL 9-12 Bridging/Reaching

Characterization (protagonist and minor characters) Writing Process	Take notes Use the Internet Use text structures (globes and maps) Identify author's point of view Identify author's purpose Use text structures (diagrams) Listen to a poem Locate and use definitions Evaluate impact of author's background on literature Give information Analyze and evaluate information Identify propaganda Make comparisons Select, compare, and evaluate media Use an atlas and globe Elaborate Use graphic organizers (word web) Make predictions Relate causes and effects Visualize Use graphic organizers (word web) Make predictions Relate causes and effects Visualize Use graphic organizers (cause/effect chain) Use new words in context Retell a story Role-play Relate main ideas and details Use text structures (logical order) Self-assess Deliver a speech Record on a computer
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Interdisciplinary Connections:

Social Studies; Civics and Government; Science

Stage 2: Assessment Evidence

Performance Task(s):

Read alouds

Practice workbook activities - Fill in the blank; multiple choice; True/False; picture matching; sentence frames/stems

Grammar and content-related handouts

Use new vocabulary in speaking

Ability to listen and repeat with correct pronunciation

Other Evidence:

Class participation

Do Now/Warm-ups

Unit tests

Selection tests

- "Saving the Peregrine Falcon"
- "A Celebration of the Everglades"
- "The Circuit"
- "The Clever Wife"

Writing Assignments

- Writing That Persuades (Persuasive Writing/5-Paragraph Essay)
- Reflection Log
- Thank You Letter
- Informational Poster
- Literary Critique

ESL 9-12 Bridging/Reaching

	• Rhyming Poem • Sentences • Newspaper Article, Description, or Persuasive Letter • Story Review • Persuasive Speech Speech Oral Report Oral Presentation Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <u>Unit 5 - Overcoming Obstacles</u> <u>Theme 1 - Making a Difference</u> • Build Language and Vocabulary: Persuade • “Saving the Peregrine Falcon” (Science article; Reading Strategy: Use SQ3R) • “A Celebration of the Everglades” (Article and Poems; Reading Strategy: Identify Author’s Point of View and Purpose) <u>Theme 2 - Pushing Past the Limits</u> • Build Language and Vocabulary: Elaborate • “The Circuit” (Autobiography; Reading Strategy: Relate Causes and Effects) • “Mother to Son” (Poem; Reading Strategy: Interpret Metaphors) • “The Clever Wife” (Chinese folk tale; Reading Strategy: Summarize)	<u>Resources:</u> <u>Unit 5 - Overcoming Obstacles</u> High Point Textbook (p.290-363) High Point Language Skills Practice Book (p.138-172) High Point Listen and Learn Audio Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment (Unit 5 Test), Writing Assessment, Self-Assessment High Point Newsletter 9 and 10 (Home-school connections) High Point Teacher’s Edition (p.T290a-T363) Theme Library (“Every Living Thing” and “Wings”) From <i>The Basics Bookshelf</i> (“Rachel Carson: A Woman Who Loved Nature,” “Crops,” “Sunny and Moonshine: A Love Story” “The Shaman’s Apprentice” “Sawgrass Poems” “Turtle Bay” “Saving the Peregrine Falcon” “Discoveries: Explore the Everglades Ecosystem” (video) “Wilma Unlimited” “Call It Courage” “Hercules: The Twelve Labors of a Legendary Hero” “Hatchet” “Road Adventures USA” (digital) LGBT and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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ESL 9-12 Bridging/Reaching

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Sensory Supports (real-life objects; manipulatives; pictures and photographs; illustrations, diagrams, drawings; magazines and newspapers; physical activities; videos and films; broadcasts; models and figures)

Graphic Organizers (Venn diagrams; T-charts; cycles; cause and effect; semantic webs)

Graphic Support (charts; graphic organizers; tables; graphs; timelines; number lines)

Language Arts Supports (illustrated word/phrase walls; felt or magnetic figures of story elements; sequence blocks; environmental print; posters or displays; bulletin boards; photographs; cartoons; audio books; songs/chants)

Interactive Supports (in pairs or partners; in triads or small groups; in a whole group; using cooperative group structures with the Internet or software programs; in the native language with mentors)

Technology Supports (software programs; language-learning apps; Oxford Picture Dictionary online)

Modifications

Pacing (extend time requirements; omit assignments)

Environment (assign preferential seating; assign peer buddy)

Reinforcement and Follow Through (use positive reinforcement; use concrete reinforcement; check often for understanding/review; arrange for peer tutoring; plan cooperative learning experiences; provide language experience; give immediate feedback; have student repeat directions; make/use vocabulary files; teach study skills; use study guides to organize materials; repeat/review/drill)

Assignments (lower reading level; give directions in small, distinct steps; allow copying from paper/book; use written backup for oral directions; lower difficulty level; shorten assignment; read directions to students; give oral cues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignments)

Presentation of Subject Material (use individual/small group instruction; use specialized curriculum; simplify language; record lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary)

Materials (provided recorded textbooks; highlight textbooks/study guides; use supplementary materials; give assistance in note taking; type handwritten teacher materials; use bilingual dictionaries, language learner dictionaries and electronic translators; use adapted/modified textbooks; allow use of computer)

Testing Adaptations (allow students to answer orally; use multiple-choice format; read test to student; modify format; write a different test; shorten test length; require only selected test items; create alternative assessment)

Grading (modify grading system; modify weights of course components; modify course objectives/outcomes)

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Accelerated Programs Independent Study Small groups Activity extensions, projects Peer teaching	Grade level texts Small Groups	Remediation Peer tutoring Small Groups	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

ESL 9-12 Bridging/Reaching

Pacing Guide

Content	Resources	Standards
UNIT 1: High Point Level 3 (Units 1-2)		
# Days - 45 Communication (express, messages, verbal, nonverbal, lasting, preserve) Communication (message, meaning) Words About Communication Complete Sentences Opinions Poetry Common and Proper Nouns Singular and Plural Nouns Context Clues Free Verse Style Mood Words Mood Possessive Nouns Subjects and Predicates Communication (messages, connect) Compound Sentences Folk Tale Story Elements (characters, setting, plot) Present Tense Verbs Subject-Verb Agreement Political leaders (emperor, king, queen, prince, president, prime minister, premier) Grains and Diet Science Fiction Fantasy and Reality Narrative (Fiction) Writing Process	National Geographic LIFT High Point Textbook High Point Language Skills Practice Book High Point Listen and Learn Audio Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment Writing Assessment Self-Assessment High Point Newsletter High Point Teacher's Edition Theme Library <i>The Basics Bookshelf</i>	WIDA ELD-SI.4-12 WIDA ELD-LA.9-12 WIDA ELD-MA.9-12 WIDA ELD-SC.9-12 WIDA ELD-SS.9-12
UNIT 2: High Point Level 3 (Unit 3)		
# Days - 45 Dreams (problems, decisions, goals, results, outcome, future) Life Experience (decisions, influence, values) Descriptive Words Adjectives Adverbs Prepositional Phrases Storytelling Historical Fiction Structural Clues	National Geographic LIFT High Point Textbook High Point Language Skills Practice Book High Point Listen and Learn Audio Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment Writing Assessment	WIDA ELD-SI.4-12 WIDA ELD-LA.9-12 WIDA ELD-MA.9-12 WIDA ELD-SC.9-12 WIDA ELD-SS.9-12

ESL 9-12 Bridging/Reaching

Characterization Dialogue Compound Predicates Compound Subjects Gestures Comparative and Superlative Adjectives Goals (decisions, rewarding, future) Synonyms Complex Sentences Structural Clues (prefixes) Phrases and Clauses Population Shifts Words About Population (population, census, demographics, race, ethnic group) Context Clues (multiple-meaning words) Indefinite Adjectives Modals Two-word Verbs Word Origins (borrowed words, coined words) Idioms Author's Style Word Choice Writing Process Introductory Sentence	Self-Assessment High Point Newsletter High Point Teacher's Edition Theme Library <i>The Basics Bookshelf</i>	
UNIT 3: High Point Level 3 (Unit 4)		
# Days - 45 Continuity and Change (certainty, enduring, legacy) Continuity and Change (cycles, predict) Words About Change Relative Clauses Story elements Plot (foreshadowing) Words About Plot (conflict, complication, rising action, climax, falling action, resolution) Scientific Words (method, hypothesis, data) Nature Words Alliteration Consonance Mood Style Words About Destruction Sensory Words Simile Multiple-meaning Words	National Geographic LIFT High Point Textbook High Point Language Skills Practice Book High Point Listen and Learn Audio Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment Writing Assessment Self-Assessment High Point Newsletter High Point Teacher's Edition Theme Library <i>The Basics Bookshelf</i>	WIDA ELD-SI.4-12 WIDA ELD-LA.9-12 WIDA ELD-MA.9-12 WIDA ELD-SC.9-12 WIDA ELD-SS.9-12

ESL 9-12 Bridging/Reaching

Structural Clues (Latin and Greek roots) Volcanoes (active, dormant, extinct) Continuity and Change (enduring, legacy, progress) Wartime Words Present Perfect Tense Verbs Biography Helping Verbs Two-word Verbs Tone Writing Process Sentence Variety and Elaboration Outline Peer-conferencing		
UNIT 4: High Point Level 3 (Unit 5)		
# Days - 45 Challenges (obstacles, make a difference, face or meet a challenge, get involved) Natural environment (environment) Words Used to Persuade Verbs in the Past Perfect Tense Present and Past Perfect Tense Verbs Active and Passive Verbs Describing Words Structural Clues (suffixes) Legislative Process (bill, law, legislative branch, Senate, House of Representatives) Endangered Species (ecology, ecosystem, food chain, habitat destruction, over-exploitation) Mood Tone Style Repetition Personification Metaphor Rhyme Scheme Rhythm Words About Propaganda (bandwagon, testimonial) Words About Climate (temperate, the tropics, desert, subtropical, subarctic, tundra, highland, humid, continental) Challenges (intellectual, physical, social) Survival Words Future Perfect Tense Verbs Autobiography	National Geographic LIFT High Point Textbook High Point Language Skills Practice Book High Point Listen and Learn Audio Technology Support "Inspiration" for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment Writing Assessment Self-Assessment High Point Newsletter High Point Teacher's Edition Theme Library <i>The Basics Bookshelf</i>	WIDA ELD-SI.4-12 WIDA ELD-LA.9-12 WIDA ELD-MA.9-12 WIDA ELD-SC.9-12 WIDA ELD-SS.9-12

ESL 9-12 Bridging/Reaching

Theme Word Families (migrant, migrate, migration, migratory) Folk Tale Plot (conflict) Onomatopoeia Characterization (protagonist and minor characters) Writing Process		
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