

CURRICULUM

FOR

ESL III

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

ACKNOWLEDGMENTS

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Subject/Course Title:
ESL III
Grade 9-12

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RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL III – Grades 9 to 12

PACING GUIDE

Unit	Title	Pacing
1	Life after High School	10 weeks
2	The Importance of Reputation	10 weeks
3	Learning from our Past	10 weeks
4	Search for Freedom	10 weeks

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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 III – English as a Second Language

Unit Title: Life After High School

Target Course/Grade Level: ESL Level III

Unit Summary: This unit will prepare students for life after high school as well as what is needed to graduate. Students will understand many different options including, but not limited to, college, technical schools, workforce, military. They will research various careers and educational facilities, as well as create a college essay. Students will also understand the specifics of job interviews which include a resume.

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*

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:

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

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...

- There are many requirements needed to graduate high school.
 - High School, College, and employment expectations are different.
 - There are many career fields they may not know exist.
 - There are acceptable and non-acceptable ways of expressing themselves on a job interview
 - It is okay not to know what they want to do after high school and this lesson is a guide
- /

Unit Essential Questions:

- Why do I have to learn about things I won't use in the future?
- What options are there for students who cannot afford to go to college?
- When should one conform to the wishes or rules of others?
- How do personal choices impact a society?

Knowledge and Skills:

Students will know...

- How to complete a college essay, resume, college/job application, and answer interview questions.
- How to formulate a scholarship essay.
- 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 paragraph essay convincing the reader on why they should be chosen for what they are applying

Students will be able to...

- Talk about how long and how often using the present perfect
- Discuss why people move
- Give reasons and explain results
- Express degrees of liking
- Describe an emotional experience
- Talk about personal characteristics
- Discuss causes and effects

EVIDENCE OF LEARNING

Assessment:

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

- Accuplacer and SAT activities
- College and career presentation
- College and scholarship essay
- Job interview and application
- Study Guides
- Open ended/multiple choice exams
- End of Unit Assessment

Learning Activities:

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

- Power points with high school and college information, including requirements
- Pair-share activities
- Class discussions

RESOURCES

Teacher Resources:

- National Geographic Learning: World English student book
- National Geographic Learning: World English workbook

- Pearson Review SAT Prep
- ICAN Curriculum Training Model
(https://www.icansucceed.org/media/cms/Curriculum_Packet2020_DDF77A0E35D0F.pdf)
- Accuplacer examples
- Teacher produced materials

Equipment Needed:

- Projector
- Student Chromebook
- Headsets

UNIT OVERVIEW

Content Area: ESL III – English as a Second Language

Unit Title: The Importance of Reputation

Target Course/Grade Level: ESL Level III

Unit Summary: This unit is anchored by the play *The Crucible* by Arthur Miller. Students will read this play about the Salem witch trials, which happened in Massachusetts in 1692. As the accusations develop in the text, students will realize that reputation is very important when it is time to protect the family names. Arthur Miller wrote *The Crucible* during the Red Scare of the 1950s and it serves as a metaphor for the search of communists in the United States. Students will analyze the play's setting, character development, and theme of the unit. When looking at the summary of the four acts, students will notice the plot twists with a complex array of characters. They will also understand the reading is historical fiction based on documentation from the trials. 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*
 - *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:

9.4.8CI 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...

- Religion and politics should not be combined
- There is a difference between historical and realistic fiction
- Context is extremely important to any situation
- Negative actions have unpleasant consequences
- How to strengthen opinions when debating

Unit Essential Questions:

- Should religion be part of government?
- How does fear affect the truth and justice?
- How does a collective fear affect a group or individuals?

- Is gossip harmless?

Knowledge and Skills:

Students will know...

- The connection between the Red Scare and *The Crucible*
- Different parts of a play
- 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

Students will be able to...

- Talk about things they value using infinitives and -ing
- Discuss important people or events using the passive voice
- Express agreement or disagreement
- Say how things could be different using unreal conditionals
- Give advice about difficult situations using “wish” and “hope”
- Report other people’s ideas
- Discuss the value of art
- Produce a biographical profile

EVIDENCE OF LEARNING

Assessment:

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

- Character analysis essay
- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes
- Study Guides
- Open ended/multiple choice exams
- 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 about the history of separation of church and state in the United States.
- 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
- *The Crucible* by Arthur Miller
- *What is McCarthyism? And How Did It Happen?*
- The United States Constitution (Readworks.org)
- A Constitution for Kids (Readworks.org)
- Anchor charts

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

Unit Summary: This unit is anchored by the novel *The Diary of Anne Frank*. Students will explore the Holocaust by reading Anne Frank's diary. This is a firsthand account of the struggle to survive the brutality of the Holocaust. 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. Other genocides will also be introduced, including the Rwandan, Cambodian, and Guatemalan. 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 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:

9.4.8. 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...

- Anne Frank’s diary 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
- 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...

- Compare methods of travel
- Discuss transportation choices using the passive voice
- Ask how to get around using indirect questions
- Discuss types of competitors using tag questions
- Compare or contrast two topics using adjective clauses
- Give clear instructions using adverbials of time
- Ask about personal fears using negative questions

EVIDENCE OF LEARNING

Assessment:

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

- Students will create 5 entries in a diary about a specific period in their lives

- Read and create maps
- 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
- *The Diary of Anne Frank* by Anne Frank
- Children During the Holocaust (Readworks.org)
- *The Courageous Heart of Irena Sendler* (movie with activities)
- Information from <https://www.facinghistory.org/>

Equipment Needed:

- Projector
- Student Chromebook
- Headsets

UNIT OVERVIEW

Content Area: ESL III – English as a Second Language

Unit Title: Search for Freedom

Target Course/Grade Level: ESL Level III

Unit Summary: This unit is anchored by the graphic novel *Persepolis*, written by Marjane Satrapi. This autobiography is a coming-of-age story that takes place during the Islamic Revolution in Iran. In this book, Satrapi tells the story of her life in Tehran from ages six to fourteen, years that saw the overthrow of the Shah's regime, the triumph of the Islamic Revolution, and the devastating effects of war with Iraq. Students will analyze the story's setting, character development, plot, and theme of the unit. Students will also make connections to their lives as why they left their countries in search of a better life in the United States. 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.9-10.4. 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:

9.4.8. 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...

- Graphic novels are a literary genre
- *Persepolis* connects with modern world history
- It is necessary to identify problems in order to support them and find solutions
- There are many things happening around the world that they are not familiar with
- There are many other cultures and religions in the world

Unit Essential Questions:

- Why do you think graphic novels are popular?
- How do drawings add to the narrative of a story?
- Which aspects of Marji's character do you identify with or like the most, the least?
- How does a revolution exert power and influence over so many people, including many educated and middle-class people?
- What can prevent a person from being completely free?
- How does family history give shape and meaning to our existence?

Knowledge and Skills:

Students will know...

- Background information on Iran before the revolution.
- How to make predictions
- How to search for background information, history, geography, culture, and political climate in Iran.
- How to develop empathy and understanding of the challenges faced by people living in different parts of the world
- How to analyze illustrations and make connections and inferences to fully understand the novel.

Students will be able to...

- Discuss why people study the past
- Discuss theories and the truth
- Describe problems and solutions using *could have, should have, would have*
- Define the term “stereotype”
- Speculate about the future
- Interpret and express understanding
- Expressing wishes and regrets
- Discuss purposes and results
- Talk about positive outcomes

EVIDENCE OF LEARNING

Assessment:

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

- Students will select a problem Marjane encountered and write an essay answering the following questions: How would you have handled it differently? What would the possible consequences have been for you?
- Class discussions.
- 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: Introduction to graphic novels and history of Iran.
- 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
- After watching *The Help*, discuss comparisons and contrasts between the movie and *Persepolis*.

RESOURCES

Teacher Resources:

- National Geographic Learning: World English student book
- National Geographic Learning: World English workbook
- Readings from <https://www.facinghistory.org/>

- Teacher created materials
- *The Help* movie and activities

Equipment Needed:

- Projector
- Student Chromebook
- Headsets