

CURRICULUM

FOR

ESL III Grades 7-8

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:  
**ESL III**  
**Grade 7 & 8**

Date of Board Adoption:  
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# RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL III - Grades 7 & 8

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Pushing the Limits	10 weeks
2	Seeking the Truth	10 weeks
3	Learning from our Past	10 weeks
4	Creative Problem-Solving	10 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> </ul>

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

## ***UNIT OVERVIEW***

**Content Area:** ESL III – English as a Second Language

**Unit Title:** Pushing the Limits

**Target Course/Grade Level:** ESL Level III/ 7<sup>th</sup> and 8<sup>th</sup> Grade

**Unit Summary:** This unit is anchored by the novel, *The Giver* by Lois Lowry. Students will read this story about a boy named Jonas and his life in a dystopian community. Jonas is an 11-year-old boy raised in a futuristic walled community. The community has eliminated pain, war, fear, and all negative and positive emotions. Everyone who lives there is content with the way things are and yet completely in the dark in regard to what life used to be like and the emotions, colors, and experiences they have all been stripped of. This novel gives us an insight on freedom/choice and sacrifice. Students will discover and associate Jonas's story to their own identity. Students will analyze the story's setting, character development, plot, and theme of the unit. Students will discuss the author's message of friendship and sacrifice in a society and compare their own opinions. Supplemental texts will extend thematic learning.

**Approximate Length of Unit:** 10 Weeks

## ***LEARNING TARGETS***

### **WIDA Standards:**

- *Standard 1* – Social and Instructional Language
- *Standard 2* – Language of Language Arts
- *Standard 5* – Language of Social Studies

### **NJ Student Learning Standards:**

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

D. Establish and maintain a formal style/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W. 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.8.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.8.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.8.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

L.7.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.7.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.8.5. Demonstrate understanding of word relationships and nuances in word meanings.

### **Career Readiness, Life Literacies, and Key Skills:**

9.4.8CI Creativity and Innovation Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

9.4.8. GCA Global and Cultural Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

9.4.8. GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8. GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### **Interdisciplinary Connections and Standards:**

6.3.8 CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

### **Unit Understandings:**

*Students will understand that...*

- The importance of freedom vs choice, loss, and sacrifice.
- Democracy vs other societies
- Showing compassion is a great human quality.
- Showing interest in conversation and extending conversations to both answers and gather further information
- Synopsis vs summarization
- Making suggestions and offering opinions



### **Unit Essential Questions:**

- How can societal rules help or hurt us?
- How can society balance individualism with responsibility to community?
- Think of our current society – what aspects of utopias and dystopias do we have?
- When should one conform to the wishes or rules of others?
- How do personal choices impact a society?

### **Knowledge and Skills:**

*Students will know...*

- that characters are shaped by the setting in which they live and the events which they experience
- how the development of characters reveals the theme of the novel
- Identifying parts of speech
- How to show interest and enthusiasm in a conversation
- incorporate the future tense of all verbs
- How to use a graphic organizer to brainstorm
- Successfully write a detailed 5 persuasive paragraph essay convincing the reader on a particular position
- Differentiate between a biography and an auto-biography

*Students will be able to...*

- Intonate between yes/no questions
- Use text features for general comprehension
- Create and identify compound nouns in sentences.
- Continuation of create and punctuate complex sentences
- Identify and Rectify Run-on and Fragment Sentences
- participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences
- manage 20+ new academic vocabulary words correctly
- compose a persuasive writing composition that will convince a point of view using prior knowledge, facts, and texts from the passage

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Persuasive essay: What type of rules would you apply if you the ability to create the perfect society? How would the society perform? (e.g., Map-creation, Constitution, etc.)
- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes

- Study Guides
- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of Unit Assessment

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- analyze how setting and plot shape characters
- analyze how character development reveals theme
- Rectify Run-on, Fragment Sentences, Paragraph clarification
- participate and interpret in a thoughtful, well-reasoned discussion
- use 20+ new academic vocabulary words correctly

<p style="text-align: center;"><b><i>RESOURCES</i></b></p>
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**Teacher Resources:**

- National Geographic Learning: IMPACT student book
- National Geographic Learning: IMPACT workbook
- The Giver by Lois Lowry
- Fifties Society (Readworks.org)
- Ancient Spartan Society (Readworks.org)
- A Feudal Society (Readworks.org)
- Greta Thunberg is Worried About the Future (Readworks.org)
- Travel Arrangements (esl-lab.com/difficult/)
- Utah Travel Ad (esl-lab.com/difficult/)
- Assisted Living and Alzheimer's Disease (esl-lab.com/difficult/)

**Equipment Needed:**

- Projector
- Student Chromebook
- Headsets

## UNIT OVERVIEW

**Content Area:** ESL III – English as a Second Language

**Unit Title:** Seeking the Truth

**Target Course/Grade Level:** ESL Level II/ 7<sup>th</sup> and 8<sup>th</sup> Grade

**Unit Summary:** This unit is anchored by the novel, *Nothing but the Truth* by Edward Irving Wortis (Avi). Students will read this story about a boy named Phillip Malloy and the repercussions of his actions in his mission to get out of his teacher, Ms. Narwin's class. His story goes viral that casts Philip as a patriotic hero and his teacher as a villain. Avi tells the story through transcripts of conversations, memos, news stories, and diaries. This novel gives us an insight on the subjectivity of truth. Students will perceive Philip's story and attempt to comprehend how his story becomes such a popular national news title. Students will analyze the story's setting, character development, plot, and theme of the unit. Students will discuss the author's message friendship and sacrifice in a society and compare their own opinions. Supplemental texts will extend thematic learning.

**Approximate Length of Unit:** 10 Weeks

## LEARNING TARGETS

### WIDA Standards:

- *Standard 1* – Social and Instructional Language
- *Standard 2* – Language of Language Arts
- *Standard 4* – Language of Science
- *Standard 5* – Language of Social Studies

### NJ Student Learning Standards:

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.7.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.

L.7.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.7.3. Use knowledge of language and conventions when writing, speaking, reading, or listening.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases

### **Career Readiness, Life Literacies, and Key Skills:**

9.4.8CI Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

9.4.8. TL Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

## **Interdisciplinary Connections and Standards:**

6.3.8. CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.5. GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

## **Unit Understandings:**

*Students will understand that...*

- Consumers of media need to consult multiple sources to arrive at an understanding of the truth
- The media has the power to manipulate and obscure the truth
- people rely on informal media sources to make informed decisions
- Context is extremely important to any situation
- How to read reviews from multiple sources to identify patterns
- The various forms of diets
- How to strengthen opinions when debating
- Ways to offer/decline advice

## **Unit Essential Questions:**

- How do the experiences of an individual impact his/her perspectives?
- How does one determine what is true and what is not?
- How does the media influence an individual's point of view?

## **Knowledge and Skills:**

*Students will know...*

- The First Amendment of the Bill of Rights guarantees an individual's right to free speech
- Characters can have different perspectives on events, which are shaped by their traits and motivations
- Authors use structure to reinforce the theme they want to convey
- Words have both connotative and denotative meanings
- The importance of connecting prior knowledge to reading passage
- The significance of eating healthy
- How social media can positively and negatively contribute to daily lives

*Students will be able to...*

- Comprehend the importance of context to understand a situation
- Concentrate on the prefix pro-
- Identify and write comparatives/superlatives in a sentence when comparing objects
- Review Main Idea and Introduce Author's purpose of a reading passage
- Differentiate between facts and opinion using internet for evidence gathering
- participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences

- manage 20+ new academic vocabulary words correctly
- compose a business review

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Restaurant/Business Review: What kind of information is essential when creating a business review? Is it important to read past reviews when creating a review? (e.g., Amazon Reviews, Yelp, etc.)
- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes
- Study Guides
- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of Unit Assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Develop background knowledge by completing activities understanding the basics of the First Amendment.
- Whole-class read aloud of dialogue.
- Discuss and respond in writing to essential questions and study guide questions.
- Engage in a Socratic Seminar to demonstrate understanding of the issues in the book.
- Essential note taking when students encounter important information in reading passage
- Write complex sentences for vocabulary words

## ***RESOURCES***

### **Teacher Resources:**

- National Geographic Learning: IMPACT student book
- National Geographic Learning: IMPACT workbook
- Nothing but the Truth by Edward Irving Wortis (Avi)
- The United States Constitution (Readworks.org)
- A Constitution for Kids (Readworks.org)
- A Feudal Society (Readworks.org)
- Staying Fit and Healthy (Readworks.org)

- Protect Your Privacy Online (Readworks.org)
- Cyberbullying (esl-lab.com/difficult/)
- Diet Plan (esl-lab.com/difficult/)

**Equipment Needed:**

- Projector
- Student Chromebook
- Headsets

## *UNIT OVERVIEW*

**Content Area:** ESL III – English as a Second Language

**Unit Title:** Learning from our Past

**Target Course/Grade Level:** ESL Level III/7th & 8th Grade

**Unit Summary:** This unit is anchored by the novel, *Night* by Elie Wiesel. Students will explore the Holocaust by reading Elie Wiesel's memoir. This is firsthand account of the brutality of the ghettos, the many cruelties endured by the victims of the Holocaust, and the atrocities that happened in concentration camps. Students will also acquire information about historical events where they can learn from past mistakes. Students can/will study while using internet/social media to recognize propaganda. Students will analyze the story's setting, character development, plot, and theme of the unit. Students will discuss the author's message of friendship and sacrifice in a society and compare their own opinions. Supplemental texts will extend thematic learning. (HG)

**Approximate Length of Unit:** 10 Weeks

## *LEARNING TARGETS*

### **WIDA Standards:**

- *Standard 1* – Social and Instructional Language
- *Standard 2* – Language of Language Arts
- *Standard 4* – Language of Science
- *Standard 5* – Language of Social Studies

### **NJ Student Learning Standards:**

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.



RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.8.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.8.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.8.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

SL.8.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.8.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.8.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.8.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

L.8.3. 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.

L.8.5. Demonstrate understanding of word relationships and nuances in word meanings.

L.8.6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

### **Career Readiness, Life Literacies, and Key Skills:**

9.4.8. CI Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

9.4.8. GCA Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

9.4.8. TL Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

### **Interdisciplinary Connections and Standards:**

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

### **Unit Understandings:**

*Students will understand that....*

- The study of history, including the successes and failures of individuals and governments, should inform opinions and policies today
- Historical events should be studied using a variety of sources (memoirs, novels, poems, newspapers)
- The Holocaust is a significant historical event that represents the darkest side of human nature
- the power of the group mentality can be a danger to everyone because it subverts an individual's humanity
- Propaganda is a persuasive technique/device used to influence the public
- Human rights violations are prevalent in the world today and there are individuals who speak out against them
- Exploration is crucial for the evolution of humankind.
- The dangers of the greenhouse effect, important plants and animals have become extinct.

### **Unit Essential Questions:**

- How does silence perpetuate violence?
- Do individuals have a responsibility to fight social injustices?
- Why is it important to study historical events like the Holocaust?
- Why did the Holocaust occur?
- How should individuals, organizations, and nations confront bullying, hatred, civil rights violations, and/or policies of genocide?

### **Knowledge and Skills:**

*Students will know...*

- Wiesel’s memoir is an example of literary nonfiction, which is structured like a narrative. Through the author’s use of figurative language, imagery, and symbolism, literary nonfiction appeals to the reader’s emotions and conveys a them
- The book recounts the horrific events of the Holocaust, including the ghettos and concentration camps. Wiesel believed in the importance of “never forgetting” as a means of preventing future atrocities such as genocide
- Hitler used propaganda to persuade individuals and governments to turn against the Jews.
- genocide is the destruction of groups of people based on their race, religion, etc., and it continues to happen around the world today
- Particular animals and plants currently have a high probability of being extinct
- There are many areas of the world, as well as space, that hasn’t been explored. There are many things society can learn because of exploration.

*Students will be able to...*

- Create words and identify words with the prefix en-
- Buy and return items at a grocery store/clothing store
- Speculate about future of particular plants and animals and how to avoid/correct possible extinction
- Write narrative tenses – telling stories
- Define and describe relative clauses
- Recognize the meaning of implying and inferencing
- Track past exploration maps and highlight the positive/negative effects it had on humanity
- participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences
- manage 20+ new academic vocabulary words correctly
- compare and contrast using graphic organizers to plan and produce 4 paragraph essay

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Maps: seeing visuals and recognizing the contributions of past explorations with comparison of what is expected with future explorations
- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes
- Study Guides
- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of Unit Assessment

## **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Develop background knowledge by completing activities with visuals such as maps
- Discuss and respond in writing to essential questions and study guide questions.
- Engage in a Socratic Seminar to demonstrate understanding of the issues in the book.
- Essential note taking when students encounter important information in reading passage
- Write complex sentences for vocabulary words

## ***RESOURCES***

### **Teacher Resources:**

- National Geographic Learning: IMPACT student book
- National Geographic Learning: IMPACT workbook
- Night by Elie Wiesel
- The Age of Exploration (Readworks.org)
- Space Exploration (Readworks.org)
- Preventing Extinction of Endangered Animals (Readworks.org)
- Native Plants of Africa (Readworks.org)
- Children During the Holocaust (Readworks.org)
- Gardening Show ([esl-lab.com/difficult/](http://esl-lab.com/difficult/))
- Travel Arrangements ([esl-lab.com/difficult/](http://esl-lab.com/difficult/))

### **Equipment Needed:**

- Projector
- Student Chromebook
- Headsets

## ***UNIT OVERVIEW***

**Content Area:** ESL III – English as a Second Language

**Unit Title:** Creative Problem-Solving

**Target Course/Grade Level:** ESL Level III/ 7<sup>th</sup> and 8<sup>th</sup> Grade

**Unit Summary:** This unit is anchored by the play, *12 Angry Men* by Reginald Rose. Students will read this story about a teenager and his devastating journey in a courtroom to see if he will be found guilty or not guilty. Even though the main character is the teenager who is on trial, the story is based on the debating and arguing of the jurors who must prove whether the defendant is innocent or guilty. Students will discover and associate the teenager's story through the eyes of the jurors to their own identity. Students will analyze the story's setting, character development, plot, and theme of the unit. Students will discuss the author's message friendship and sacrifice in a society and compare their own opinions. Supplemental texts will extend thematic learning.

**Approximate Length of Unit:** 10 weeks

## ***LEARNING TARGETS***

### **WIDA Standards:**

- *Standard 1* – Social and Instructional Language
- *Standard 2* – Language of Language Arts
- *Standard 3* – Language of Mathematics
- *Standard 5* – Language of Social Studies

### **NJ Student Learning Standards:**

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

W.8.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.8.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.8.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

SL.8.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.8.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.8.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

L.8.3. 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.

L.8.5. Demonstrate understanding of word relationships and nuances in word meanings.

### **Career Readiness, Life Literacies, and Key Skills:**

9.4.8. CI Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

9.4.8. TL Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

### **Unit Understandings:**

*Students will understand that...*

- The importance of one's opinions and how to gather evidence to prepare for a debate.
- The difference between imply and infer
- In every court system, there is a judicial process that, we as citizens, must abide by
- The names of famous painters and their work.
- How essential the Constitution is and how it affects the court system.

### **Unit Essential Questions:**

- How does melodrama differ from drama? Is this play more of a drama or melodrama? Explain.
- At the end of the play, the audience cannot be completely sure that the boy was not guilty. Why do you think the boy's guilt or innocence was left uncertain? How would you have voted?
- What is the mood of this play, and what elements of staging contribute to the mood? Explain.
- Define the term "stereotype" and identify at least six stereotypes found in this play.
- A good drama is supposed to make the reader think and respond. Did this play succeed in this? Why or why not?
- What is reasonable doubt? How does it differ from being reasonably sure?
- People are often judged mentally unstable or incompetent if they cannot reason. How does reason affect the thought process of the first juror to change his vote?
- Our jury system requires the selection of twelve people to come to a conclusion about the guilt or innocence of a person on trial. What questions would you put to a potential juror to determine if he or she should serve on this particular jury?

### **Knowledge and Skills:**

#### *Students will know...*

- The US judicial system guarantees the right to a fair and speedy trial by a jury of one's peers, according to the 6<sup>th</sup> Amendment.
- A jury can convict a person of a crime if there is a reasonable doubt about the guilt.
- The narrative elements of a drama
- How select artists/poets/composers, sculptors, etc. created works of art that is considered priceless treasures that have many interpretations
- Background information of essential judicial terms

#### *Students will be able to...*

- Classify and define these elements of drama: plot, character, dialogue, and staging.
- State how the staging reveals the setting, and how staging contributes to the mood.
- Identify the protagonist and the main antagonist in the play and state the nature of their conflict.
- Define the term "stereotype" and explain how stereotypes are used in this play.
- Discuss the following themes in the play and indicate how they are revealed to the reader: A. Justice and fairness will prevail if there is one just man who believes in them. C. For one person to stand alone against the group takes courage.
- Interpret and express understanding
- Expressing wishes and regrets
- Describing and interpreting the statements of others

- Introduce adverbs to student’s portfolio
- Correctly take notes through a class discussion and class reading
- Exemplify an essay whether their own or someone else

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Take a position in writing about Rose’s ultimate message about the American criminal justice system. Support your position by using your understanding of our criminal justice system and evidence gathered throughout this unit.
- Comparisons of popular criminal cases
- Evidence-based responses about the interaction of narrative/persuasive elements
- Vocabulary quizzes
- Study Guides
- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of Unit Assessment

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Pre-Reading:”10 Supreme Court Cases Every Teen Should Know” (Jacobs 2008) in order to establish context regarding the American criminal justice system that can be applied to the reading of the play.
- Discuss and respond in writing to essential questions and study guide questions.
- Engage in a Socratic Seminar to demonstrate understanding of the issues in the book.
- Essential note taking when students encounter important information in reading passage
- Use graphic organizers to compare and contrast past cases to 12 Angry Men

## ***RESOURCES***

### **Teacher Resources:**

- National Geographic Learning: IMPACT student book
- National Geographic Learning: IMPACT workbook
- 12 Angry Men by Reginald Rose
- 12 Angry Men film
- The Highest Court of the Land (Readworks.org)



- Female Justices of the Supreme Court (Readworks.org)
- Constitution for kids ([The Constitution for Kids \(4th-7th Grade\) - The U.S. Constitution Online - USConstitution.net](#))
- Dating Violence (esl-lab.com/difficult/)
- Drug Addiction (esl-lab.com/difficult/)
- Housing Complaints (esl-lab.com/difficult/)

**Equipment Needed:**

- Projector
- Student Chromebook
- Headsets