

English Language Learners

9-11/ELL Year A

BOARD APPROVAL DATE:

BOARD ADOPTION OF STATE STANDARDS:

Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	<p>WIDA</p> <ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. <p>NJSLS English Language Arts</p> <ul style="list-style-type: none"> W.9-10.1.A - Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence, W.9-10.1.C - Use transitions to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons 	The High School Experience	<ul style="list-style-type: none"> Practice writing for a range of tasks, purposes, and audiences Prepare for and participate effectively in a range of oral situations Propel conversations by responding to questions and asking new questions in return. Integrate and evaluate information presented in diverse media and formats Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric Present information, findings, and supporting evidence that listeners can follow. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 	9 weeks

and evidence, and between claims and counterclaims.

- **W.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose while attending to the norms and conventions of the discipline in which they are writing.**
- **W.9-10.6 -Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.**
- **W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**
- **SL.9-10.1.C - Propel conversations by posing and responding to questions that relate the**

And

ELL students vary in English proficiency. Each ELL is assessed from their ACCESS or WIDA Screener test. These assessments give teachers the level where each ELL starts, as far as their English proficiency. The port of entry ELL would be categorized as a Level 1 and an ELL ready to exit the ELL program would have scored a 4.5, the highest level attainable is a 6.0. ELL teachers expect ELLs to attain the next highest level by the end of the academic year. The attached chart describes what ELLs are capable of doing in the aspects of listening, speaking, oral language, reading, and writing.

https://docs.google.com/document/d/1bRr73H_cfcsiFKNtZxBiU5J-x-tmzmxqYbQ93fRosHk/edit#heading=h.gjdgxs

current discussion to broader themes and larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- **SL.9-10.1.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.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.**
- **SL.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.9-10.5 - MAke strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest.**

	<ul style="list-style-type: none"> ● SL.9-10.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. ● L.9-10.4.A - Use context as a clue to the meaning of a word or phrase. ● L.9-10.4.C - Consult general and specialized reference materials, 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. ● L.9-10.6 - 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <p>NJSLS Technology</p> <ul style="list-style-type: none"> ● 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and 			
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	<p>collaborate and create and communicate knowledge.</p> <p>NJSLS Career Readiness Practices:</p> <ul style="list-style-type: none"> ● CRP1 - Act as a responsible and contributing citizen and employee. ● CRP2 - Apply appropriate academic and technical skills. ● CRP4 - Communicate clearly and effectively and with reason. ● CRP7 - Employ valid and reliable research strategies. <p>CRP12 - Work productively in teams while using cultural global competence.</p>			
<p>Unit 2</p>	<p>WIDA</p> <ul style="list-style-type: none"> ● English Language Development Standard 1: English language learners communicate for Social and Instructional ● English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics. <p>NJSLS English Language Arts</p> <ul style="list-style-type: none"> ● RST.9-10.4 - Determine the meaning of symbols, key terms, and other domain-specific 	<p>The Language of Math</p>	<ul style="list-style-type: none"> ● Practice writing for a range of tasks, purposes, and audiences ● Prepare for and participate effectively in a range of oral situations ● Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ● Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. ● 	<p>9 weeks</p>

	<p>words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <ul style="list-style-type: none"> ● RST.9-10.7 - Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words. ● SL.9-10.1.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.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.9-10.5 - Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest. 			
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	<ul style="list-style-type: none"> ● L.9-10.4.A - Use context as a clue to the meaning of a word or phrase. ● L.9-10.4.B - Identify and correctly use patterns of word changes that indicate different meanings or part of speech. ● L.9-10.4.C - Consult general and specialized reference materials, 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. ● L.9-10.6 - 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <p>NJSLS Mathematics:</p> <ul style="list-style-type: none"> ● A.REI.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous 			
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step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method

- A.CED.1: Create equations and inequalities in one variable and use them to solve problems.
- A.CED.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

NJSLS Technology:

- 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

NJSLS Career Readiness

Practices:

- CRP1 - Act as a responsible and contributing citizen and employee.
- CRP2 - Apply appropriate academic and technical skills.
- CRP4 - Communicate clearly and effectively and with reason.

	<ul style="list-style-type: none"> ● CRP7 - Employ valid and reliable research strategies. ● CRP12 - Work productively in teams while using cultural global competence. 			
Unit 3	<p>WIDA</p> <ul style="list-style-type: none"> ● English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. ● English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. ● English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies. <p>NJSLS English Language Arts</p> <ul style="list-style-type: none"> ● W.9-10.3.A: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or 	The Immigrant Experience		9 weeks

multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- **W.9-10.3.C:** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- **W.9-10.3.D:** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **RH.9-10.1:** Accurately cite strong and thorough textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **RH.9-10.2:** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **RH.9-10.6:** Compare the point of view of two or more authors in regards to

how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

- **RH.9-10.9:** Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- **WHST.9-10.1.A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **WHST.9-10.1.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 form and in a manner that anticipates the audience's knowledge level and concerns.

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| <ul style="list-style-type: none">● WHST.9-10.1.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.● WHST.9-10.1.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.● WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience● WHST.9-10.6: Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.● SL.9-10.1.C: Propel conversations by posing | | | |
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and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions

- **SL.9-10.1.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.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- **SL.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.9-10.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations

to enhance findings, reasoning, and evidence and to add interest.

- **SL.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- **L.9-10.4.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.
- **L.9-10.4.C:** 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 part of speech, or its etymology.
- **L.9-10.6:** 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to

comprehension or expression.

NJSLS Social Studies

- **6.1.12.D.3.b:** Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- **6.1.12.A.5.b:** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- **6.1.12.D.5.d:** Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
- **6.1.12.A.8.c:** Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- **6.1.12.B.14.a:** Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

	<ul style="list-style-type: none"> ● 6.1.12.D.14.f: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. ● 6.2.12.B.5.C: Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries. <p>NJSLS Technology</p> <ul style="list-style-type: none"> ● 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. <p>NJSLS Career Readiness Practices:</p> <ul style="list-style-type: none"> ● CRP1 - Act as a responsible and contributing citizen and employee. ● CRP2 - Apply appropriate academic and technical skills/ ● CRP4 - Communicate clearly and effectively and with reason. ● CRP7 - Employ valid and reliable research strategies. 			
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	<ul style="list-style-type: none"> ● CRP12 - Work productively in teams while using cultural global competence. 			
<p>Unit 4</p>	<p>WIDA</p> <ul style="list-style-type: none"> ● English Language Development Standard 1 ● English Language Development Standard 2 ● English Language Development Standard 4 <p>NJSLS English Language Arts</p> <ul style="list-style-type: none"> ● <p>Next Generation Science Standards (NGSS)</p> <ul style="list-style-type: none"> ● HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <p>NJSLS Career Readiness</p> <ul style="list-style-type: none"> ● CRP1 ● CRP2 ● CRP4 ● CRP6 ● CRP7 ● CRP8 ● CRP11 ● CRP12 <p>NJSLS Technology</p> <ul style="list-style-type: none"> ● 8.1 	<p>Human Activity and Biodiversity</p>		<p>9 weeks</p>

This document outlines in detail the answers to the following four questions:

1. What do we want our students to know?
2. How do we know if they learned it?
3. What do we do if they did not learn it?
4. What do we do when they did learn it?

Unit 1 The High School Experience 9-11/ELL Year A		
Content & Practice Standards (write in full)	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. 	<p>NJSLS English Language Arts</p> <ul style="list-style-type: none"> W.9-10.1.A - Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence, W.9-10.1.C - Use transitions to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. W.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose while attending to the norms and conventions of the discipline in which they are writing. W.9-10.6 -Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. SL.9-10.1.C - Propel conversations by posing and responding to questions that relate the current discussion to broader themes and larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 	<ul style="list-style-type: none"> School policies are established to maintain safety and order within the school building. Policies and procedures are influenced by underlying cultural perspectives. Cooperation and collaboration with others requires active participation of every person in the class. An effective argument requires a clear claim and factual evidence from credible and authoritative sources to support it. Practice writing for a range of tasks, purposes, and audiences Prepare for and participate effectively in a range of oral situations Propel conversations by responding to questions and asking new questions in return. Integrate and evaluate information presented in diverse media and formats Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric Present information, findings, and supporting evidence that listeners can follow. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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NJSLS Technology

- **8.1: All students will use digital tools to access, manage, evaluate, and synthesize**

	<p>information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>NJSLS Career Readiness Practices:</p> <ul style="list-style-type: none"> ● CRP1 - Act as a responsible and contributing citizen and employee. ● CRP2 - Apply appropriate academic and technical skills. ● CRP4 - Communicate clearly and effectively and with reason. ● CRP7 - Employ valid and reliable research strategies. ● CRP12 - Work productively in teams while using cultural global competence. 	
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Unit 1 The High School Experience 9-11/ELL Year A

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>In this unit, students will be introduced to the school building and all of its available resources and services. They will be prepared to use English to independently seek out and access these resources. Students will gain an understanding of school and/or classroom expectations regarding appropriate behavior, procedures and policies (e.g. rotating schedule, evacuation procedures, arriving on time for class, using a pass, waiting his/her turn to speak, group work etiquette, etc.). Students will explore the cultural perspectives behind these expectations and practices, and compare them with their own personal perspectives. Throughout the unit, students will practice building listening, speaking, reading and writing skills that will be necessary for success in all of their content area classes.</p>	<p>EHHS Student Handbook Google Classroom Google Docs Google Slides Google Forms Smash Boom Best Podcast Accountable Talk Phrases Padlet* GooseChase App* iPad iMovie*</p>

UNDERSTANDINGS

<p>Students will understand that...</p> <ul style="list-style-type: none"> ● School and classroom policies are established to maintain safety and order within the school building. ● Policies and procedures are influenced by underlying cultural perspectives. ● Cooperation and collaboration with others require active participation of every person in the class. ● An effective argument requires a clear claim and factual evidence from credible and authoritative sources to support it.

Students will know...	Students will be able to...

- How to organize their ideas into a coherent text (written or verbal) with transitions, clear main ideas, and relevant supporting details.
- How to propel a discussion by appropriately responding to questions and asking new, but related, questions in return.
- Different situations call for different types of language.
- Not every source of information is equally credible or authoritative on a topic.

- Present a clear position on a topic and support their argument with logical and factual evidence.
- Evaluate various informational sources for credibility and authority on a topic.
- Participate in class discussions using “accountable talk” questions and phrases to provide meaningful responses and to extend conversations.
- Respectfully challenge ideas that they do not agree with by asking questions and presenting counterclaims.
- Use appropriate language and vocabulary for various situations.
- Utilize internet and text sources to look up new vocabulary words.

Stage 2 – Assessment Evidence

Performance Tasks:
(Summative Assessments)

School Policy Debate: Students will choose to support or challenge an existing school policy and provide a valid argument for an alternative. Topics may include dress code policy, cell phone policy, open campus, etc.

(Formative Assessments)

Video Presentation “A Day __ in the Life of ____” - Students will create a video walking tour of their schedule for the rotation day of their choice

Journal Responses

SmashBoomBest Podcast Listening Responses - Students listen to a debate over two high interest topics (i.e. Pizza vs. Tacos, Dragons vs. Unicorns, etc.). They will listen to identify the thesis, claims, pros and cons, etc.

GooseChase Building Scavenger Hunt - Students work in teams to complete a scavenger hunt to find important locations around the building (Guidance Office, Media Center, Nurses’ Office, School Store, VP Offices, etc.)

Other Evidence (**Alternate Assessments**):

- Teacher observation
- Exit Cards
- Student Self-Assessments

Stage 3 – Learning Plan

- *Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*
- *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*
- *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*
- *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?
Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?
Does the learning plan reflect principles of learning and best practices?
Is there tight alignment with Stages 1 and 2?
Is the plan likely to be engaging and effective for all students?

PROGRESS MONITORING

How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?
What are potential rough spots and student misunderstandings?
How will students get the feedback they need?
What supports are needed for students to be successful? Re-teach, small group instruction, etc.

Suggested learning activities go here:

Pre-assessment

- Journal response
- Who Am I? Questions
- Google Form Questionnaire - Students will rate "how important" different things are to them.

Acquisition

- Introduction of classroom policies and procedures.
- Review of school policies and procedures and possible consequences for repeated violations.
- Introduce main idea and supporting details. Making claims and supporting them with facts and other evidence.
- Listen to debates from Smash Boom Best podcast to introduce how to present an argument and support it with factual evidence.

Meaning

- Learning Centers
- Small group - each group reads a policy from the handbook (i.e. lateness to class) and identifies the underlying cultural perspective (i.e. American culture puts a lot of emphasis on being on time for things). Then, the students compare or contrast with their own perspectives.
- Journal responses to practice focusing in on one main idea and using details that support that idea.
- Listen to debates from Smash Boom Best podcast to evaluate who won the debate. Support response with details about their argument techniques and evidence.
- Watch video clips from past political debates to identify some examples of poor/weak debate techniques (i.e. insulting your opponent, body language, etc.).

Transfer

- Research alternatives to the current policies or procedures and create a pros and cons chart for each set.
- Evaluate information sources for credibility and authority on the topic.
- Prepare their argument for or against an existing school policy in writing.

PROGRESS MONITORING

How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?

- Teacher observation
- Exit Cards
- Journal Responses
- Student Daily Self-Assessment

What are potential rough spots and student misunderstandings?

- Allowing student choice of policy for debate - students may not truly understand what they are choosing or do not have a genuine interest in the topic.
- Conducting research to find credible sources - text includes a lot of Tier 2 and Tier 3 vocabulary that students do not understand.
- Understanding the concept of rebuttal - identifying opposing arguments and how to refute them.
- Encouraging and boosting confidence of students with lower levels of English proficiency to speak in front of the class.

How will students get the feedback they need?

- Students will receive feedback via periodic meetings with the teacher. This ensures that the student understands the feedback, knows which areas are in need of improvement, and knows how to improve those areas.

What supports are needed for students to be successful? Re-teach, small group instruction, etc.

- Small group instruction
- Re-teach
- Breaking down the task into smaller steps
- Additional instruction during ELL Supplemental

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:

Gifted and Talented students will be given the following responses to intervention strategies, but not limited to:

- Access to Google translate for most documents
- Access to translation dictionaries
- Extra reading instruction using the online program Read Theory
- Extra language instruction using the online program Moby Max
- Time given to teach other students the classroom content
- Giving the student a concept to teach to the class
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught

- Giving the student an independent project that connects to the topic being taught in class

Tier I:

Tier I students will be given the following responses to intervention strategies, but not limited to:

- Access to translation dictionaries
- Extra instruction time during ELL Study Hall
- Additional visual support to accompany texts
- Total Physical Response instruction
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught

Tier II:

Tier II students will be given the following responses to intervention strategies, but not limited to:

- Access to Google translate for most documents
- Access to translation dictionaries
- Paragraphs frames/sentence frames
- Explanations of content and/or instructions made in native language, if available
- Extra instruction time during ELL Study Hall
- Additional visual support to accompany texts
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught
- Total Physical Response

Tier III:

Tier III students will be given the following responses to intervention strategies, but not limited to:

- Alternate assessments based upon English Proficiency Level.
- Access to Google translate for most documents
- Access to translation dictionaries
- Paragraphs frames/sentence frames
- Extra time
- Modified classwork assignments.
- Explanations of content and/or instructions made in native language, if available
- Extra instruction time during ELL Study Hall
- Additional visual support to accompany texts
- Translanguaging
- Sheltered Instruction
- Break down assignments into smaller tasks.
- Provide more structure during student choice activities.
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught
- Total Physical Response

ELL: Leave this one blank

504s:

Individual 504s will be followed.

Some accommodations that can be used for this unit are, but not limited to:

- Extra time
- Access to technology to write work (broken arm/hand)
- Quiet place to complete work
- Preferential seating

SPED:

Individual IEPs will be followed.

Some modifications that can be used for this unit are, but not limited to:

- Extra time
- Modified text
- Paragraph frames / sentence frames
- Preferential seating
- Break down assignments into smaller tasks.
- Provide more structure during student choice activities.

Unit 2 The Language of Math 9-11/ELL Year A		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics. 	<p>NJSLS English Language Arts</p> <ul style="list-style-type: none"> RST.9-10.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. RST.9-10.7 - Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words. SL.9-10.1.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.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.9-10.5 - Make strategic use of digital media in presentations to enhance findings, reasoning, and evidence and to add interest. L.9-10.4.A - Use context as a clue to the meaning of a word or phrase. L.9-10.4.B - Identify and correctly use patterns of word changes that indicate different meanings or part of speech. L.9-10.4.C - Consult general and specialized reference materials, 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. L.9-10.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, 	<ul style="list-style-type: none"> Mathematical phrases and real-world relationships can be represented using symbols and operations. <ul style="list-style-type: none"> Symbols, graphs, pictures, and tables can be used to represent real situations. Real world situations can be represented symbolically and graphically. Algebra uses symbols to represent quantities that are unknown or that vary. Solving equations is a process of logic and reasoning. There can be different strategies to solve a problem, but some are more effective and efficient than others are. Mathematical ideas must be communicated clearly in written, visual, or oral form. Communication of mathematical thinking should demonstrate clear and concise organization. Mathematical language can be used to express ideas symbolically, numerically, and graphically. Use appropriate tools strategically. <ul style="list-style-type: none"> Graphing calculator Ruler Geoboards

speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NJSLS Mathematics:

- **A.REI.1:** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method
- **A.CED.1:** Create equations and inequalities in one variable and use them to solve problems.
- **A.CED.2:** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

NJSLS Technology:

- **8.1:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

NJSLS Career Readiness Practices:

- **CRP1** - Act as a responsible and contributing citizen and employee.
- **CRP2** - Apply appropriate academic and technical skills.
- **CRP4** - Communicate clearly and effectively and with reason.
- **CRP7** - Employ valid and reliable research strategies.
- **CRP12** - Work productively in teams while using cultural global competence.

Unit 2 The Language of Math 9-11/ELL Year A

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>The purpose of this unit is to bridge the gap between the high school Algebra curriculum and students’ English language development. In this unit, students will learn the language forms and functions related to the topic of Algebra, vocabulary essential to being able to fully participate in the content area lessons, and language learning strategies to aid in comprehension.</p>	<p>Google Classroom Google Docs Google Forms Google Slides YouTube Algebra 1 Textbook iPads/iMovie AlgebraTouch App* MobyMax DeltaMath</p>
UNDERSTANDINGS	
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Mathematical phrases and real-world relationships can be represented using symbols and operations. <ul style="list-style-type: none"> ○ Symbols, graphs, pictures, and tables can be used to represent real situations. ○ Real world situations can be represented symbolically and graphically. ○ Algebra uses symbols to represent quantities that are unknown or that vary. ● Solving equations is a process of logic and reasoning. ● There can be different strategies to solve a problem, but some are more effective and efficient than others are. ● Mathematical ideas must be communicated clearly in written, visual, or oral form. ● Communication of mathematical thinking should demonstrate clear and concise organization. ● Mathematical language can be used to express ideas symbolically, numerically, and graphically. 	
Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● There is a universally agreed upon order for simplifying expressions (PEMDAS). ● Numerical expressions contain only numbers and operational symbols. ● Algebraic expressions contain numbers, letters (variables) and operational symbols. ● There is a universally agreed upon order for solving one-step equations/multi step equations/ inequalities. ● There are different strategies to solve different problems. ● Equations and inequalities can be represented graphically. 	<ul style="list-style-type: none"> ● Create equations that describe numbers or relationships. ● Interpret the structure of equations. ● Write expressions in equivalent forms to solve word problems. ● Represent and solve equations and inequalities graphically. ● Explain their reasoning, verbally and in writing, when solving an equation. ● Use appropriate algebraic expressions and terms to explain their logic and reasoning when solving a problem.
Stage 2 – Assessment Evidence	
<p>Performance Tasks: (Summative Assessments) Instructional Video: Students will work in pairs to complete the project. Together, they will identify one algebra topic to explain in a short instructional</p>	<p>Other Evidence (Alternate Assessments): Teacher Observation White Board Quick Checks Exit Tickets</p>

video. *Advice for the students, it should be a topic with which they are confident in their mathematical ability.

(Formative Assessments)

Journal Responses

Order of Operations Error Analysis, Correction, and Explanation - Each student will receive a different expression that "George" has simplified. Unfortunately, George has made a mistake. The students must first simplify the expression mathematically. Then, using specific math language from class, describe in writing the mistake that George made and what they did differently to correctly simplify the expression.

Equation/Expression Reading/Listening Gap - Partners will sit back-to-back. They'll each receive a different piece of paper with 5 word problems. They will read the problem aloud to their partner who will then write an expression or equation based upon what they hear.

YouTube Instructional Video Analysis - Using Chromebooks, students will work with a partner to search for, watch and review several YouTube videos that already exist for their topic. Together, they will fill in information on a GoogleDoc, including essential vocabulary, positive characteristics of the video (things to include in their videos), and negative characteristics (things to avoid in their own videos).

Spinner Reflection Writing - On the board, there will be a spinner in the center of a 4 section circle. The students will receive a handout with 4 different word problems. They will use the strategies that we have previously practiced to solve the problem. Then, we will spin the spinner and students will write a reflection for that problem. The 4 categories will be:

1. *Explain in steps how you solved the problem,*
2. *Prove that you know your answer is correct,*
3. *How did you know which operation to use to solve this problem?,*
4. *Could this problem be solved any other way? Explain your answer.*

Student Self-Assessments

- *Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*
- *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*
- *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*
- *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?

Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?

Does the learning plan reflect principles of learning and best practices?

Is there tight alignment with Stages 1 and 2?

Is the plan likely to be engaging and effective for all students?

PROGRESS MONITORING

How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?

- Teacher observation
- Exit Cards
- Journal Responses
- Student Daily Self-Assessment

What are potential rough spots and student misunderstandings?

- Allowing student choice of algebra topic - students may not truly understand what they are choosing or do not have a genuine interest in the topic.
- Students with lower levels of English proficiency will not understand the technical/content-specific English language used in the YouTube videos.
- Students may not be skilled enough as listeners to independently identify essential technical vocabulary from YouTube videos.
- Students with limited math ability may not be confident enough to present any of the topics.

How will students get the feedback they need?

- Students will receive feedback via periodic meetings with the teacher. This ensures that the student understands the feedback, knows which areas are in need of improvement, and knows how to improve those areas.

What supports are needed for students to be successful? Re-teach, small group instruction, etc.

- Small group instruction
- Re-teach
- Students with limited math ability may need to choose ability based math concepts to focus on the language
- Breaking down the task into smaller steps
- Additional instruction during ELL Supplemental

Suggested learning activities go here:

Pre-assessment

- Google Form Questionnaire
- Journal responses

Acquisition

- Introduction of operations vocabulary
- Introduction of problem solving strategies
- YouTube video ratings - pros/cons to identify essential vocabulary, identifying instructional strategies and tools.

Meaning

- Deconstructing word problems into numerical expressions.
- Expressing numerical expressions using words.
- Interpreting expressions and equations from an oral description.
- Learning Centers - different types of problems require different types of problem solving strategies.
- YouTube video ratings - pros/cons to identify essential vocabulary, identifying instructional strategies and tools.

Transfer

- Error analysis
- Problems solving reflection writing
- Prepare a script and props for instructional video
- Present a mini-lesson that incorporates the script for their instructional video to a small group of their peers (2-3 other students). Students will fill out evaluation sheets for the presentation for presenters to self-reflect and make changes to their script, if necessary.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:

Gifted and Talented students will be given the following responses to intervention strategies, but not limited to:

- Extra language/math instruction using the online program Moby Max
- Extension of math concept instruction using DeltaMath
- Time given to teach other students the classroom content
- Giving the student a concept to teach to the class
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught
- Giving the student an independent project that connects to the topic being taught in class

Tier I:

Tier I students will be given the following responses to intervention strategies, but not limited to:

- Extra instruction time during ELL Study Hall
- Extra language/math instruction using the online program Moby Max
- Additional visual support to accompany texts
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught

Tier II:

Tier II students will be given the following responses to intervention strategies, but not limited to:

- Access to translation dictionaries
- Paragraphs frames/sentence frames
- Explanations of content and/or instructions made in native language, if available
- Extra instruction time during ELL Study Hall
- Extra language/math instruction using the online program Moby Max
- Additional visual support to accompany texts
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught
- Total Physical Response

Tier III:

Tier III students will be given the following responses to intervention strategies, but not limited to:

- Access to Google translate for most documents
- Access to translation dictionaries
- Paragraphs frames/sentence frames
- Extra time
- Modified practice
- Modified assessments
- Explanations of content and/or instructions made in native language, if available
- Extra instruction time during ELL Study Hall
- Extra language instruction using the online program Moby Max

- Additional visual support to accompany texts
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students’ background to content being taught
- Total Physical Response
- Break down assignments into smaller tasks.
- Provide more structure during student choice activities.

ELL:

504s:

Individual 504s will be followed.

Some accommodations that can be used for this unit are, but not limited to:

- Extra time
- Access to technology to write work (broken arm/hand)
- Quiet place to complete work
- Preferential seating

SPED:

Individual IEP’s will be followed.

Some modifications that can be used for this unit are, but not limited to:

- Extra time
- Modified text
- Paragraph frames / sentence frames
- Preferential seating
- Break down assignments into smaller tasks.
- Provide more structure during student choice activities.

Unit 3 The Immigrant Experience 9-11/ELL Year A

Content & Practice Standards

WIDA

- **English Language Development Standard 1:**
English language learners communicate for Social and Instructional purposes within the school setting.
- **English Language Development Standard 2:**
English language learners communicate

Interdisciplinary Standards

NJSLS English Language Arts

- **W.9-10.3.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.

Critical Knowledge & Skills

- Immigration is a vital part of America’s past and present history.
- Throughout history, world events have shaped Americans’ attitudes towards immigrants.
- Different cultures have differing views on present day immigration.

<p>information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <ul style="list-style-type: none"> English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies. 	<ul style="list-style-type: none"> W.9-10.3.C: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. W.9-10.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. RH.9-10.1: Accurately cite strong and thorough textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. WHST.9-10.1.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. WHST.9-10.1.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 form and in a manner 	<ul style="list-style-type: none"> Reasons for immigration may vary across cultures. Each immigrant’s personal experience is unique to his or her reality. Every English Language Learner is part of the American experience.
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	<p>that anticipates the audience’s knowledge level and concerns.</p> <ul style="list-style-type: none">● WHST.9-10.1.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.● WHST.9-10.1.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.● WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience● WHST.9-10.6: Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.● SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions● SL.9-10.1.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.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	
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- **SL.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.9-10.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- **SL.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- **L.9-10.4.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.
- **L.9-10.4.C:** 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 part of speech, or its etymology.
- **L.9-10.6:** 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NJSLS Social Studies

- **6.1.12.D.3.b:** Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- **6.1.12.A.5.b:** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination

	<p>against new immigrants, Native Americans, and African Americans.</p> <ul style="list-style-type: none"> ● 6.1.12.D.5.d: Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation. ● 6.1.12.A.8.c: Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations. ● 6.1.12.B.14.a: Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. ● 6.1.12.D.14.f: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. ● 6.2.12.B.5.C: Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries. <p>NJSLS Technology</p> <ul style="list-style-type: none"> ● 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. <p>NJSLS Career Readiness Practices:</p> <ul style="list-style-type: none"> ● CRP1 - Act as a responsible and contributing citizen and employee. ● CRP2 - Apply appropriate academic and technical skills/ ● CRP4 - Communicate clearly and effectively and with reason. ● CRP7 - Employ valid and reliable research strategies. ● CRP12 - Work productively in teams while using cultural global competence. 	
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Unit 3 The Immigrant Experience 9-11/ELL Year A

Stage 1 – Desired Results	
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
In this unit, students will explore their personal perspectives and the historical perspectives held by Americans on immigration using a range of culturally authentic learning materials, such as magazine articles, websites, graphs, and photographs. Through a series of scaffolded learning activities, they will strengthen their listening, speaking, reading, and writing skills. As they do, they will reflect on their own immigration experience, develop materials that promote multicultural awareness, close the social gap, increase communication skills, and develop research skills.	Google Classroom Google Docs Google Forms Google Slides YouTube - CitizenNext Video - https://www.youtube.com/watch?v=rF-94Hhogxo The Americans History Textbook Image: Political Cartoon “The Stranger at Our Gate” (1896) “Something to Declare: Essays” by Julia Alvarez
UNDERSTANDINGS	
Students will understand that... <ul style="list-style-type: none"> Developing awareness of immigration and understanding others’ perspectives is an important factor in preparing today’s youth for success in life and in developing career skills for the 21st century. By connecting self to text, students are motivated to share their personal experiences orally and in writing. Students will have an opportunity to critically reflect upon their own immigration experience and to compare their experiences with others. Listening, speaking, reading, and writing about the immigrant experience requires specific academic language. The immigrant experience connects everyone in the United States. The immigrant experience connects everyone in the world. 	
Students will know...	Students will be able to...
<ul style="list-style-type: none"> Immigration is a vital part of America’s past and present history. Different cultures have differing views on present day immigration. Reasons for immigration may vary across cultures. Each immigrant’s personal experience is unique to his or her reality. Every English Language Learner is part of the American experience. 	<ul style="list-style-type: none"> Compare and contrast their immigrant experience with that of others throughout the history of the United States. Use academic language to articulate their personal experiences and the experiences of others, both verbally and in writing. Connect immigrants’ experiences in the United States and the world. Recognize similarities and differences in the experiences of immigrants during different time periods in the United States.
Stage 2 – Assessment Evidence	
Performance Tasks: (Summative Assessments) Essay: Compare and contrast their personal immigrant experience with the different waves of immigration throughout U.S. history. (Formative Assessments) Journal Responses Debate: Which metaphor is more accurate: Melting Pot or Salad Bowl?	Other Evidence (Alternate Assessments): Teacher observation Exit Cards Student Self-Assessments

Reading: Analyze primary and secondary source documents to answer the question, “Have Americans’ attitudes changed towards immigrants?”

Photo Essay of their Immigrant Experience: Compare and contrast their feelings, thoughts, activities, experiences, etc. before and after immigrating to the United States.

Stage 3 – Learning Plan

• *Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*

• *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

• *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?

Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?

Does the learning plan reflect principles of learning and best practices?

Is there tight alignment with Stages 1 and 2?

Is the plan likely to be engaging and effective for all students?

PROGRESS MONITORING

How will you monitor students’ progress toward acquisition, meaning-making, and transfer, during lesson events?

What are potential rough spots and student misunderstandings?

How will students get the feedback they need?

What supports are needed for students to be successful? Re-teach, small group instruction, etc.

Suggested Learning Activities go here:

Pre-assessment

- Journal responses

Acquisition

- Jigsaw Reading Activity - Waves of Immigration with graphic organizer
- Analysis of primary documents to identify attitudes towards immigrants during different time periods

Meaning

- Interview a family member about their immigrant experience.
- CitizenNext YouTube video - importance of immigrants in today’s political arena. (Identifying possible underlying reasons for Americans’ current feelings towards immigration.)
- Photo essay of their personal immigrant experience.
- Read short essays by Julia Alvarez and Sandra Cisneros

Transfer

- Debating metaphors: Salad Bowl or Melting Pot?
- In writing, compare and contrast their personal experiences with those mentioned in the short essays and/or family interview.
- Analyze current events in the U.S. and use them to support their position regarding America’s current view of immigrants during small group discussions.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:

Gifted and Talented students will be given the following responses to intervention strategies, but not limited to:

- Extra language/history instruction using the online program Moby Max
- Time given to teach other students the classroom content
- Giving the student a concept to teach to the class
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students’ background to content being taught
- Giving the student an independent project that connects to the topic being taught in class

Tier I:

Tier I students will be given the following responses to intervention strategies, but not limited to:

- Extra instruction time during ELL Study Hall
- Extra language/history instruction using the online program Moby Max
- Additional visual support to accompany texts
- Translanguaging
- Sheltered Instruction

- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught

Tier II:

Tier II students will be given the following responses to intervention strategies, but not limited to:

- Access to translation dictionaries
- Paragraphs frames/sentence frames
- Explanations of content and/or instructions made in native language, if available
- Extra instruction time during ELL Study Hall
- Extra language/math instruction using the online program Moby Max
- Additional visual support to accompany texts
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught
- Total Physical Response

Tier III:

Tier III students will be given the following responses to intervention strategies, but not limited to:

- Access to Google translate for most documents
- Access to translation dictionaries
- Paragraphs frames/sentence frames
- Extra time
- Modified practice
- Modified assessments
- Explanations of content and/or instructions made in native language, if available
- Extra instruction time during ELL Study Hall
- Extra language instruction using the online program Moby Max
- Additional visual support to accompany texts
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught
- Total Physical Response
- Break down assignments into smaller tasks.
- Provide more structure during student choice activities.

ELL:

504s:

Individual 504s will be followed.

Some accommodations that can be used for this unit are, but not limited to:

- Extra time
- Access to technology to write work (broken arm/hand)

- Quiet place to complete work
- Preferential seating

SPED:

Individual IEP's will be followed.

Some modifications that can be used for this unit are, but not limited to:

- Extra time
- Modified text
- Paragraph frames / sentence frames
- Preferential seating

Unit 4 Human Activity and Biodiversity 9-11/ELL Year A		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p>WIDA</p> <ul style="list-style-type: none"> English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. 	<p>NJSLS English Language Arts Next Generation Science Standards (NGSS)</p> <p>NJSLS Technology</p> <ul style="list-style-type: none"> 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. <p>NJSLS Career Readiness Practices</p> <ul style="list-style-type: none"> CRP1 - Act as a responsible and contributing citizen and employee. CRP2 - Apply appropriate academic and technical skills. CRP4 - Communicate clearly and effectively and with reason. CRP7 - Employ valid and reliable research strategies. CRP12 - Work productively in teams while using cultural global competence. 	<ul style="list-style-type: none"> Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. When evaluating solutions, it is important to take into account a range of constraints—including costs, safety, reliability, and aesthetics—and to consider social, cultural, and environmental impacts. New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of cost and benefits is a critical.
Unit 4 The Language of Science 9-11/ELL Year A		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<p><i>Brief 2-4 sentence description of unit purpose, what is covered, and what students will understand at the conclusion of the unit.</i></p> <p>Science - Pollution</p>		
UNDERSTANDINGS		
Students will understand that...		
Students will know...	Students will be able to...	
<i>What content will be covered that students must master?</i>	<i>What should students be able to accomplish to demonstrate understanding?</i>	
Stage 2 – Assessment Evidence		
Performance Tasks: (Summative Assessments)	Other Evidence (Alternate Assessments):	

What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?

How will students demonstrate their understanding (meaning-making and transfer) through complex performance?

Formative Assessments

What other means of assessment will be used throughout this unit?

Stage 3 – Learning Plan

- *Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*
- *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*
- *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*
- *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

*What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?
 Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?
 Does the learning plan reflect principles of learning and best practices?
 Is there tight alignment with Stages 1 and 2?
 Is the plan likely to be engaging and effective for all students?*

PROGRESS MONITORING

*How will you monitor students’ progress toward acquisition, meaning-making, and transfer, during lesson events?
 What are potential rough spots and student misunderstandings?
 How will students get the feedback they need?
 What supports are needed for students to be successful? Re-teach, small group instruction, etc.*

Suggested Learning Activities go here

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

• Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.

- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:

Gifted and Talented students will be given the following responses to intervention strategies, but not limited to:

- Access to Google translate for most documents
- Access to translation dictionaries
- Extra reading instruction using the online program Read Theory
- Extra language instruction using the online program Moby Max
- Time given to teach other students the classroom content
- Giving the student a concept to teach to the class
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught
- Giving the student an independent project that connects to the topic being taught in class

Tier I:

Tier I students will be given the following responses to intervention strategies, but not limited to:

- Access to Google translate for most documents
- Access to translation dictionaries
- Explanations of content and/or instructions made in native language, if available
- Extra instruction time during ELL Study Hall
- Extra reading instruction using the online program Read Theory
- Extra language instruction using the online program Moby Max
- Additional visual support to accompany texts
- Total Physical Response instruction
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught

Tier II:

Tier II students will be given the following responses to intervention strategies, but not limited to:

- Access to Google translate for most documents
- Access to translation dictionaries
- Paragraphs frames/sentence frames
- Explanations of content and/or instructions made in native language, if available
- Extra instruction time during ELL Study Hall
- Extra reading instruction using the online program Read Theory
- Extra language instruction using the online program Moby Max
- Additional visual support to accompany texts

- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught
- Total Physical Response

Tier III:

Tier III students will be given the following responses to intervention strategies, but not limited to:

- Access to Google translate for most documents
- Access to translation dictionaries
- Paragraphs frames/sentence frames
- Extra time
- Modified practice
- Modified assessments
- Explanations of content and/or instructions made in native language, if available
- Extra instruction time during ELL Study Hall
- Extra reading instruction using the online program Read Theory
- Extra language instruction using the online program Moby Max
- Additional visual support to accompany texts
- Translanguaging
- Sheltered Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Connecting students' background to content being taught
- Total Physical Response

ELL:

504s:

Individual 504s will be followed.

Some accommodations that can be used for this unit are, but not limited to:

- Extra time
- Access to technology to write work (broken arm/hand)
- Quiet place to complete work
- Preferential seating

SPED:

Individual IEP's will be followed.

Some modifications that can be used for this unit are, but not limited to:

- Extra time
- Modified text
- Paragraph frames / sentence frames
- Preferential seating