

CURRICULUM

FOR

ESL II Grades 9-12

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

ACKNOWLEDGMENTS

Jasmine Akauola, Supervisor of World Languages & ESL/Bilingual Programs

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

Susana Monteiro

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
ESL II
Grade 9-12

Date of Board Adoption:
September 19, 2023

RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL II – Grades 9 to 12

PACING GUIDE

Unit	Title	Pacing
1	The Individual Versus Society	10 weeks
2	Fear Versus Courage	10 weeks
3	Insight into Human Nature	10 weeks
4	Justice and Judgement	10 weeks

ACCOMMODATIONS

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

- 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 II – English as a Second Language

Unit Title: The Individual Versus Society

Target Course/Grade Level: ESL Level II – 9th – 12th Grades

Unit Summary: This unit is anchored by the tragedy, *Romeo & Juliet* by William Shakespeare. In this play students will read about the forbidden relationship between Romeo and Juliet during the High Middle Ages in Italy. During this time only a handful of noble families enjoyed luxury, while the majority of the population struggled and suffered in obscurity. This novel gives us an insight on choice and sacrifice. Students will analyze the story's setting, character development, plot, and theme of the unit. Students will discuss the author's message of love 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 – Language for Social & Instructional Purposes*
 - *ELD-SI.4-12.Narrate*
 - *ELD-SI.4-12.Inform*
 - *ELD-SI.4-12.Explain*
 - *ELD-SI.4-12.Argue*
- *Standard 2 – Language for Language Arts*
 - *ELD-LA.9-12.Narrate.Interpretive*
 - *ELD-LA.9-12.Narrate.Expressive*
 - *ELD-LA.9-12.Inform.Interpretive*
 - *ELD-LA.9-12.Inform.Expressive*
 - *ELD-LA.9-12.Argue.Interpretive*
 - *ELD-LA.9-12.Argue.Expressive*
- *Standard 5 – Language for Social Studies*
 - *ELD-SS.9-12.Explain.Interpretive*
 - *ELD-SS.9-12.Explain.Expressive*
 - *ELD-SS.9-12.Argue.Interpretive*
 - *ELD-SS.9-12.Argue.Expressive*

NJ Student Learning Standards:

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of wha

the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what

the text says explicitly as well as inferences drawn from the text, including determining where the text leaves

matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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 (MLA or APA Style Manuals).

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10. 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.

W.11-12.10. 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.

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.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.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.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6. Acquire and use accurate 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.

L.11-12.6. Acquire and use accurate 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.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Interdisciplinary Connections and Standards:

6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

Unit Understandings:

Students will understand that...

- Writers from diverse time periods explore themes and ideas important to humanity.
- Writers use a complex range of literary strategies to engage their readers and convey their ideas
- The characters in *Romeo and Juliet* are complex.
- Renaissance culture placed demands on individuals with respect to allegiance and societal expectations
- There is a connection between the play to their everyday lives as teenagers

Unit Essential Questions:

- What makes a person who he or she is?
- What role does a family play in a person's identity?
- What is loyalty and how is it demonstrated?
- How can an author use language to establish or define a character?
- What is the nature of romantic love?

Knowledge and Skills:

Students will know...

- Various stylistic techniques specific to Shakespeare’s work
- The dramatic elements that make an effective performance
- The plot and characters of *Romeo & Juliet*
- How to apply interpretive reading strategies
- How to use a graphic organizer to brainstorm
- How to successfully write a 3-paragraph character analysis essay
- The history and various elements of a play

Students will be able to...

- Perform a scene from *Romeo & Juliet* that effectively captures the character
- Use text features for general comprehension
- Contract general and current actions using the simple present and present continuous
- Give details to support ideas
- Discuss endangered languages while comparing the original version of *Romeo & Juliet* to the one they are reading.
- Talk about themselves using the present perfect and simple past
- Evaluate solutions to a problem using the future with “will”
- Participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences
- Manage 20+ new academic vocabulary words correctly
- Compose a character analysis writing composition that will explain the in-depth personality traits and analyzes characteristics of a certain character in *Romeo & Juliet*.

EVIDENCE OF LEARNING

Assessment:

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

- Character analysis essay: What specific descriptions does the author provide for the character? What kinds of relationships does your character have with others? What kind of emotions does your character go through?
- 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
- perform a scene from the play
- participate and interpret in a thoughtful, well-reasoned discussion
- use 20+ new academic vocabulary words correctly

RESOURCES

Teacher Resources:

- National Geographic Learning: World English student book
- National Geographic Learning: World English workbook
- *Romeo & Juliet* (No Fear version)
- *Romeo & Juliet* movie and activities
- Overview of the Middle Ages (Khanacademy.org)
- A Feudal Society (Readworks.org)
- Off2Class

Equipment Needed:

- Projector
- Student Chromebook
- Headsets

UNIT OVERVIEW

Content Area: ESL II – English as a Second Language

Unit Title: Fear Versus Courage

Target Course/Grade Level: ESL Level II – 9th to 12th Grades

Unit Summary: This unit is anchored by the autobiography, *I Am Malala* by Malala Yousafzai. Students will read this story about a girl named Malala who, as a teenager, was shot by the Taliban for speaking out against the prohibition on the education of girls. After recovering, Malala returned to her studies and to activism. She received the United Nations Human Rights Prize and Nobel Peace Prize. This memoir gives us insight on the Taliban's belief that women do not have a right to be educated. Students will read Malala's story and attempt to comprehend her desire for an education. Students will analyze the story's setting, character development, plot, and theme of the unit. Students will discuss the author's message of stressing the importance of education for young girls and compare their own opinions. Supplemental texts will extend thematic learning.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

WIDA Standards:

- *Standard 1 – Language for Social & Instructional Purposes*
 - *ELD-SI.4-12.Narrate*
 - *ELD-SI.4-12.Inform*
 - *ELD-SI.4-12.Explain*
 - *ELD-SI.4-12.Argue*
- *Standard 2 – Language for Language Arts*
 - *ELD-LA.9-12.Narrate.Interpretive*
 - *ELD-LA.9-12.Narrate.Expressive*
 - *ELD-LA.9-12.Inform.Interpretive*
 - *ELD-LA.9-12.Inform.Expressive*
 - *ELD-LA.9-12.Argue.Interpretive*
 - *ELD-LA.9-12.Argue.Expressive*
- *Standard 3 - Language for Mathematics*
 - *ELD-MA.9-12.Explain.Interpretive*
 - *ELD-MA.9-12.Explain.Expressive*
 - *ELD-MA.9-12.Argue.Interpretive*
 - *ELD-MA.9-12.Argue.Expressive*
- *Standard 5 – Language for Social Studies*
 - *ELD-SS.9-12.Explain.Interpretive*
 - *ELD-SS.9-12.Explain.Expressive*
 - *ELD-SS.9-12.Argue.Interpretive*

NJ Student Learning Standards:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.9-10.10. 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.

W.11-12.10. 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.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.11-12.3. 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.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task

Interdisciplinary Connections and Standards:

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

Unit Understandings:

Students will understand that...

- There are problems and injustices related to education in countries all over the world
- The media has the power to manipulate and obscure the truth
- Fundamentalism is a type of conservative religious movement characterized by strict interpretation of sacred texts
- It is difficult to overcome the constraints that society places on women in certain countries
- Context is extremely important to any situation
- You can strengthen opinions when debating by supporting with reasons

Unit Essential Questions:

- How can a memoir help us understand something better in our personal lives?
- How can passion for education shape someone's life?
- How does someone's perspective on education differ from someone living in a different country?
- What can happen when a group of people is denied a basic right?

Knowledge and Skills:

Students will know...

- The meaning of Fundamentalism
- The connection between various motifs (gender, education, fear vs courage, family and heritage)
- Events that exemplify the theme that using your voice to stand up for what you believe in can make a difference
- Different stages that exist throughout one's life
- Steps needed for creating/meeting specific goals
- Literary elements in an autobiography (allusion, imagery, irony, simile, symbolism)
- The importance of connecting prior knowledge to reading passage

Students will be able to...

- Comprehend the importance of context to understand a situation
- Describe the benefits of a positive attitude using the comparative and superlative
- Explain an idea using details
- Engage in a discussion about challenges they have faced
- Describe personal challenges and accomplishments
- Participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences
- Manage 20+ new academic vocabulary words correctly
- Write three paragraphs as an introduction to a memoir about themselves

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Four paragraphs describing an important transition in life: Explain an important transition in your life. What challenges did you face and how did you overcome them?
- Evidence-based responses about the themes of the unit and reading
- 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 culture and political context in Pakistan.
- 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: World English student book
- National Geographic Learning: World English workbook
- *To Educate a Girl*: Video by Unicef
- malala.gwu.edu
- malala.org
- Off2Class

Equipment Needed:

- Projector
- Student Chromebook
- Headsets

UNIT OVERVIEW

Content Area: ESL II – English as a Second Language

Unit Title: Insight into Human Nature

Target Course/Grade Level: ESL Level II – 9th to 12th Grades

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 a 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 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 that human beings change depending on certain circumstances. Supplemental materials will extend thematic learning.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

WIDA Standards:

- *Standard 1 – Language for Social & Instructional Purposes*
 - *ELD-SI.4-12.Narrate*
 - *ELD-SI.4-12.Inform*
 - *ELD-SI.4-12.Explain*
 - *ELD-SI.4-12.Argue*
- *Standard 2 – Language for Language Arts*
 - *ELD-LA.9-12.Narrate.Interpretive*
 - *ELD-LA.9-12.Narrate.Expressive*
 - *ELD-LA.9-12.Inform.Interpretive*
 - *ELD-LA.9-12.Inform.Expressive*
 - *ELD-LA.9-12.Argue.Interpretive*
 - *ELD-LA.9-12.Argue.Expressive*
- *Standard 4 - Language for Science*
 - *ELD-SC.9-12.Explain.Interpretive*
 - *ELD-SC.9-12.Explain.Expressive*
 - *ELD-SC.9-12.Argue.Interpretive*
 - *ELD-SC.9-12.Argue.Expressive*
- *Standard 5 – Language for Social Studies*
 - *ELD-SS.9-12.Explain.Interpretive*
 - *ELD-SS.9-12.Explain.Expressive*
 - *ELD-SS.9-12.Argue.Interpretive*
 - *ELD-SS.9-12.Argue.Expressive*

NJ Student Learning Standards:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at

grade level text-complexity or above.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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 (MLA or APA Style Manuals).

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10. 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.

W.11-12.10. 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.

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.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.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.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6. Acquire and use accurate 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.

L.11-12.6. Acquire and use accurate 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.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Interdisciplinary Connections and Standards:

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

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
- Human nature and its unpredictability

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 theme
- 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

Students will be able to...

- Discuss what makes people’s lives better using the passive voice
- Talk about different lifestyles
- Set priorities in their personal and academic lives
- Talk about consequences
- Discuss ways to solve future problems using real conditionals in the future
- Discuss life in the past using “used to”
- Contrast different ways of life
- Talk about how things were done in the past using the passive voice
- Discuss historical facts
- 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: World English student book
- National Geographic Learning: World English workbook
- *Night* by Elie Wiesel
- Children During the Holocaust (Readworks.org)
- *The Boy in the Striped Pajamas* movie and activities
- Readings from facinghistory.org
- Off2Class

Equipment Needed:

- Projector

- Student Chromebook
- Headsets

UNIT OVERVIEW

Content Area: ESL II – English as a Second Language

Unit Title: Justice and Judgement

Target Course/Grade Level: ESL Level II - 9th to 12th Grade

Unit Summary: This unit is anchored by the novel *The Scarlet Letter* by Nathaniel Hawthorne. Students will read this work of historical fiction that is set in Puritan Massachusetts Bay Colony during the years 1642 to 1649. This novel is about a woman, Hester Prynne, who has a daughter with a man to whom she is not married. Because of this, she is forced to wear a scarlet letter ‘A’ for adultery. Students will analyze the story’s setting, character development, plot, and theme of the unit. Students will discuss who the Puritans were as well as their beliefs. Supplemental texts will extend thematic learning.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA Standards:

- *Standard 1 – Language for Social & Instructional Purposes*
 - *ELD-SI.4-12.Narrate*
 - *ELD-SI.4-12.Inform*
 - *ELD-SI.4-12.Explain*
 - *ELD-SI.4-12.Argue*
- *Standard 2 – Language for Language Arts*
 - *ELD-LA.9-12.Narrate.Interpretive*
 - *ELD-LA.9-12.Narrate.Expressive*
 - *ELD-LA.9-12.Inform.Interpretive*
 - *ELD-LA.9-12.Inform.Expressive*
 - *ELD-LA.9-12.Argue.Interpretive*
 - *ELD-LA.9-12.Argue.Expressive*
- *Standard 5 – Language for Social Studies*
 - *ELD-SS.9-12.Explain.Interpretive*
 - *ELD-SS.9-12.Explain.Expressive*
 - *ELD-SS.9-12.Argue.Interpretive*
 - *ELD-SS.9-12.Argue.Expressive*

NJ Student Learning Standards:

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what

the text says explicitly as well as inferences drawn from the text, including determining where the text leaves

matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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 (MLA or APA Style Manuals).

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10. 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.

W.11-12.10. 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.

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.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.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.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6. Acquire and use accurate 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.

L.11-12.6. Acquire and use accurate 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.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Interdisciplinary Connections and Standards:

6.1.12.CivicsPI.1.a: Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

Unit Understandings:

Students will understand that...

- The use of symbolism is often used to introduce themes in novels
- The development of themes of shame, judgement, and isolation
- Hawthorne uses various techniques to develop theme throughout the novel
- A moral statement is made throughout the novel
- The settings, both geographical and temporal, are essential to the development of the story

Unit Essential Questions:

- What is significant about the novel's title?
- Are sin and evil synonymous?
- Do compassion and forgiveness have the power to overcome sin and evil?
- How does isolation from others impact an individual?
- What does Pearl symbolize and how is her name significant?
- Could this story have taken place anywhere else or in a different time period?

Knowledge and Skills:

Students will know...

- The lifestyle and values of Puritan New England in the mid-1600s.
- The significance of the scarlet letter in the novel
- The relationship of symbols to plot and characters
- The significance of the novel's ending

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.
- 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
- Describe cultural events and celebrations using comparisons
- Express necessity and prohibition using “must” and “must not”
- Give advice using modals
- Talk about rituals using indefinite pronouns
- Correctly take notes through a class discussion and class reading

EVIDENCE OF LEARNING

Assessment:

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

- Take a position in writing about Pearl's future. How do you think her future will be? Which factors define it and why?
- Description and analyzation of the characters in *The Scarlet Letter*
- 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: “Puritan Life” (ushistory.org)
- Discuss “Nathaniel Hawthorn” (biography.com)

- 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 a letter to Governor Bellingham regarding your opinion on what he should do about Hester.

RESOURCES

Teacher Resources:

- National Geographic Learning: World English student book
- National Geographic Learning: World English workbook
- *The Scarlet Letter* by Nathaniel Hawthorne
- “Puritan Life” (ushistory.org)
- “Nathaniel Hawthorne” (biography.com)
- “Inside the Hole: What Happens to the Mind in Isolation?” (npr.org)
- Off2Class

Equipment Needed:

- Projector
- Student Chromebook
- Headsets