

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

**A
COURSE OF STUDY
FOR
ENG113 ESL ENGLISH**

**APPROVED BY THE
BOARD OF EDUCATION**

January 24, 2013

**Approved: October 1984
Revised: August 2002
October 2009**

STATEMENT OF PURPOSE

The ESL English program is designed to meet the unique learning needs of non-English speaking students. Through the medium of an effective ESL English program, students learn to contribute and express themselves effectively while maintaining their cultural identity. This program will enable the non-English speaking students to adequately function in their school and community environments. The ESL English program in conjunction with the ESL program will encourage students to participate in activities that will enhance their self-esteem, acculturation, and language acquisition. The program is designed to facilitate the transition and adjustment to a mainstream English class.

Finally, the purpose of the ESL English class is to prepare the students to compete in a global, information-based economy. To this end, technology skills will be integrated into this framework. Our focus is the development of linguistic and academic skills through critical thinking, problem solving, and active learning. We recognize the advantage of a second language and culture, and seek to build on that knowledge. By adapting varied resources that are available in school and the community, this program may be effectively implemented. This revision incorporates the Common Core State Standards (CCSS) and the New Jersey Core Curriculum Content Standards (NJCCCS) for Technology.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material that might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

GENERAL GOALS

1. To develop in the student an understanding of local, American customs and traditions in order to facilitate a satisfactory personal and social adjustment.
2. To aid the student to achieve fluency and literacy in the English language, and learn to function effectively in our American culture.
3. To motivate the student to develop positive attitudes toward the study of English.
4. To aid the student in developing a positive self-concept and pride in his/her dual language and culture.
5. To encourage oral and written communication in English and develop student proficiency in the language skills: listening, speaking, reading, writing, and viewing.
6. To facilitate the student's transition to the regular English program and convey the importance of English as a necessary means of communication in the student's new environment.

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES**

COURSE: ENG113

TITLE: ESL ENGLISH

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE COMMON CORE STATE STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

The student will:

1. given oral directions for a multi-step process, the student will perform the task.
2. after reading a story
 - a. recall and describe the major character.
 - b. identify conflict.
 - c. identify setting.
 - d. recognize main idea.
 - e. locate specific details and supporting details.
 - f. identify sequence of events.
3. make an oral presentation.
4. identify and use new vocabulary and distinguish among consonant, vowel, and diphthong sounds:
 - a. synonyms and antonyms.
 - b. compound words.
 - c. multiple meanings.
 - d. affixes.
5. use a dictionary to locate definitions and recognize multiple meanings.
6. use context clues to reveal meaning.
7. identify and use idioms.
8. demonstrate understanding of mechanics and usage.
9. distinguish between fact and opinion.
10. identify cause and effect.

Proficiencies (continued)

11. use study skills to
 - a. list assignments.
 - b. take notes.
 - c. compare print and non-print sources.
 - d. compare and contrast.
 - e. categorize information.
 - f. write a summary.
12. given a problem,
 - a. use appropriate research tools to solve.
 - b. use print and non-print material to support arguments.
 - c. compare print and non-print sources for effectiveness and objectivity.
13. after viewing a video presentation, write a personal response.
14. identify various propaganda techniques, using print and non-print sources.
15. given a research assignment, document sources using the appropriate form.
16. paraphrase effectively by changing syntax, word choice, and length.
17. develop a personal response, after choosing and reading a selection.
18. given a literary selection,
 - a. gain literal information and make inferences.
 - b. recognize the effects of word choice.
 - c. respond critically.
 - d. use language to develop vocabulary.
 - e. recognize recurrent elements.
 - f. predict the outcomes.
 - g. recognize figures of speech.
 - h. identify literary genre.
 - i. describe author's purpose.
 - j. compare and contrast.
19. recognize common characteristics, given a variety of types of literature including short stories, folk tales, and plays.
20. determine the influence of culture on theme and language after reading a short story.

Proficiencies (continued)

21. compose a variety of written responses for different purposes, audiences, and utilize writing as process:
 - a. using appropriate pre-writing strategies.
 - b. employing a variety of modes of discourse depending upon purpose.
 - c. working with peer(s) to revise and edit written work for content, mechanics, and appropriate vocabulary.
 - d. producing a written product which communicates the writer's intent.
 - e. completing a self-reflection of final draft.
22. develop a composition with the following elements:
 - a. introduction,
 - b. main idea statement,
 - c. supporting ideas, and
 - d. conclusion.
23. debate a stance, and provide one another with feedback and reactions after researching a topic.

GRADING PROCEDURES

MAJOR ASSIGNMENTS	50%
(Tests/Projects/Presentations/Writing)	
Shared Inquiry	Writing process Pieces
Reading projects	Revised Writing
Oral Presentations	Literary Analysis paper
Novel Tests	Timed Essay
Research Process	Research Paper
Technology Presentations	NJASK/HSPA Writing
Creative Writing Pieces	Metacognitive Reflections
 MINOR ASSIGNMENTS	 35%
Reader Response	Reading Logs
Journals	NJASK/HSPA Preparation
Article Annotations	Quizzes
Reading Projects	Vocabulary
 CLASSWORK/HOMEWORK	 15%
Online Activities	Class Discussions
Group work	Journals
Vocabulary	Reading Comprehension Checks
Literature Circles	Literary Letters
Discussion Questions	Creative Writing Pieces
 RMW	
In-Class Essays and Joint/Individual Exercises/Projects	20%
HSPA Practice Tests	20%
Daily Work/Effort	30%
Engagement in Class/Participation	30%

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>3. (continued)</p>		<p>Level II</p> <ul style="list-style-type: none"> • in pairs, introduce their partner to the class. <p>Level III</p> <ul style="list-style-type: none"> • divide into two groups and discuss two open-ended questions each for “Keesh” (advanced). Each group will present its answers. • Students will listen and record in literature logs if they agree or disagree with the speaker and why. 	<p>Written interview from oral presentation</p> <p>Student responses for open-ended question.</p> <p>Literature logs</p>	
<p>4. identify and use new vocabulary, and distinguish among consonant, vowel, and diphthong sounds:</p> <ol style="list-style-type: none"> a. synonyms and antonyms. b. compound words. c. multiple meanings. d. affixes. 	<p>L.9-10.4b L.9-10.4c</p>	<p>Level I</p> <ul style="list-style-type: none"> • identify and use basic vocabulary from various word lists, e.g., Fry Word List and Survival Word List. They will match words and sentences to pictures and content word vocabulary using cloze exercises and scrambled sentences. 	<p>Word-Picture Chart Cloze techniques</p>	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>4. (continued)</p>		<p>Level II</p> <ul style="list-style-type: none"> • expand on basic vocabulary by emphasizing pronunciation, stressed/unstressed syllables and intonation. • identify synonyms, antonyms and compound words in “Something Funny” (intermediate). <p>Level III</p> <ul style="list-style-type: none"> • expand upon basic vocabulary and identify multiple meanings of vocabulary in context. They will interview each other about career choices and apply vocabulary. 	<p>Vocabulary list</p> <p>Students’ responses</p> <p>Oral presentations</p>	
<p>5. use a dictionary to locate new words and recognize multiple meanings.</p>	<p>L.9-10.4c L.9-10.4d</p>	<p>Level I</p> <ul style="list-style-type: none"> • given different types of dictionaries (e.g., native language/English), identify guide words, definitions, and pronunciation keys. 	<p>Teacher observation</p>	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>5. (continued)</p>		<p>Level II</p> <ul style="list-style-type: none"> develop sentences by using words with multiple meanings. <p>Level III</p> <ul style="list-style-type: none"> write a multi-paragraph by using words with multiple meanings appropriately. 	<p>Written responses</p> <p>Written responses</p>	
<p>6. use context clues to reveal meaning.</p>	<p>RL.9-10.4 RI.9-10.4 L.9-10.4a</p>	<p>Level I</p> <ul style="list-style-type: none"> given a short paragraph containing several new words that are underlined, use context clues to determine meaning. <p>Level II</p> <ul style="list-style-type: none"> given a piece of informational text, create new sentences to use words appropriately. <p>Level III</p> <ul style="list-style-type: none"> given a short story, e.g., “The Force of Luck” (advanced), identify new words and use context clues to determine meaning. 	<p>Spoken and written responses.</p> <p>Written responses</p> <p>Written responses</p>	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p> <p>7. identify and use idioms.</p>	<p>L.9-10.5a L.9-10.5b</p>	<p>Students will:</p> <p>Level I</p> <ul style="list-style-type: none"> given an idiom in a sentence, rewrite the sentence by using a synonym or synonymous phrase. <p>Level II</p> <ul style="list-style-type: none"> given an American idiom, create a collage to illustrate its literal meaning. Students will contrast American idioms with idioms in their native languages. <p>Level III</p> <ul style="list-style-type: none"> in addition, interview older family members or acquaintances from their culture about popular idioms. Students will share information displayed on posters with class. 	<p>Group share</p> <p>Student work - collages</p> <p>Poster display</p>	
<p>8. demonstrate understanding of mechanics and usage.</p>	<p>SL.9-10.6 L.9-10.1a L.9-10.1b L.9-10.2a L.9-10.2b L.9-10.2c L.9-10.3</p>	<p>Level I</p> <ul style="list-style-type: none"> given several sentences, add correct punctuation and capitalization. They will discuss how punctuation may determine meaning. 	<p>Students' responses</p>	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>10. (continued)</p>		<p>Level III</p> <ul style="list-style-type: none"> after reading an informational passage that presents an effect (e.g., poor air quality, pollution) and cause (e.g., unregulated smoke and gas emissions), write an expository piece using <i>Microsoft Word</i> describing the process. 	<p>Samples of student writing</p>	
<p>11. use study skills to</p> <ol style="list-style-type: none"> list assignments. take notes. compare print and non-print material. compare and contrast. 	<p>RL.9-10.7 W.9-10.2a W.9-10.2b W.9-10.2c W.9-10.2d W.9-10.2e W.9-10.2f W.9-10.4 W.9-10.5 W.9-10.6 L.9-10.1a L.9-10.1b L.9-10.2a L.9-10.2b L.9-10.2c</p>	<p>Level I</p> <ul style="list-style-type: none"> read a short, simplified biography of a famous American person. Students will take notes as they read. <p>Level II</p> <ul style="list-style-type: none"> after reading a biography, write a paragraph based on notes taken during reading. 	<p>Students' notes/journals</p> <p>Written responses</p>	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>11. (continued)</p> <p>e. categorize information.</p> <p>f. write a summary.</p>	<p>W.9-10.8</p> <p>RL.9-10.2 W.9-10.10</p>	<p>Level III</p> <ul style="list-style-type: none"> after reading <i>Twelve Angry Men</i> by Reginald Rose and watching the film version, write a five-paragraph essay comparing and contrasting the print and non-print material. <p>Levels I, II, and III</p> <ul style="list-style-type: none"> research print and electronic sources related to literary selections and categorize key points. <p>Level II</p> <ul style="list-style-type: none"> after reading a biography, write a paragraph summarizing the text. <p>Level III</p> <ul style="list-style-type: none"> after reading <i>Twelve Angry Men</i> by Reginald Rose, compose a multi-paragraph essay summarizing important details. 	<p>NJ State Writing Rubric</p> <p>Group sharing Teacher evaluation</p> <p>Written responses</p> <p>NJ State Writing Rubric</p>	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>13. after viewing a video presentation, write a personal response.</p>	<p>SL.9-10.2 SL.9-10.3 W.9-10.10</p>	<p>Level I</p> <ul style="list-style-type: none"> • after viewing a presentation (lecture, film, dramatic reading), write their reactions in their journals. <p>Level II</p> <ul style="list-style-type: none"> • after viewing a presentation, create a commercial to advertise the presentation. <p>Level III</p> <ul style="list-style-type: none"> • after viewing a video presentation, construct a review which evaluates the content of the video. 	<p>Journal writing</p> <p>Samples of student work</p> <p>Students' reviews</p>	
<p>14. identify various propaganda techniques using print and non-print sources.</p>	<p>RI.9-10.7 RI.9-10.8 8.1.12.A.2</p>	<p>Level I</p> <ul style="list-style-type: none"> • listen to different commercials. Using persuasive techniques, they will explain why their audience should buy a product. <p>Level II</p> <ul style="list-style-type: none"> • after viewing several different commercials, compare and contrast propaganda techniques. 	<p>Group share</p> <p>Group share</p>	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>14. continued</p>		<p>Level III</p> <ul style="list-style-type: none"> • after viewing several commercials, create a print ad or commercial selling that product using computer and video technology. 	<p>Student ads and commercials</p>	<p><i>I-Movie</i> <i>Printshop</i></p>
<p>15. given a research assignment, document sources using the appropriate form.</p>	<p>W.9-10.8 RL.9-10.9 8.1.12.A.2</p>	<p>Level I</p> <ul style="list-style-type: none"> • given a research assignment, find a source, read several paragraphs, write a summary, and document the source. <p>Level II</p> <ul style="list-style-type: none"> • after a study of mythology, compile a list of two or three sources (print and electronic). Students will prepare a <i>PowerPoint</i> presentation and document sources according to MLA format. <p>Level III</p> <ul style="list-style-type: none"> • given a research topic, compile a list of three to five sources, prepare a presentation, and document according to bibliographic form. 	<p>Samples of student work</p> <p>Student presentations</p> <p>Student presentations</p>	

PROFICIENCIES/ OBJECTIVES		SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>16. paraphrase effectively by changing syntax, word choice, and length.</p>	<p>RL.9-10.1 RL.9-10.4 RI.9-1-.1 RI.9-10.4 W.9-10.10</p>	<p>Level I</p> <ul style="list-style-type: none"> given several sentences of print material, rewrite by changing word choice. <p>Level II</p> <ul style="list-style-type: none"> given a short biography of an author, accurately rephrase by changing word choice, mechanics, and length. <p>Level III</p> <ul style="list-style-type: none"> given an example of literary criticism, paraphrase a direct quote. 	<p>Group share (with ELMO)</p> <p>Teacher evaluation for accuracy</p> <p>Teacher/student conference</p>	
<p>17. develop a personal response, after choosing and reading a selection.</p>	<p>W.9-10.10</p>	<p>Level I</p> <ul style="list-style-type: none"> after selecting a short story, read independently, design an illustration to represent the work and share in a small group. <p>Level II</p> <ul style="list-style-type: none"> given the opportunity to choose a magazine article, read independently and share the highlights with the class in an oral presentation. 	<p>Active participation in group activity</p> <p>Oral presentations</p>	<p>Note: Each group may keep a literary response journal to be used in conjunction with its reading.</p>

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>18. (continued)</p>		<p>Levels I, II, III</p> <ul style="list-style-type: none"> respond to open-ended questions for given reading selections. 	<p>NJ State Open-Ended Rubric</p>	
<p>19. recognize common characteristics, given a variety of types of literature, including short stories, folk tales, and plays.</p>	<p>RL.9-10.9 RL.9-10.10 W.9-10.9a</p>	<p>Level I</p> <ul style="list-style-type: none"> read “The Last Leaf” and chart three examples of irony used in the story. <p>Level II</p> <ul style="list-style-type: none"> by the end of the school year, have read a high-interest, beginner-level American or British classic. They will identify literary elements common in American/British literature, and compare and contrast with the literature of their culture. construct a Venn Diagram comparing their particular novel with another work of fiction, (e.g., compare plot, main character, theme, etc.). The students will answer several teacher-designed, open-ended questions based on the narrative. Students will compose a book review. 	<p>Poster</p> <p>Student/teacher conference</p> <p>Venn Diagram Respond to open-ended questions</p>	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:		Students will:		
19. (continued)		Level III <ul style="list-style-type: none"> • after reading a drama (Shakespearean, American, world), create a monologue in the character’s voice and present to the class. 	Dramatic Presentation	
20. determine the influence of culture on theme and language after reading a short story.	RL.9-10.6 RI.9-10.10	Level I <ul style="list-style-type: none"> • after reading a news story about an immigrant to the US who succeeded in fulfilling the American dream, (e.g., Sammy Sosa from the Dominican Republic), list attributes contributing to his success. Level II <ul style="list-style-type: none"> • read a folk tale and compare and contrast with “stock” character from their own cultural folklore. Using <i>The Devil and Daniel Webster</i> or one of the Paul Bunyan myths, students may compare the values of different cultures. 	Teacher/peer review Teacher evaluation	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>20. (continued)</p>		<p>Level III</p> <ul style="list-style-type: none"> • read “Talking in a New Land” (advanced), then write personal response logs which include reactions to the characters’ choices and their own experiences with cultural assimilation. 	<p>Partner response/evaluation</p>	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
The student will be able to:		Students will:		
<p>21. compose a variety of written responses, including persuasive, informative, and narrative for different purposes and audiences by utilizing writing as a process:</p> <p>a. using appropriate pre-writing strategies.</p> <p>b. employing a variety of modes of discourse depending upon purpose.</p> <p>c. working with peer(s) to revise and edit written work for content, mechanics, and vocabulary.</p> <p>d. producing a written product which communicates the writer's intent.</p> <p>e. completing a self-reflection of final draft.</p>	<p>W.9-10.4 W.9-10.5 W.9-10.9b W.9-10.10 W.9-10.1a W.9-10.1b W.9-10.1c W.9-10.1d W.9-10.1e W.9-10.2a W.9-10.2b W.9-10.2c W.9-10.2d W.9-10.2e W.9-10.2f W.9-10.3a W.9-10.3b W.9-10.3c W.9-10.3d W.9-10.3e 8.1.12.A.2</p>	<p>Level I</p> <ul style="list-style-type: none"> use story mapping of thematic units (e.g., spending time with friends or family) as pre-writing activities for a one-paragraph composition. Students will illustrate writing, e.g., using cut-out pictures from magazines. <p>Level II</p> <ul style="list-style-type: none"> using the newspaper, respond to an editorial or "Dear Abby" column by writing a letter to the editor and/or letter of advice. Students will follow steps of the writing process and use peer review to produce final product. They will e-mail the letters to a newspaper. 	<p>Teacher/student conferences Peer review</p> <p>Student compositions Peer Review NJ State Writing Rubric</p>	

PROFICIENCIES/ OBJECTIVES	STANDARDS	Suggested Activities	Evaluations/ Assessments	Teacher Notes
The student will be able to:		Students will:		
21. continued		Level III <ul style="list-style-type: none"> after conferring with the teacher, complete an expository essay using <i>Microsoft Word</i>, which effectively proves a thesis statement through the use of primary and secondary source citations. 	Evaluations/ Teacher evaluation	Teacher Notes
22. given a written assignment, develop a composition with the following elements: <ol style="list-style-type: none"> introduction main idea statement supporting details conclusion 	W.9-10.2a W.9-10.2b W.9-10.2c W.9-10.2d W.9-10.2e W.9-10.2f W.9-10.4 W.9-10.10 8.1.12.A.2	Level I <ul style="list-style-type: none"> write three body paragraphs explaining their cultural, religious, and family traditions or holidays. <p><i>INTERIM ASSESSMENT</i></p> Level II <ul style="list-style-type: none"> select three short stories read and in a multi-paragraph expository essay, explain why the settings are crucial to the overall mood of the story. <p><i>INTERIM ASSESSMENT</i></p>	Teacher evaluation Collaborative feedback NJ State Writing Rubric Teacher evaluation Collaborative feedback NJ State Writing Rubric	

PROFICIENCIES/ OBJECTIVES	STANDARDS	SUGGESTED ACTIVITIES	EVALUATIONS/ ASSESSMENTS	TEACHER NOTES
<p>The student will be able to:</p>		<p>Students will:</p>		
<p>22.(continued)</p>		<p>Level III</p> <ul style="list-style-type: none"> select a job from the classified section of the newspaper or select a college from catalogs or online sources. They will write a letter of application using <i>Microsoft Word</i> following procedures for the writing process. <p><i>INTERIM ASSESSMENT</i></p>	<p>Student letters of application Self-reflection Sheet NJ State Writing Rubric</p>	
<p>23. debate a stance and provide one another with feedback and reactions after researching a topic.</p>	<p>W.9-10.7 SL.9-10.1a SL.9-10.1b SL.9-10.1c SL.9-10.1d SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.6 8.1.12.D.1 8.1.12.D.2</p>	<p>Level I</p> <ul style="list-style-type: none"> after reading <u>Romeo and Juliet</u>, debate who is responsible for Juliet’s death. <p>Level II</p> <ul style="list-style-type: none"> select one character from a reading selection and prepare to debate why he or she is the most dynamic character. <p>Level III</p> <ul style="list-style-type: none"> using media center databases, research opposing sides of controversial topics and prepare for a panel discussion. 	<p>Student debate</p> <p>Student debate</p> <p>Students’ presentations</p>	

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Level I

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Level II

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English, Yes! Intermediate Two. Chicago, IL: Jamestown Publishers, 1996.

Level III

English, Yes! Advanced. Chicago, IL: Jamestown Publishers, 1996.

All Levels

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Revised: *A Handbook for the Preparation of Research Papers.* Parsippany, NJ: Parsippany-Troy Hills Township Schools, 2008.

Warriner, John E. *English Grammar and Composition, Third Course.* New York, NY: Harcourt, Brace, Jovanovich, 1977.

APPENDIX A
SAMPLE AUTHENTIC ASSESSMENT

AUTHENTIC ASSESSMENT

Level I

Students interview each other about country of origin, years in US, languages spoken, etc. The results of this interview may be expressed as a chart, graph, and/or descriptive paragraph about the class makeup.

Students interview relatives and additional related questions may be asked.

An oral presentation that includes visuals (e.g., graphs), tapes, and group participation could serve as the culminating activity.

Teachers can focus on various aspects of this activity, such as having students learn more about their name and the names of their classmates and the relationship between names and their culture.

1. Students can tell stories about their names.
2. Students can create a coat of arms for their names and their cultures.
3. Students can investigate how their parents chose the students' names and what those names mean in the family and culture.
4. Students can compile a "The Name I Share" chart for the names they share with famous people, family members, people at school, people in history, and characters in literature.
5. Students can read various literary selections focusing on names:
 - a. "The Name" by Aharon Megged
 - b. The Kizzy section of *Roots* by Alex Haley
 - c. Selections from *This Boy's Life: A Memoir* by Tobias Wolff
 - d. *Knots on a Counting Rope* by Bill Martin, Jr. and John Archambault
 - e. "My Name" from *The House on Mango Street* by Sandra Cisneros
6. Students can research magazine articles on names and naming.
7. Students can locate their names in dictionaries of names and other sources.

8. Students can write a personal essay on the relationship between their names, personalities, and cultures.
9. Students can share and revise their essays.
10. Students can give speeches about their essays on their names.

AUTHENTIC ASSESSMENT continued

Level II

The students will research numerous American poems. They will keep a literature log of approximately 25 poems.

Students will choose their favorite poems by theme, imagery, or symbols. They will then compile and illustrate a booklet for presentation and evaluation by the teacher and the class.

Computer technology will be used where appropriate.

Level III

After reading *Of Mice and Men*, students will present a trial of George for the murder of Lennie.

Students will assume the roles of the accused, witnesses, prosecutor, judge, and lawyers.

The trial will be juried by Level I and II ESL students.

Students will be assessed according to:

1. their ability to work collaboratively with others
2. their participation in the preparation for the simulation trial activity
3. their comprehension of the text
4. their participation in the actual trial activity
5. their written response

The writing assignment will require students to compose an essay describing the strengths and weaknesses of their presentation during the trial activity according to the role each student assumed during the simulation.

APPENDIX B
OPEN-ENDED RUBRIC

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

<i>IN SCORING, CONSIDER THE GRID OF WRITTEN LANGUAGE</i>	INADEQUATE COMMAND	LIMITED COMMAND	PARTIAL COMMAND	ADEQUATE COMMAND	STRONG COMMAND	SUPERIOR COMMAND
SCORE	1	2	3	4	5	6
CONTENT AND ORGANIZATION	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details, random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
USAGE	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
SENTENCE CONSTRUCTION	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some variety Generally correct 	<ul style="list-style-type: none"> Variety in syntax appropriate and effective Few errors 	<ul style="list-style-type: none"> Precision and/or sophistication Very few, if any, errors
MECHANICS	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

NON- SCORABLE RESPONSES	NR = No Response	Student wrote too little to allow a reliable judgment, of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.

CONTENT/ORGANIZATION	USAGE	SENTENCE CONSTRUCTION	MECHANICS
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning 	<ul style="list-style-type: none"> Variety of type, structure and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.	ideas <ul style="list-style-type: none">• Transitions• Appropriate details and information	Proper Modifiers		
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Note: All unscorable responses (NSRs), with the exception of NR, must be coded by the Scoring Director.

APPENDIX C
SHOWCASE PORTFOLIO

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS LANGUAGE ARTS SHOWCASE PORTFOLIO

COURSE OF STUDY: _____

TABLE OF CONTENTS

1. Growth in Writing Entry
2. Best Writing Process Entry
3. Reading Process Entry
4. Technology Entry
5. Oral Presentation Entry (Optional)

GROWTH IN WRITING ENTRY

Selection – Expository Piece of Writing _____

Targeted Skill:	Grade 9	Development of introductory strategies
	Grade 10	Integrating primary sources
	Grade 11	Integrating primary and secondary sources
	Grade 12	Coherence (and Adherence) to the thesis statement – attention to diction, clarity, unity

Student Self-Assessment

1. How did you go about writing this piece? How did you come up with the topic? What influenced you as you were working on this piece?
2. Why did you select each of these pieces in your growth entry?

3. What did you learn about writing and about yourself as a writer from composing these two pieces?

Language Arts Showcase Portfolio (continued)

BEST PROCESS PIECE ENTRY

Selection – Use of Writing Process

Target Skill:	Grade 9	Constructing an effective thesis statement
	Grade 10	Research citations, note cards/quote chart, correct format
		Distinguishing between revision and editing
	Grade 11	Revision strategies – Delimiting a topic, identifying fallacies, bias, and speculation in revising an essay’s argument
	Grade 12	Effective revision techniques – synthesize, interpret, employ logical analysis, and form valid judgments

List additional pieces included with this entry

Student Self-Assessment

1. How did you get started on this piece? How did you decide on a topic?
2. What happened as you worked on it? How did you go about writing it?
3. How did your ideas about the topic change from the beginning to the end of working on the piece?
4. What were the hardest decisions to make as you worked on the piece? How did you make them?

Language Arts Showcase Portfolio (continued)**EVIDENCE OF READING PROCESS ENTRY**

Titles of pieces of work included with this entry: _____

Targeted Skills:	Grade 9	Metacognitive response through literature logs
	Grade 10	Using <i>think-aloud</i> reading strategies and rubrics to evaluate student responses
	Grade 11	Using <i>think-aloud</i> reading strategies with poetry
	Grade 12	Dialectic responses

Student Self-Assessment

1. How did you go about choosing the work samples you have included?
2. What did you learn about the reading process from doing the work you have submitted?
3. How does the work you have included show what happens in your mind during the act of reading?
4. What do the work samples you have included show about your strengths and weaknesses as a reader?

Language Arts Showcase Portfolio (continued)**TECHNOLOGY ENTRY**

Title of work included with this entry _____

- Targeted Skill: Grade 9 Create and manipulate information, independently and/or collaboratively to solve problems and design and develop products.
- Grade 10 Evaluate information sources for accuracy, relevance, and appropriateness.
- Grade 11 Make informed choices among technology systems, resources, and services in a variety of contexts.
- Grade 12 Produce a multimedia product using text, graphics, moving images, and sound.

Student Self-Assessment

1. Why did you select this work for the technology entry?
2. What did you learn about technology?
3. What did you learn about your strengths and weaknesses as a user of technology?
4. What difficulties or challenges did you encounter as you completed this entry? What did you enjoy about the task?

Language Arts Showcase Portfolio (continued)**ORAL PRESENTATION (Optional)**

Title of Presentation _____

Targeted Skill:	Grade 9	Teacher and peer evaluation rubric and a self-reflection
	Grade 10	Effective use of persuasive speaking techniques in a 4-minute formal presentation
	Grade 11	Content Skills – develop meaningful messages, details, sources Delivery Skills – tone, voice modulation, eye contact, platform movement
	Grade 12	Content Skills – clarity, accuracy Delivery Skills – diction, demeanor

Student Self-Assessment

1. Why did you select this piece for the oral presentation entry?
2. What did you learn about speaking and about yourself as a speaker from preparing and delivering this oral presentation?
3. How does this presentation show something about your strengths and weaknesses as a speaker?
4. What difficulties or challenges did you face as you prepared this oral presentation? What did you especially enjoy about this task?

APPENDIX D
COMMON CORE STATE STANDARDS
FOR ENGLISH LANGUAGE ARTS

English Language Arts Standards Reading: Literature » Grade 9-10

Standards in this strand:

RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.8 RL.9-10.9 RL.9-10.10

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- **RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **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; 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.

Craft and Structure

- **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.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 such effects as mystery, tension, or surprise.
- **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.

Integration of Knowledge and Ideas

- **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 treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- **RL.9-10.8.** (Not applicable to literature)
- **RL.9-10.9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

- **RL.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

English Language Arts Standards Reading: Informational Text » Grade 9-10

Standards in this strand:

RI.9-10.1 **RI.9-10.2** **RI.9-10.3** **RI.9-10.4** **RI.9-10.5** **RI.9-10.6** **RI.9-10.7** **RI.9-10.8** **RI.9-10.9** **RI.9-10.10**

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- **RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **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; 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.

Craft and Structure

- **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.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 such effects as mystery, tension, or surprise.
- **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.

Integration of Knowledge and Ideas

- **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 treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- **RL.9-10.8.** (Not applicable to literature)
- **RL.9-10.9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

- **RL.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

English Language Arts Standards Writing » Grade 9-10

Standards in this strand:

W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- **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.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- **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.

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- a. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- b. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- c. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **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.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- **W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.6.** Use technology, including the Internet, to produce, publish, 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.

Research to Build and Present Knowledge

- **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.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.
- **W.9-10.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate 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 fallacious reasoning”).

Range of Writing

- **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.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

English Language Arts Standards Speaking & Listening » Grade 9-10

Standards in this strand:

SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration

- **SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, 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 fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

- **SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Standards Language » Grade 9-10

Standards in this strand:

L.9-10.1**L.9-10.2****L.9-10.3****L.9-10.4****L.9-10.5****L.9-10.6**

Conventions of Standard English

- **L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.*
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- **L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

Knowledge of Language

- **L.9-10.3.** 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.
 - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

- **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.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
- **L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX E

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
FOR
TECHNOLOGY

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area		Technology	
Standard		8.1 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Understand and use technology systems.	8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	Select and use applications effectively and productively.	8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
		8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
		8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
		8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
9-12	Understand and use technology systems.	8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	Select and use applications effectively and productively.	8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related for review.
8.1.12.A.3		Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	
8.1.12.A.4		Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use	

			mathematical or logical functions, charts and data from all worksheets to convey the results.
		8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
Content Area		Technology	
Standard		8.1 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		B. Creativity and Innovation: <i>Students demonstrate a creative thinking, construct knowledge and develop innovative products and process using technology.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
	Apply existing knowledge to generate new ideas, products, or processes.		
6-8	Create original works as a means of personal or group expression.	8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
9-12		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>	

Grade Level Bands	Content Statement Students will:	Indicator	Indicator
	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.		
6-8	Communicate information and ideas to multiple audiences using a variety of media and formats.	8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
9-12	Develop cultural understanding and global awareness by engaging with learners of other cultures. Contribute to project teams to produce original works or solve problems.	8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts,, and present ideas for feedback through social media or in an online community.

Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
	Demonstrate personal responsibility for	8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.

	lifelong learning.	8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
	Exhibit leadership for digital citizenship.	8.1.8.D.4	Assess the credibility and accuracy of digital content.
		8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
9-12	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	Demonstrate personal responsibility for lifelong learning.	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
		8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
	Exhibit leadership for digital citizenship.	8.1.12.D.4	Research and understand the positive and negative impact of one’s digital footprint.
		8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		E. Research and Information Fluency: <i>Students apply digital tools to gather, evaluate and use information.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator

<p>6-8</p>	<p>Plan strategies to guide inquiry.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>Process data and report results.</p>	<p>8.1.8.E.1</p>	<p>Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>
<p>9-12</p>	<p>Plan strategies to guide inquiry.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>Process data and report results.</p>	<p>8.1.12.E.1</p>	<p>Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>
		<p>8.1.12.E.2</p>	<p>Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.</p>
<p>Content Area</p>	<p>Technology</p>		
<p>Standard</p>	<p>8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.</p>		
<p>Strand</p>	<p>F. Research and Information Fluency: <i>Students apply digital tools to gather, evaluate and use information.</i></p>		
<p>Grade Level Bands</p>	<p>Content Statement Students will:</p>	<p>Indicator</p>	<p>Indicator</p>

6-8	<p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p>	8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
9-12	<p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p>	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area		Technology	
Standard		8.2 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The characteristics and scope of technology.	8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication – smart phone for mobility needs.)
	The core concepts of technology.	8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
		8.2.8.A.3	Investigate a malfunction in any part of a system and identify its impacts.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
		8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people and capital contribute to a technological product or system.
9-12	The characteristics and scope of technology.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, relate to the use of the innovation.
	The core concepts of technology.	8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	8.1.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		B. Technology Operations and Concepts: <i>Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The cultural, social, economic and political effects of technology.	8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
		8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
	The effects of technology on the environment.	8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and/or experts.
		8.2.8.B.4	Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.
	The role of society in the development and use of technology.	8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
		8.2.8.B.6	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
	The influence of technology on history.	8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
9-12	The cultural, social, economic and political effects of technology.	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven

			by a cultural, social, economic or political needs and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
		B.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		C. Design: <i>The design process is a systematic approach to solving problems.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The attributes of design.	8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
		8.2.8.C.2	Explain the need for optimization in a design process.
		8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

	The application of engineering design.	8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
		8.2.8.C.5	Explain the interdependence of a subsystem that operates as part of a system.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
		8.2.8.C.7	Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
		8.2.8.C.8	Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovations and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		D. Abilities: <i>Collaborate and apply a design process to solve a simple problem from everyday experiences.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Apply the design process.	8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
		8.2.8.D.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
		8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
	Use and maintain technological products and systems.	8.2.8.D.4	Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.
	Assess the impact of products and systems.	8.2.8.D.5	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
		8.2.8.D.6	Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

9-12	Apply the design process.	8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.D.3	Determine and use the appropriate resources [e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software] in the design, development and creation of a technological product or system.
	Assess the impact of products and systems.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		E. Computational Thinking: <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
9-12	Computational thinking and computer programming as tools used in design and engineering.	8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.

		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).