PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

A

COURSE OUTLINE

FOR

ENGLISH AS A SECOND LANGUAGE

GRADES 9-12

ESL 111-115

APPROVED BY THE
BOARD OF EDUCATION

Approved: February 2014
Revised: August 2013
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, which 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.

MODIFICATIONS AND ADAPTATIONS

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the Curriculum Modifications and Adaptations included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.
STATEMENT OF PURPOSE

The Parsippany-Troy Hills School District is committed to the development of English Language Learners (ELL) within a sympathetic, non-threatening learning environment in which students are encouraged to participate in school and community activities. The English as a Second Language (ESL) curriculum and methodology emphasizes cognition of vernacular and formal language use, mastery of vocabulary themes, and acquisition of academic content.

English Language Learners arrive in the district with varied experiences in their first languages. Their receptivity to English language acquisition depends partly on how literate they are in Language 1 (L1). As a result, ESL teachers differentiate their instruction (expectations, activities and assessments) within their class groups to maximize student success. Student self-assessments also vary according to students’ ability.

A non-English-speaking student’s attitude toward and motivation for learning English needs to be considered. Such attitudes will be affected by feelings of apprehension and isolation as a result of the immigration process. The amount of parental involvement is another important factor in this process. The student is encouraged to develop self-esteem and to maintain a sense of pride in his cultural identity.

The mission of the English as a Second Language Program points toward an organized and cooperative effort to expedite second language acquisition. At the same time it emphasizes the importance of acquiring academic language to function adequately in content areas.

The State of New Jersey has joined the World Class Instructional Design and Assessment Consortium. As a member of this organization, we are required to administer the Access test for ELLs each spring and align our curriculum with the WIDA (World-Class Instructional Design and Assessment) Standards. The 2012 WIDA Standards are used to guide and align curriculum, instruction, and assessment for English language learners.

In addition, this revision is in alignment with the Common Core Standards English Language Arts Standards.

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester courses.
GENERAL GOALS

The five English language proficiency standards are identical for the classroom and large-scale state assessment frameworks. They reflect the social and academic dimensions of acquiring a second language that are expected of English language learners in grade levels K-12 attending schools in the United States. Each English language proficiency standard addresses a specific context for language acquisition (social and instructional settings as well as language arts, mathematics, science, and social studies) and is divided into four grade level clusters: K-2, 3-5, 6-8, and 9-12. Overall, the language proficiency standards center on the language needed and used by English language learners to succeed in school:

Our goals are as follows:

*English Language learners will:*

  - Communicate in English for social and instructional purposes within the school setting.
  - Communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
  - Communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
  - Communicate information, ideas, and concepts necessary for academic success in the content area of Science.
  - Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
**Topical Outline**

1. School
2. Social Interaction
3. Home
4. Family and Friends
5. American Culture and Traditions
6. Body and Health
7. Weather
8. Community and Jobs/Careers
9. Sports and Recreation
10. Current Events
11. Literature
12. Non-fiction
13. Writing
14. Speaking

*THE TOPICS WILL BE MODIFIED TO REFLECT THE INDIVIDUAL NEEDS OF OUR ELLS BASED ON PROFICIENCY AND NUMBER OF YEARS IN THE PROGRAM.*

**Potential topics**

1. Conflict and Resolution
2. Grammar
3. Folktales
4. Idioms
5. Simile, Metaphor, and Personification
6. Short stories
7. Word Origins
8. Editing/Revising
9. Synonyms & Antonyms
10. Cycles/processes
11. Agriculture
12. Countries & Continents
13. Cultural perspectives & frames of reference
14. Feelings/Points of view
15. Story elements
16. Fables
17. Main ideas/Details
18. Fact/Opinion
ESSENTIAL QUESTIONS AND ENDURING UNDERSTANDINGS FOR

ESL 111-115 grades 9 – 12

SCHOOL

**Essential Questions:** How will English Language Learners (ELL’s) develop the ability to follow the schedule and navigate the school day?

**Enduring Understandings:** Using speaking, listening, reading, and writing, they will learn the terms and vocabulary needed to function in an American high school.

SOCIAL INTERACTION

**Essential Questions:** How will learning conversational skills assist ELL’s in their daily lives?

**Enduring Understandings:** Learning typical questions and answers, as well as greeting and farewell remarks, will help students participate in functional and conversational exchanges with teachers and fellow students.

HOME:

**Essential Questions:** What are essential terms for the apartment or house?

**Enduring Understandings:** Learning the names for rooms and household equipment or features will help students manage life at home.

Compare/contrast skills can be developed when discussing home life in the US with life in the students’ countries.

FAMILY AND FRIENDS:

**Enduring Understandings** What are essential terms for family members?

**Enduring Understandings:** Learning titles and relationship categories will add to basic vocabulary useful in daily life.

Writing descriptive passages about self, family members and friends further expands one’s command of English.
AMERICAN CULTURE AND TRADITIONS:

**Essential Questions:** What are the basic American cultural and historical traditions?

**Enduring Understandings:** Learning social customs enhances the adjustment of the ELL.

Stories and historical representations of holidays invite the ELL to participate in life in his or her new country.

BODY AND HEALTH

**Essential Questions:** What are the essential terms for the human body and medical concerns?

**Enduring Understandings:** Learning the terms for body parts and the dialogue associated with visits to the doctor or the school nurse alleviates anxiety about an essential area of communication.

Learning about nutrition builds knowledge for one’s future and present health, and adds to content knowledge for other courses.

WEATHER:

**Essential Questions:** What are essential terms for weather?

**Enduring Understandings:** Learning weather terminology allows the ELL to function more confidently in daily life.

Exploring print, auditory, and digital resources to find out about daily temperatures or long-term weather patterns focuses the student on listening, viewing, and reading.

Writing about weather further develops essential language acquisition skills: an unusual weather event, or compare/contrast weather in one’s original country and the US.

COMMUNITY AND JOBS/CAREERS:

**Essential Questions:** What are the essential terms for community life and career exploration?

EU: Names of community buildings and official titles help the ELL learn about local life and government.

Discussing job titles and requirements prompt students to think about their own goals and ambitions.
ENGLISH AS A SECOND LANGUAGE GRADES 9-12

SPORTS AND RECREATION:

**Essential Questions**: What are the English terms for sports and recreational activities?

**Enduring Understandings**: Terms for sports and recreation enable the ELL to partake more quickly in extracurricular life in high school.

Interest in sports reflects the students’ interests, and brings awareness of global commonalities.

CURRENT EVENTS:

**Essential Questions**: What are the essential terms for current events?

**Enduring Understandings**: Learning to navigate print and digital news sources enables an ELL to expand knowledge of English and become current with practical information.

Listening, speaking, reading, and writing all are reinforced in a current events unit.

LITERATURE:

**Essential Questions**: What literary terms and literary analysis is expected of a high school student?

**Enduring Understandings**: Learning about plot, setting, characterization, imagery and other literary devices in readable literary selections supports the ELL in English class when faced with challenging vocabulary or complex literary works.

Reading short stories expands vocabulary in context for ELL’s.

Reading quality literature models correct English language usage, grammar, and mechanics.

NONFICTION:

**Essential Questions**: What are essential strategies for reading expository text?

**Enduring Understandings**: Recognizing text structures in nonfiction selections enables the student to comprehend and retrieve information efficiently.

Identifying the organizational structure of a nonfiction selection helps students to understand and critique the author's purpose, intended audience, and argument.

Reading models of nonfiction selections prepares the students to use similar patterns in their own expository writing.
WRITING:

**Essential Questions**: What writing exercises will develop the skills of Intermediate or Advanced English Language Learners?

**Enduring Understandings**: Composing persuasive and expository essays builds on more elementary writing exercises from the Beginner level of ESL. Writing tasks like business letters or college essays/applications develop scholastic and practical writing strengths.

SPEAKING:

**Essential Questions**: What essential Intermediate or Advanced speaking skills will assist the ELL?

**Enduring Understandings**: Formal practice in mock interviews, speeches, or debates prepares the ELL for oral presentations in other school subjects, building confidence in the ability to speak publicly.

Listening and speaking skills are reinforced by exercises requiring student responses to multi-media sources, PA announcements, and casual conversational topics.
COURSE NO: ESL 111-115  
COURSE TITLE: ENGLISH AS A SECOND LANGUAGE 9-12

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

PROFICIENCIES/OBJECTIVES FOR ENGLISH LANGUAGE LEARNERS AT THE BEGINNER OR INTERMEDIATE LEVELS:

1. identify classroom objects and places in school.
2. follow directions related to classroom activities.
3. use vocabulary associated with school life from visuals and word/phrase banks (e.g., subjects, classes).
4. follow everyday conversations with teachers or other adults (e.g., guest speakers with clarification in L1).
5. react to discourse related to school life from indirect sources (e.g., loud speaker, DVDs).
6. suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers.
7. propose changes to school life and give reasons for choices.
8. respond to and offer greetings, compliments, introductions or farewells with teachers or peers.
9. ask questions or exchange information with teachers or peers.
10. initiate or engage in conversation and written communication with others.
11. identify feelings & emotions.
12. initiate, respond to or clarify meaning of idiomatic expressions, slang or nuances in conversation with peers.
13. express or respond to humor or sarcasm in conversation.
14. negotiate solutions to problems, misunderstanding, and disputes.
15. identify the rooms/areas of a house/apartment.
16. use the simple present tense to describe activities engaged in during a typical day.
17. use the present progressive to describe what people are doing when presented with visual cues.
18. compare life in the U.S. with life in their native countries.
19. identify family members orally and in writing.
20. describe someone’s physical characteristics orally and in writing.
21. express one’s likes & dislikes orally and in writing.
22. describe one’s nationality and distinguish between the name of a country and the word for the nationality and language (e.g. France – French, U.S. – American – English, etc.).
23. demonstrate understanding of American cultural traditions/holidays (e.g., Halloween, Thanksgiving, Valentine’s Day, …).
24. demonstrate knowledge of American social customs (e.g. manners, kissing, shaking hands, visiting someone’s home, etc.).
25. identify meanings of gestures and facial expressions.
26. identify body parts and label them in writing.
27. describe common physical ailments (e.g. headache, sore throat, etc.).
28. identify foods and develop vocabulary for food items.
29. communicate with store employees during a simulated shopping trip.
30. discuss good nutrition and good vs. bad eating habits.
31. identify common items of clothing and accessories.
32. describe colors in English.
33. follow and participate in conversations between a customer and clerk in a clothing store.
34. use vocabulary to describe weather.
35. name and describe the different seasons.
36. identify days of week and months on a calendar.
37. compare/contrast weather in the U.S. with that of their native country.
38. discuss a current weather related event (e.g. flood, hurricane, snowstorm, etc.) by paraphrasing information found on internet or in newspaper.
39. identify common places in a community.
40. understand and use prepositions of location.
41. name common professions and describe job duties.
42. discuss personal career interests.
43. complete a job application.
44. communicate effectively with a prospective employer during a simulated job interview.
45. identify common sports and use vocabulary associated with these sports.
46. discuss hobbies/leisure activities.
47. compare/contrast different sports.
48. research and present information on a sport or leisure activity.
49. become familiar with parts of a newspaper (e.g. local or international news, editorials, classified, etc.).
50. read bold print and skim an article to determine main points.
51. read and retell information about a current event.
52. read an article and summarize in writing.
53. demonstrate reading comprehension.
54. take notes during a listening/viewing activity and retell main ideas or sequence of events.
55. apply conventions and mechanics to writing.
56. become familiar with multicultural literature.
PROFICIENCIES/OBJECTIVES FOR ENGLISH LANGUAGE LEARNERS AT THE BEGINNER OR INTERMEDIATE LEVELS

57. analyze plot and setting.
58. analyze characterization.
59. analyze theme and point of view.
60. define and use new vocabulary from selected readings.
61. recognize the elements related to suspense, mood, tone and symbolism with relation to allegories, poems, and short stories.
62. understand, recognize, and apply literary devices.
63. recognize the significance of chronology within the text structure of short stories, biographies, autobiographies, and memoirs.
64. utilize context clues to determine meaning.
65. identify and use idioms appropriately.
66. demonstrate reading comprehension of non-fiction interviews.
67. demonstrate reading comprehension of non-fiction articles.
68. demonstrate understanding of mechanics and usage.
69. use study skills to list assignments, take notes, compare print and non-print material.
70. demonstrate reading comprehension of procedural non-fiction.
71. demonstrate reading comprehension of persuasive non-fiction.
72. summarize/paraphrase non-fiction topics.
73. retell information about a current event using appropriate public speaking decorum.
74. compose a variety of written responses (including persuasive and expository) for different purposes and audiences by utilizing writing as process.
75. develop a composition with the following elements: introduction, body paragraphs, conclusion including topic sentence, detail sentence and concluding sentence.
76. compose open-ended responses to various reading selections/media.
77. use the proper form when writing business/personal letters and resumes.
78. fill out applications for jobs or college admission.
79. use free writing to express personal opinions, ideas, and experience to promote fluency.
80. improve formal practical conversational skills in real-life situations.
81. improve informal conversational skills in real-life situations.
82. orally present group/individual PowerPoint/iMovie about a variety of student-centered topics.
83. react to discourse related from indirect sources (e.g. loud speaker, video clips, songs, etc.)
<table>
<thead>
<tr>
<th>PROFICIENCIES/OBJECTIVES</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
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<tbody>
<tr>
<td>The student will be able to:</td>
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</tbody>
</table>
| 1. identify classroom objects and places in school. | L.9-10.1  
L.11-12.1  
WIDA 1 | • view images projected by Tablet PC and name items and places related to school. | Teacher observation  
Question and Answer | |
| 2. follow directions related to classroom activities. | SL.9-10.1  
SL.11-12.1 | • respond to TPR commands. | Teacher observation | Imperatives |
| 3. use vocabulary associated with school life from visuals and word/phrase banks (e.g., subjects, classes) | SL.9-10.5  
SL.11-12.5s  
WIDA 1 | • create a list of school activities, subjects, extracurricular activities using a graphic organizer. | Student-generated chart | Vocabulary: school items, places, school personnel, subjects, schedule, numbers, time, calendar |
| 4. follow everyday conversations with teachers or other adults (e.g., guest speakers with clarification in L1) | SL.9-10.1  
SL.11-12.1  
WIDA 1 | • create skits and role play everyday conversations and exchanges between peers or student and teacher. | Rubric for skits & dialogues | Verb: to be |
### ENGLISH AS A SECOND LANGUAGE

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<td><strong>SCHOOL (continued)</strong></td>
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<td>The student will be able to:</td>
<td>Students will:</td>
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<tr>
<td>5. react to discourse related to school life from indirect sources (e.g., loud speaker, DVDs)</td>
<td>L.9-10.6 L.11-12.6 WIDA 1</td>
<td>• take notes on and share info from am or pm announcements on loudspeaker.</td>
<td>Teacher observation</td>
<td>Yes/no questions</td>
</tr>
<tr>
<td>6. suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers.</td>
<td>W.9-10.1 W.11-12.1 WIDA 1</td>
<td>• write a persuasive letter to the principal (e.g., one paragraph).</td>
<td>ESL rubric for writing</td>
<td>Wh questions Short answers</td>
</tr>
<tr>
<td>7. propose changes to school life and give reasons for choices.</td>
<td>W.9-10.1 W.11-12.1 WIDA 1</td>
<td>• write a persuasive essay (five paragraph).</td>
<td>Persuasive essay rubric</td>
<td>Modals Conditionals</td>
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## SOCIAL INTERACTION

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<tr>
<td>8. respond to and offer greetings, compliments, introductions or farewells with teachers or peers.</td>
<td>SL.9-10.1 SL.11-12.1 WIDA 1</td>
<td>• complete a scavenger hunt within the school building (e.g. nurse’s office, main office, library).</td>
<td>Completion of scavenger hunt sheet with teacher signatures.</td>
<td>Greetings, introductions, questions</td>
</tr>
<tr>
<td>9. ask questions or exchange information with teachers or peers.</td>
<td>SL.9-10.1 SL.11-12.1 WIDA 1</td>
<td>• prepare for scavenger hunt by role play in pairs.</td>
<td>Teacher observation</td>
<td>Small talk</td>
</tr>
<tr>
<td>10. initiate or engage in conversation and written communication with others.</td>
<td>SL.9-10.1 SL.11-12.1 WIDA 1</td>
<td>• compose an e-mail to a classmate or teacher asking for clarification on a homework assignment.</td>
<td>Print out e-mail and response</td>
<td>Feelings, emotions</td>
</tr>
<tr>
<td>11. identify feelings &amp; emotions.</td>
<td>L.9-10.1 L.11-12.1 SL.9-10.1 SL.11-12.1 WIDA 1 WIDA 2</td>
<td>• describe feelings/emotions after reading a passage or watching a film.</td>
<td>Class discussion</td>
<td>Idioms/Slang</td>
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</tbody>
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## ENGLISH AS A SECOND LANGUAGE

### SOCIAL INTERACTION (continued)

<table>
<thead>
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<tr>
<td>12. initiate, respond to or clarify meaning of idiomatic expressions, slang or nuances in conversation with peers.</td>
<td>RI.9-10.4 RI.11-12.4 WIDA 1 WIDA 2</td>
<td>• create a skit demonstrating use of idiomatic expressions and/or slang and appropriate responses.</td>
<td>Teacher observation, peer response</td>
<td>Tag questions</td>
</tr>
<tr>
<td>13. express or respond to humor or sarcasm in conversation.</td>
<td>SL.9-10.3 SL.11-12.3 WIDA 1</td>
<td>• create a role-play showing examples of sarcasm and/or humor.</td>
<td>Rubric for skits &amp; dialogues</td>
<td>Humor/sarcasm</td>
</tr>
<tr>
<td>14. negotiate solutions to problems, misunderstanding, and disputes.</td>
<td>SL.9-10.4 SL.11-12.4</td>
<td>• create a dialogue illustrating a misunderstanding and show how characters resolve the problem. Present to class.</td>
<td>Rubric for skits &amp; dialogues</td>
<td>Past tense</td>
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<td>PROFICIENCIES/OBJECTIVES</td>
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<tr>
<td><strong>HOME</strong></td>
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<td>The student will be able to:</td>
<td>Students will:</td>
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<td>15. identify the rooms/areas of a house/apartment.</td>
<td>L.9-10.1 L.11-12.1 WIDA 1</td>
<td>• identify rooms of a house using visual cues and/or verbal cues.</td>
<td>Labeled diagrams</td>
<td>Vocabulary: rooms of house, daily routine, activities, chores, etc.</td>
</tr>
<tr>
<td>16. use the simple present tense to describe activities engaged in during a typical day.</td>
<td>W.9-10.6 W.11-12.6 WIDA 1</td>
<td>• create a presentation (e.g. PowerPoint or iMovie) using clipart to show daily routine. • create a personal journal highlighting daily activities.</td>
<td>Oral presentation rubric Rubric for writing</td>
<td>Simple present</td>
</tr>
<tr>
<td>17. use the present progressive to describe what people are doing when presented with visual cues.</td>
<td>SL.9-10.1 SL.11-12.1 WIDA 1</td>
<td>• view images of specific actions (projected on whiteboard) and respond orally or in writing describing what the people are doing.</td>
<td>Written or oral responses</td>
<td>Present progressive</td>
</tr>
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<td>PROFICIENCIES/OBJECTIVES</td>
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<td>The student will be able to:</td>
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<td>18. compare life in the U.S. with life in their native countries.</td>
<td>W.9-10.2 W.11-12.2 WIDA 1 WIDA 5</td>
<td>• write a 5 paragraph essay comparing/contrast an aspect of life in the U.S. and in their native countries (e.g. school, daily life, social customs, etc.).</td>
<td>Comparison essay rubric</td>
<td>Transition words and phrases</td>
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<td><strong>FAMILY AND FRIENDS</strong></td>
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<td>19. identify family members orally and in writing.</td>
<td>8.1.12.B.1 SL.9-10.1 SL.11-12.1 WIDA 1</td>
<td>• create a family tree by hand or using computer software.</td>
<td>Web of family members</td>
<td>Vocabulary for: family members, likes/dislikes, describing adjectives, nationalities, languages, etc.</td>
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<tr>
<td>20. describe someone’s physical characteristics orally and in writing.</td>
<td>SL.9-10.6 SL.11-12.6 WIDA 1</td>
<td>• in small groups, write a description of a classmate, exchange papers, and try to guess who fits that description.</td>
<td>Teacher observation</td>
<td>Detailed descriptions</td>
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### FAMILY AND FRIENDS (continued)

<table>
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<tr>
<th>PROFICIENCIES/OBJECTIVES</th>
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<tr>
<td>21. express one’s likes and dislikes orally and in writing.</td>
<td>W.9-10.4 W.11-12.4 WIDA 1</td>
<td>- write a paragraph describing a friend or family member. Discuss the person’s personality and likes/dislikes (longer essay 3-5 paragraphs for higher levels).</td>
<td>Writing rubric</td>
<td>Comparatives/ Superlatives Possessive adjectives Object pronouns</td>
</tr>
</tbody>
</table>
| 22. describe one’s nationality and distinguish between the name of a country and the word for the nationality and language (e.g. France-French, U.S.-American-English, etc.) | 8.1.12.B.1 L.9-10.3 L.11-12.3 WIDA 1 WIDA 5 | - projecting images, play games in class to practice vocabulary for:  
  - Nationalities family members adjectives (activities can be modeled after popular games such as Jeopardy®, Outburst®, Taboo®, etc.) | Class-generated word charts of nouns and adjectives Student participation in games | |
### American Culture and Traditions

<table>
<thead>
<tr>
<th>Proficiencies/Objectives</th>
<th>Standards</th>
<th>Suggested Activities</th>
<th>Evaluation/Assessment</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
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<tr>
<td>23. demonstrate understanding of American cultural traditions/holidays (e.g. Halloween, Thanksgiving, Valentine’s Day, . . .)</td>
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<td></td>
<td>8.1.12.B.1</td>
<td>• view a teacher-generated PPT showing traditional symbols and/or decorations and customs of American holidays. Listen and respond to questions from teacher.</td>
<td>Question and Answer</td>
<td>Vocabulary for holidays and symbols, customs</td>
</tr>
<tr>
<td></td>
<td>8.1.12.F.1</td>
<td>• utilize think-aloud activity to comprehend a short story.</td>
<td>Participation in class discussion</td>
<td>Past Tense</td>
</tr>
<tr>
<td></td>
<td>RI.9-10.2</td>
<td>• create PowerPoint presentation on a holiday from their native country.</td>
<td>Oral presentation rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI.11-12.2</td>
<td>• compare/contrast American holiday and a holiday from their native country.</td>
<td>Oral presentation rubric</td>
<td></td>
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<tr>
<td></td>
<td>SL.9-10.1</td>
<td>• write a love poem using teacher model (e.g., Haiku acrostic).</td>
<td>Writing rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SL.11-12.1</td>
<td>• use scholastic.com website to become familiar with American holidays.</td>
<td>Student notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W.9-10.3b</td>
<td>• after reading examples/analyzing parts of a spooky story, write own scary story and read it aloud to class.</td>
<td>Scary story rubric</td>
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<td>W.11-12.3b</td>
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<td>W.9-10.10</td>
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<td>W.11-12.10</td>
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<td>WIDA 1</td>
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<td>WIDA 2</td>
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<td>WIDA 5</td>
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</tbody>
</table>
### Body and Health

26. Identify body parts and label them in writing.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Suggested Activities</th>
<th>Evaluation/Assessment</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.9-10.3, L.9-10.2, L.11-12.3</td>
<td>Label a picture with appropriate body parts.</td>
<td>Labeled diagram</td>
<td>Body parts</td>
</tr>
</tbody>
</table>

### American Culture and Traditions (continued)

24. Demonstrate knowledge of American social customs (e.g., manners, kissing, shaking hands, visiting someone’s home, etc.)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Suggested Activities</th>
<th>Evaluation/Assessment</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.9-10.6, SL.11-12.6, WIDA 1, WIDA 5</td>
<td>Create and perform a skit that shows examples of typical American manners/customs.</td>
<td>Rubric for skits and dialogues</td>
<td>Manners Present progressive</td>
</tr>
</tbody>
</table>

25. Identify meanings of gestures and facial expressions.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Suggested Activities</th>
<th>Evaluation/Assessment</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1.12.A.2, L.9-10.2, WIDA 1</td>
<td>View pictures (projected on whiteboard) of different facial expressions/gestures. Respond to questions about the meanings of each.</td>
<td>Teacher observation</td>
<td>Gestures Moods/emotions Verb: to be</td>
</tr>
</tbody>
</table>
### BODY AND HEALTH (continued)

<table>
<thead>
<tr>
<th>PROFICIENCIES/OBJECTIVES</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will be able to:</strong></td>
<td><strong>Students will:</strong></td>
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<tr>
<td>27. describe common physical ailments (e.g. headache, sore throat, etc.)</td>
<td>2.1.12.C.1 SL.9-10.6 SL.11-12.6 WIDA 1</td>
<td>• role play a visit to the doctor or nurse’s office.</td>
<td>Teacher observation</td>
<td>Common complaints</td>
</tr>
<tr>
<td>28. identify foods and develop vocabulary for food items.</td>
<td>L.9-10.1 L.11-12.1 WIDA 1</td>
<td>• use supermarket flyers to create a shopping list.</td>
<td>Graphic organizer</td>
<td>Doctor visits (imperatives)</td>
</tr>
<tr>
<td>29. communicate with store employees during a simulated shopping trip.</td>
<td>SL.9-10.4 SL.11-12.4 WIDA 1</td>
<td>• role play a trip to grocery store and conduct exchanges between customer and cashier/clerk.</td>
<td>Rubric for skits and dialogues</td>
<td>Food Shopping</td>
</tr>
<tr>
<td>30. discuss good nutrition and good vs. bad eating habits.</td>
<td>2.1.12.B.2 2.1.12.B.3 8.1.12.F.1 SL.9-10.1 SL.11-12.1 SL.9-10.2 SL.11-12.2 WIDA 1 WIDA 4</td>
<td>• research current recommended food guide on Internet and share results with class.</td>
<td>Rubric for oral presentations</td>
<td>Nutrition/food pyramid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• keep track of all foods eaten for 3-5 days. Determine whether diet follows good nutrition according to current guidelines. Present to class or small group.</td>
<td>Rubric for oral presentations</td>
<td></td>
</tr>
</tbody>
</table>
### BODY AND HEALTH (continued)

<table>
<thead>
<tr>
<th>PROFICIENCIES/OBJECTIVES</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
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</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
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<tr>
<td>31. identify common items of clothing and accessories.</td>
<td>L.9-10.1 L.11-12.1 WIDA 1</td>
<td>• play games to practice clothing vocabulary (e.g. Bingo®, Concentration®, etc.).</td>
<td>Quiz matching items and terms</td>
<td>Clothing/accessories</td>
</tr>
<tr>
<td>32. describe colors in English.</td>
<td>SL.9-10.6 SL.11-12.6 WIDA 1</td>
<td>• create a poster or collage of objects showing 8 different colors with color words labeled.</td>
<td>Teacher observation</td>
<td>Colors</td>
</tr>
<tr>
<td>33. follow and participate in conversations between a customer and clerk in a clothing store.</td>
<td>SL.9-10.6 SL.11-12.6 WIDA 1</td>
<td>• create a skit showing an exchange between a customer and clerk in a clothing store and present/perform for class.</td>
<td>Rubric for skits and dialogues</td>
<td>Shopping</td>
</tr>
</tbody>
</table>

### WEATHER

<table>
<thead>
<tr>
<th>PROFICIENCIES/OBJECTIVES</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. use vocabulary to describe weather.</td>
<td>8.1.12.F.1 WIDA 1 WIDA 4</td>
<td>• view projected pictures of different types of weather projected using the Tablet PC. Respond to questions from teacher. • use Internet to find current weather report for different areas. Share with group or class.</td>
<td>Student participation in daily weather reports</td>
<td>Weather vocabulary Seasons/climate Calendar numbers Paraphrasing</td>
</tr>
<tr>
<td>PROFICIENCIES/OBJECTIVES</td>
<td>STANDARDS</td>
<td>SUGGESTED ACTIVITIES</td>
<td>EVALUATION/ASSESSMENT</td>
<td>TEACHER NOTES</td>
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<td><strong>WEATHER (continued)</strong></td>
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<td><strong>The student will be able to:</strong></td>
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<td>35. name and describe the different seasons.</td>
<td>8.1.12.A.2 SL.9-10.6 SL.11-12.6 WIDA 1</td>
<td>• respond to projected scenes and activities from different seasons, name appropriate season for each.</td>
<td>Teacher observation</td>
<td>Past tense</td>
</tr>
<tr>
<td>36. identify days of week and months on a calendar.</td>
<td>SL.9-10.6 SL.11-12.6 WIDA 1</td>
<td>• in groups, ask/answer questions using a calendar with information missing (e.g. days, of week, months, numbers, season, etc.).</td>
<td>Question and Answer</td>
<td></td>
</tr>
<tr>
<td>37. compare/contrast weather in the United States with that of their native country.</td>
<td>5.4.12.F.1 5.4.12.F.2 W.9-10.2a, 2b W.11-12.2a, 2b WIDA 1 WIDA 5</td>
<td>• write 1-3 paragraphs comparing the weather in the United States with weather in native country.</td>
<td>Rubric for writing</td>
<td></td>
</tr>
<tr>
<td>38. discuss a current weather-related event (e.g. flood, hurricane, snowstorm, etc.) by paraphrasing information found on Internet or in newspaper.</td>
<td>8.1.12.F.1 SL.9-10.2 SL.11-12.2 WIDA 1 WIDA 2</td>
<td>• use newspaper article or Internet to research a recent event and share orally and/or in writing.</td>
<td>Rubric for speaking/rubric for writing</td>
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</tr>
<tr>
<td>PROFICIENCIES/OBJECTIVES</td>
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<td>SUGGESTED ACTIVITIES</td>
<td>EVALUATION/ASSESSMENT</td>
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<tr>
<td><strong>COMMUNITY AND JOBS/CAREERS</strong></td>
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<td>The student will be able to:</td>
<td>Students will:</td>
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<td>39. identify common places in a community.</td>
<td>L.9-10.3 L.11-12.3 WIDA 1</td>
<td>• play Bingo® to practice vocabulary.</td>
<td>Students’ oral responses</td>
<td>Places in community</td>
</tr>
<tr>
<td>40. understand the use of prepositions of location.</td>
<td>8.1.12.F.1 L.9-10.1.b WIDA 1 WIDA 2</td>
<td>• locate places on a map of a town when presented with oral or written statements using prepositions of location (e.g. The bank is between the post office and the supermarket).</td>
<td>Use of correct prepositions in speech and written work, over time</td>
<td>There is/there are</td>
</tr>
<tr>
<td>41. name common professions and describe job duties.</td>
<td>8.1.12.F.1 9.3.12.C.3 9.3.12.C.5 SL.9-10.1 SL.11-12.1 WIDA 1</td>
<td>• complete crossword puzzle to practice vocabulary. • create a list of common professions and use Internet to research training/education necessary and what each job entails. Share with class or small group.</td>
<td>Labels applied correctly Rubric for speaking or rubric for oral presentations</td>
<td>Professions/career Future tense Career databases World Book Online</td>
</tr>
<tr>
<td>COMMUNITY AND JOBS/CAREERS</td>
<td>PROFICIENCIES/OBJECTIVES</td>
<td>STANDARDS</td>
<td>SUGGESTED ACTIVITIES</td>
<td>EVALUATION/ASSESSMENT</td>
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<td>The student will be able to:</td>
<td>Students will:</td>
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<tr>
<td>42. discuss personal career interests.</td>
<td>9.3.12.C.1 9.3.12.C.3 SL.9-10.1 SL.11-12.1 WIDA 1</td>
<td>• write 2 or 3 paragraphs discussing personal career interests/aspirations.</td>
<td>Rubric for writing</td>
<td>Present tense –third person singular Map Prepositions of location</td>
</tr>
<tr>
<td>43. complete a job application.</td>
<td>8.1.12.A.4 WIDA 1</td>
<td>• fill out job applications.</td>
<td>Teacher observation Peer editing</td>
<td>Job applications</td>
</tr>
<tr>
<td>44. communicate effectively with a prospective employer during a simulated job interview.</td>
<td>9.3.12.C.24 SL.9-10.6 SL.11-12.6 WIDA 1</td>
<td>• role play job interviews.</td>
<td>Rubric for speaking Peer review</td>
<td></td>
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<tr>
<td>PROFICIENCIES/OBJECTIVES</td>
<td>STANDARDS</td>
<td>SUGGESTED ACTIVITIES</td>
<td>EVALUATION/ASSESSMENT</td>
<td>TEACHER NOTES</td>
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<tr>
<td><strong>SPORTS AND RECREATION</strong></td>
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<td>The student will be able to:</td>
<td>Students will:</td>
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</table>
| 45. identify common sports and use vocabulary associated with these sports. | L.9-10.1b  
SL.9-10.6  
SL.11-12.6, WIDA 1 | • play Bingo® (or another game) to practice new vocabulary. | Teacher observation | Vocabulary for sports, hobbies free time |
| 46. discuss hobbies/leisure activities. | SL.9-10.1  
SL.11-12.1, WIDA 1 | • invite/persuade peers to join in a favorite activity, sport or hobby orally or in writing. | Rubric for speaking/rubric for writing | Gerunds and infinitives |
| 47. compare/contrast different sports. | 2.5.12.C.1  
8.1.12.A.2  
W.9-10.4  
W.11-12.4  
WIDA 1-2 | • write a 5-paragraph essay comparing two sports. | Rubric for writing | |
| 48. research and present information on a sport or leisure activity. | 2.1.12.C.1  
8.1.12.F.1  
WIDA 1-2 | • use Internet to research a sport/hobby and present information to the class. | Oral reports evaluated on teacher-selected criteria | |
# ENGLISH AS A SECOND LANGUAGE

<table>
<thead>
<tr>
<th>PROFICIENCIES/OBJECTIVES</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITIES</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
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<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
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<tr>
<td><strong>CURRENT EVENTS</strong></td>
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<tr>
<td>49. become familiar with parts of a newspaper: (e.g., local or international news, editorials, classified, etc.)</td>
<td>RI.9-10.2 RI.11-12.2 RI.9-10.3 RI.11-12.3 WIDA 1</td>
<td>• in groups, look through and analyze sections of the newspaper. Report to class what kind of information can be found in different sections.</td>
<td>Small group work and participation</td>
<td>Present tense Past tense Paraphrasing Summarizing</td>
</tr>
<tr>
<td>50. read bold print and skim an article to determine main points.</td>
<td>RI.9-10.2 RI.11-12.2 WIDA 1 WIDA 2</td>
<td>• read titles and bold print of an article provided by teacher. List main points and share with class or small group.</td>
<td>Student notes</td>
<td></td>
</tr>
<tr>
<td>51. read and retell information about a current event.</td>
<td>8.1.12.F.1 SL.9-10.1 SL.11-12.1 WIDA 1 WIDA 2 WIDA 5</td>
<td>• using newspaper or Internet, find an article about a current event, read and retell in own words to small group or whole class.</td>
<td>Rubric for speaking</td>
<td>EBSCO newspaper sources through the Media Center</td>
</tr>
<tr>
<td>52. read an article and summarize in writing.</td>
<td>8.1.12.F.1 W.9-10.2 W.11-12.2 WIDA 1 WIDA 2</td>
<td>• using the Internet, find and read a current events article, write a summary and present to class.</td>
<td>Written summary</td>
<td></td>
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<tr>
<td>PROFICIENCIES/OBJECTIVES</td>
<td>STANDARDS</td>
<td>SUGGESTED ACTIVITIES</td>
<td>EVALUATION/ASSESSMENT</td>
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<td><strong>LITERATURE</strong></td>
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<td>The student will be able to:</td>
<td>Students will:</td>
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<tr>
<td>53. demonstrate reading comprehension.</td>
<td>• read a literary selection and answer questions based on the story.</td>
<td>Student responses to Question and Answer Sequence chart</td>
<td>Past tense</td>
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<td>• read a story assigned by teacher and use a graphic organizer to depict the sequence of events.</td>
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<tr>
<td>54. take notes during a listening/viewing activity and retell main ideas or sequence of events.</td>
<td>• take notes while viewing a film and summarize main ideas or retell story.</td>
<td>Rubric for speaking</td>
<td>Note taking</td>
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<td>55. apply conventions and mechanics to writing.</td>
<td>• revise or rephrase written language based on feedback from peers, teacher, rubrics and technology tools such as spell/grammar check.</td>
<td>Rubric for writing Peer editing</td>
<td>Proofreading and editing</td>
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<td>56. become familiar with multicultural literature.</td>
<td>• summarize and retell a story from their native culture using visuals, graphic organizers, or in writing.</td>
<td>Rubric for oral presentations</td>
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<tr>
<td>PROFICIENCIES/OBJECTIVES</td>
<td>STANDARDS</td>
<td>SUGGESTED ACTIVITIES</td>
<td>EVALUATION/ASSESSMENT</td>
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<td>The student will be able to:</td>
<td>Students will:</td>
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</tbody>
</table>
| 57. analyze plot and setting. | RL.9-10.6 RL.11-12.3 RL.11-12.5 | • given the story “The Experiment,” identify plot and setting; make predictions; complete a chart for sequence of events.  
• given the story “The Good Samaritan,” identify exposition, conflict, complications, climax & resolution; use a story map to describe the major events that lead to the main conflict  
• identify how setting affects the plot. | Sequence charts  
Interactive Practice Books (IPB) pages 8 (Literary Analysis) and page 9 (Reading Strategy); page 10 (Parts of the Plot)  
Share completed plot diagrams (Orange) IPB page 16 | Edge (Orange) pages 11-17  
Edge (Blue) pages 12-23  
Edge (Orange) pages 52-61  
Edge (Blue) pages 62-77  
Edge (Blue) pages 396-407 |
| 58. analyze characterization. | RL.9-10.3 RL.11-12.10 | • given the story “Building Bridges,” use clues from the story to figure out what the characters are like; create character chart based on what the character looks like, does and says.  
• given the story “Thank You Ma’am,” collect examples of characterization based on physical traits, thoughts, words, actions and reactions of others. | IPB A page 20 (Description and Dialogue Chart)  
IPB B page 22 (Characterization) | Edge (Orange) pages 32-41  
Edge (Orange) pages 550-561  
Edge (Blue) pages 42-49  
Edge (Blue) pages 622-641 |
<table>
<thead>
<tr>
<th>PROFICIENCIES/OBJECTIVES</th>
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<th>EVALUATION/ ASSESSMENT</th>
<th>TEACHER NOTES</th>
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<tbody>
<tr>
<td><strong>LITERATURE, INTERMEDIATE ADVANCED LEVELS</strong></td>
<td></td>
<td><strong>The student will be able to:</strong></td>
<td><strong>Students will:</strong></td>
<td><strong>Notes</strong></td>
</tr>
<tr>
<td>The student will be able to:</td>
<td></td>
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<td>IPB A page 172 (Literary Analysis-Theme) and page 173 (Reading Strategy: Make Connections)</td>
<td><strong>Edge</strong></td>
</tr>
<tr>
<td>59. analyze theme and point of view.</td>
<td>RL.9-10.2, RL.9-10.6, RL.11-12.2</td>
<td>• given the story “Fear,” connect the theme to a movie, song, or other story from your culture.</td>
<td>Class discussion of how theme connects to their lives.</td>
<td>(Orange) – Unit 3 - Point of View</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• given the story “A Job for Valentin,” identify first-person point of view through use of first-person pronouns; compare Teresa’s attitudes towards Valentin throughout the story.</td>
<td>IPB B page 104 (Literary Analysis: Point of View)</td>
<td>(Orange – Unit 5 – Theme)</td>
</tr>
<tr>
<td>60. define and use new vocabulary from selected readings.</td>
<td>RL.9-10.4, RL.9-10.4, L.9-10.4a-4d</td>
<td>• define and understand words based on context clues.</td>
<td>Vocabulary tests and quizzes</td>
<td><strong>Edge</strong></td>
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<td>• create and evaluate peer quizzes.</td>
<td>Writing rubrics</td>
<td>(Orange) – Unit 3 - Vocabulary assessments</td>
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<td>• design flashcards.</td>
<td>Accuracy of responses</td>
<td>Embedded in all lessons</td>
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<td>• create illustrations to express vocabulary meaning.</td>
<td>Creation of word webs with related words (morphology, synonyms, antonyms)</td>
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<td>• use words in a sentence/paragraph to demonstrate understanding.</td>
<td>Continued use of vocabulary over time</td>
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<td>• vocabulary games (hangman, Jeopardy, baseball, etc.)</td>
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<td>• work with a partner to write sentences using at least two new vocabulary words in each sentence.</td>
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<td>PROFICIENCIES/OBJECTIVES</td>
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<td>The student will be able to:</td>
<td>Students will:</td>
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<td>61. recognize the elements related to suspense, mood, tone and symbolism with relation to allegories, poems, and short stories.</td>
<td>RL.9-10.5&lt;br&gt;RL.11-12.4&lt;br&gt;L.9-10.5</td>
<td>• given Edgar Allen Poe’s “The Tell Tale Heart” and “The Raven” and the poem “The Babysitter,” identify both the literal and figurative meanings embedded in the selections.</td>
<td>Class discussion&lt;br&gt;Written responses to selection questions&lt;br&gt;Original scary story including elements of suspense and figurative language&lt;br&gt;Fill in suspense chart (page 458 Edge B)&lt;br&gt;Writing rubric</td>
<td>Watch video clips from selections&lt;br&gt;IPB (Blue) pages 201-208&lt;br&gt;Edge (Blue) Unit 5</td>
</tr>
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<td>62. understand, recognize and apply literary devices.</td>
<td>W.9-10.3d&lt;br&gt;W.9-10.10&lt;br&gt;L.9-10.5</td>
<td>• identify and distinguish between a metaphor, simile, personification and symbolism.</td>
<td>A song’s lyrics highlighting the figurative language&lt;br&gt;Original poems using literary devices&lt;br&gt;Student identification of literary devices in context</td>
<td>bogglesworldes.com&lt;br&gt;youtube.com videos explaining literary devices and explaining differences&lt;br&gt;Edge (Orange) page 324&lt;br&gt;Edge (Blue) Unit 7</td>
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| 63. recognize the significance of chronology within the text structure of short stories, biographies, autobiographies, and memoirs. | RL.9-10.5 RL.11-12.5 | • given the autobiography “Brother Ray,” recognize time-order words and phrases to tell when events happen.  
• given the biography “Curtis Aiken’s and the American Dream,” identify sequence words describing a person’s experiences which make self-reflection possible. | Create a sequence chart based on events  
Sequence chain  
Question/Answer Chart  
Biography  
PowerPoint/Oral Presentation Project  
Rubric | Edge (Orange) pages 314-326  
Edge (Orange) pages 302-308  
Edge (Blue) pages 302-316  
Edge (Blue) pages 338-344 |
| 64. utilize context clues to determine meaning. | RI.9-10.4 RI.11-12.4 L.9-10.5 | • given a piece of informational text, create new sentences to use words appropriately.  
• given the short stories “The Open Window” and “Thank You M’am,” identify new words and use context clues to determine meaning.  
• evaluate connotations versus denotation based on context clues. | Ongoing process: embedded in lessons  
Teacher-led Question and Answer  
Highlighting of context clues  
Small group exploration of expository text | |
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<td>64. (continued)</td>
<td>• find other examples of types of context clues (definition, appositive definition) in text selections.</td>
<td>Graphic organizers</td>
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<td>• match words that have similar denotations, and consider how connotations have slightly different meanings.</td>
<td>Small group discussion</td>
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<td>65. identify and use idioms appropriately.</td>
<td>W.9-10.5 W.11-12.6</td>
<td>• given an American idiom, create an illustration communicating its literal meaning.</td>
<td>Quizzes</td>
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<td>• read idioms in context and discuss meaning from monthly edition of Easy English News.</td>
<td>Class-developed chart of idioms with meanings</td>
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<td>• given the book “American Idioms,” read and complete exercises.</td>
<td>Worksheets</td>
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<td>• group or individual PowerPoint presentations presenting several idioms to the class.</td>
<td>(Presentation rubric/Pow erPoint rubric)</td>
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<td>PROFICIENCIES/OBJECTIVES</td>
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| 66. demonstrate reading comprehension of non-fiction interviews. | RI.9-10.1-2 RI.11-12.1-2 | • given the selections “Juvenile Justice,” Hidden Secrets of the Creative Mind,” and “An Interview with the King of Terror,” identify non-fiction text features in an interview.  
• clarify and paraphrase ideas within the interview.  
• extract and interpret main ideas. | Peer interviews  
IPB (Blue) pages 25-30  
Features of interviews such as ellipses and quotes identified in a quiz  
Verbal and written summaries | Edge (Blue) pages 50-56  
Edge (Blue) pages 122-126  
Edge (Blue) pages 408-414  
Stephen King video clips  
Read excerpts from Stephen King novel |
| 67. demonstrate reading comprehension of non-fiction articles. | RI.9-10.1-3 RI.11-12.1-3 | • given the selection “Genes: All in the Family,” analyze author’s purpose for writing the article.  
• identify distinguishing features of non-fiction articles.  
• given the selection “Creativity at Work,” define the purpose of a news article to disseminate information. | IPB (Orange) page 44-46  
Main idea Tree, 5-w/h chart and idea web  
IPB (Blue) pages 52-54  
5W/H chart, details web  
Details and facts extracted from magazine articles and other non-fiction sources  
Outline paragraph sequence for purpose and development of argument | Edge (Orange) pages 92-103  
Edge (Orange) nit 2  
Edge (Blue) pages 112-121 |
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<th>PROFICIENCIES/OBJECTIVES</th>
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| 68. demonstrate understanding of mechanics and usage. | L.9-10.2-3 L.11-12.1-3 | • given several sentences and paragraphs, correct construction (subject-verb agreement, pronoun/antecedent agreement and modifiers) to vary sentence structure.  
• participate in mini-lessons concerning grammar and syntax as needed. | Revise sentences and paragraphs  
Peer editing and proof-reading  
Highlighting subject-verb agreement and other common grammatical errors | |
| 69. use study skills to list assignments, take notes, compare print and non-print material. | W.9-10.2a-f W.11-12.2a-f | • after reading a biography (famous person/celebrity), write a paragraph based on notes taken during reading  
• complete biographical research for celebrity/famous-person project.  
• practice “Find the Main Idea” activities. | Written paragraphs  
PowerPoint oral presentation rubric  
Main idea graphic organizer | |
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<th>PROFICIENCIES/OBJECTIVES</th>
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| 70. demonstrate reading comprehension of procedural non-fiction. | W.9-10.2a-f     | • given the selection “How to See DNA,” follow step-by-step directions as described.  
• compose original piece of procedure non-fiction such as recipes and present steps to the class.  
• build structures (i.e. Legos) following step-by-step directions. | An opinion paragraph related to the article including supporting evidence from the text  
Original piece of procedural non-fiction teaching peers to complete a simple task (how-to-project)  
How-to project rubric  
Teacher observation/accuracy of creation | Edge (Orange) pages 104-108  
Instructional manuals and recipes |
| 71. demonstrate reading comprehension of persuasive non-fiction. | W.9-10.1a-e RL.11-12.6 | • given the selection “16: The Right Voting Age,” identify arguments supporting and opposing a controversial issue.  
• given the selection “Should Communities Set Teen Curfews?,” determine the type of appeal revolved around the argument. | HSPA-like multiplechoice questions  
Kinds of appeals/evidence charts  
Open-ended questions  
Reading response rubric | Edge (Orange) Unit 6  
Edge (Blue) Unit 6 |
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<td><strong>NONFICTION, INTERMEDIATE/ADVANCED LEVELS</strong></td>
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<td>Current events template</td>
<td>Approved news sources</td>
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<td>The student will be able to:</td>
<td>Students will:</td>
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<td>Oral presentation rubric</td>
<td>Toastmasters.com</td>
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<td>72. summarize/paraphrase non-fiction topics.</td>
<td>RI.9-10.2 RI.11-12.2</td>
<td>• compose weekly summary of chosen current event in journal.</td>
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<td>73. retell information about a current event using appropriate public speaking decorum.</td>
<td>SL.9-10.1a SL.11-12.1a</td>
<td>• verbally summarize/paraphrase an article about a current event to a small group or to the class (bi-weekly).</td>
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<td>PROFICIENCIES/OBJECTIVES</td>
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<td>74. compose a variety of written responses (including persuasive and expository) for different purposes and audiences by utilizing writing as process.</td>
<td>W.9-10.1 W.11-12</td>
<td>• use appropriate prewriting strategies including graphic organizers and brainstorming.</td>
<td>Persuasive and expository rubrics</td>
<td>Portfolio of drafts and completed pieces</td>
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<td>• complete the 3 x 3 chart.</td>
<td>Written drafts</td>
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<td>• follow the RANT/RENT-TEST-RATE formula/Pre-writing.</td>
<td>Responses to the writing of peers</td>
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<td>• writer’s checklist/peer review.</td>
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<td>75. develop a composition with the following elements – introduction, body paragraphs, conclusion including topic sentence, detail sentence and concluding sentence.</td>
<td>W.9-10.1a-e W.11-12.1a-3</td>
<td>• respond to a persuasive writing prompt using a 3 x 3 chart.</td>
<td>Persuasive and expository rubrics</td>
<td>Outlines or webs organizing points in composition</td>
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<td>• respond to an expository quote using literature.</td>
<td>Edited pieces</td>
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<td>The student will be able to:</td>
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<td>Reading/response rubric</td>
<td>Rudy and Miracle Movies</td>
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| 76. compose open-ended responses to various reading selections/media. | W.9-10.4  
 W.11-12.1  
 W.11-12.4 | • given a persuasive or narrative reading selection prompt, compose an open-ended response.  
 • outline or list points in support of a response to each type of open-ended prompt.  
 • compose an open-ended response to a question using textual evidence and going beyond the text.  
 • complete 10-step open-ended response. | 10-step open-ended response graphic organizer  
 Portfolio of written pieces of increasing refinement or complexity over time | |
| 77. use the proper form when writing business/personal letters and resumes. | W.9-10.4  
 W.9-10.10  
 W.11-12.4  
 W.11-12.10 | • pick scenarios from real life and write friendly letters/emails based on situations.  
 • after reading editorials in the daily newspaper, type a letter to the editor in correct business form using Microsoft Word.  
 • create a resume in response to a job opening. | Writing rubric  
 Letters to the editor on school, local, state or national topics.  
 Resume checklist and correct format | |
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<td>THE STUDENT WILL BE ABLE TO:</td>
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<td>Students will:</td>
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<td>77. (continued)</td>
<td></td>
<td>- given the selection “Getting a Job,” determine elements of several functional documents (ie. cover letter, resume, job application).</td>
<td>Completion of job-hunting documents</td>
<td>Edge (Orange) pages 490-496 Teacher-generated sample letters, emails, and resumes</td>
</tr>
<tr>
<td>78. fill out applications for jobs or college admission.</td>
<td>W.9-10.4 W.11-12.4</td>
<td>- browse classified ads from Internet newspapers, select a job of interest. - fill out sample and universal job application. - fill out Common Application for colleges.</td>
<td>Correctly completed job and college applications</td>
<td>Samples of correctly and incorrectly completed applications for student critique</td>
</tr>
<tr>
<td>79. use free writing to express personal opinions, ideas, and experience to promote fluency.</td>
<td>W.9-10.3 W.11-12.3</td>
<td>- compose weekly journal entries from a list of topics.</td>
<td>Homework rubric and checklist</td>
<td>List of potential topics from voices.yahoo.com/journal-prompts-esl-student-7189300.html and eslgold.com/writing/topics/html.</td>
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<td>PROFICIENCIES/OBJECTIVES</td>
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<td><strong>Evaluations/Assessment</strong></td>
<td><strong>Teacher Notes</strong></td>
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<td>80. improve formal practical conversational skills in real-life situations.</td>
<td>SL.9-10.1</td>
<td>• participate in a mock interview for college admission or job acceptance.</td>
<td>Speaking rubric</td>
<td>Edge (Blue) pages 532-536</td>
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<td>SL.9-10.3</td>
<td>• role-play different telephoning situations such as incorrect numbers, sales calls, ordering food, and making appointments and reservations.</td>
<td>Debate rubric</td>
<td>Edge (Blue) Debate Rubric pages 540-541</td>
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<td>SL.11-12.1</td>
<td>• debate pros and cons of a controversial issue following debate rules.</td>
<td>Teacher Modeling preceding teacher observation</td>
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<td>Oral debates</td>
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<td>81. improve informal conversational skills in real-life situations.</td>
<td>SL.9-10.1</td>
<td>• given a list of specific list of topics, engage in conversation and ask questions with peers.</td>
<td>Summarize/retell the conversation</td>
<td>Teacher-generated sample questions for specific teachers/personnel</td>
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<td>SL.11-12.1</td>
<td>• assign conversations/questions with other school personnel in small groups.</td>
<td>Fill out summary sheet</td>
<td>Conversation topics from itesoli.org/questions</td>
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<td>PROFICIENCIES/OBJECTIVES</td>
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| 82. orally present group/individual PowerPoint/iMovie about a variety of student-centered topics. | **SL.9-10.5**  
**SL.11-12.5** | • create presentations using technology,  
• orally present projects to the class using appropriate public speaking decorum. | **PowerPoint/Oral presentation rubrics**  
Speeches with webs, outlines or notes | Create a presentation about things of interest  
Regions of the USA Project |
| 83. react to discourse relate from indirect sources (e.g. loud speaker, video clips, songs, etc.) | **SL.9-10.6**  
**SL.11-12.6** | • take notes from provided discourse.  
• complete cloze activities inserting missing words.  
• listen to selected reading and answer associated questions.  
• listen to CD recording of Edge selections and discuss and answer questions.  
• listen to podcasts and discuss in small groups. | **Teacher observation/answers to questions**  
**Listening Cloze Assessments**  
**Question and Answer**  
**Written responses**  
**Class discussion (and interpretation) of oral information (and interpretation)** | |
TEXTBOOKS:


SUPPLEMENTAL TEXTBOOK MATERIALS:


BIBLIOGRAPHY (continued)

WEBSITES:

http://www.scholastic.com/scholastic_thanksgiving/ voyage/index.html The First Thanksgiving

http://www.pbs.org/journeyintoamazonia/ Information on the Amazon River, Teacher Resources

http://kids.nationalgeographic.com/kids Homework Help, Activities, Games

http://animals.nationalgeographic.com/animals/amphibians.html Animal News, Information, Games

http://www.worldbookonline.com

http://www.wateruseitwisely.com/kids/index.php Conservation Website

http://www.kidsforsavingearth.org/ Nonprofit Activist Children’s Organization

http://www.watereducation.utah.gov/conservation/KidsKorner.asp Division of Water Resources

http://www.afb.org/braillebug/hkmuseum.asp American Foundation for the Blind Helen Keller Site

http://www.pthsd.k12.nj.us/SCH/BMS/Curriculum%20Projects/ESL/index.htm Reach Project Avout Eimgrating to the United States

http://www.wida.us/ World-Class Instructional Design and Assessment
APPENDIX A

SAMPLE AUTHENTIC ASSESSMENT
Persuasive Essay
Task #1

Your ESL class has decided to increase cultural awareness at your high school and share their individual cultural backgrounds with the entire school population. Your assignment is to write a persuasive essay to your school principal which explains your rationale for hosting an International Day at your school which would include various presentations of culture from regions around the globe. The principal can be convinced if you include sufficient supporting detail to make your points.

Scary Story
Task #2

Your ESL class will participate in a Halloween class field trip to an elementary school. You have been assigned a buddy to whom you will read your own “scary” story. Your story must include descriptive words, detailed characters, setting, conflict, resolution, scare factor, and a surprising ending. You may use PowerPoint, visuals, or drawings that will accompany the written story for the elementary school reader.

Literary Analysis
Task #3

Your Advanced ESL class has been invited to do “Book Talks” for a class of beginner English Language Learners. Using skills honed through your reading of short stories, you will present an oral description of a selected book. Your teacher will evaluate this presentation with the Oral Presentation Rubric.
APPENDIX B

THE WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS
GRADES 9-12
<table>
<thead>
<tr>
<th>Standard</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Proficiency Standard 1</strong></td>
<td>English language learners communicate for Social and Instructional purposes within the school setting</td>
</tr>
<tr>
<td><strong>English Language Proficiency Standard 2</strong></td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</td>
</tr>
<tr>
<td><strong>English Language Proficiency Standard 3</strong></td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</td>
</tr>
<tr>
<td><strong>English Language Proficiency Standard 4</strong></td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</td>
</tr>
<tr>
<td><strong>English Language Proficiency Standard 5</strong></td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</td>
</tr>
</tbody>
</table>
APPENDIX C  NEW JERSEY STUDENT LEARNING STANDARDS

1 - Visual and Performing Arts
2 - Comprehensive Health and Physical Education
3 - English Language Arts
4 - Mathematics
5 - Science
6 - Social Studies
7 - World Languages
8 - Technology
9 - 21st Century Life and Careers
APPENDIX D  CURRICULUM MODIFICATIONS & ADAPTATIONS
There is no recipe for adapting general education curriculum to meet each student’s needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation.

Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction you will find that adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations, e.g., a student who needs full time support from a paraprofessional for math may only need natural supports from peers for English, and no support for art. And, supports should not be determined by the disability label, instead supports should be used when the instructional or social activity warrants the need for assistance. (Fisher and Frey, 2001).

The forms and examples on the following pages provide information about curriculum and types of adaptations that could be considered in developing the appropriate strategy for a particular student. Examples are provided for both elementary and secondary levels.
A Curricular Adaptation and Decision-making Process

This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool for a team in determining an individual student’s needs.

Identify the student’s individual educational goals and objectives to be emphasized during general education activities

Articulate the expectations for the student’s performance in general education activities

Determine what to teach
As a team, determine the content of the general education activity, theme or unit study

Determine how to teach
As a team, determine if, without modification, the student can actively participate and achieve the same essential outcomes as non-disabled classmates. If the student cannot achieve the same outcomes...

Select of design appropriate adaptations

Select instructional arrangement | Select lesson format | Employ student-specific teaching strategies | Select curricular goals specific to the lesson | Engineer the physical and social classroom environment | Design modified materials | Select natural supports and supervision arrangements

If the above adaptation strategies are not effective, design an alternative activity

Evaluate effectiveness of adaptations
A Curricular Adaptation and Decision-making Model

**Examine the Structure of the Instruction**

1. Can the student actively participate in the lesson without modification? Will the same essential outcome he achieved?
2. Can the student’s participation be increased by changing the instructional arrangement?
   - From traditional arrangements to:
     - Cooperative groups
     - Small groups
     - Peer partners
     - Peer or cross-age tutors
3. Can the student’s participation be increased by changing the lesson format?
   - Interdisciplinary/thematic units
   - Activity-based lessons, games, simulations, role-plays
   - Group investigation or discovery learning
   - Experiential lessons
   - Community-referenced lessons
4. Can the Student’s participation and understanding be increased by changing the delivery of instruction or teaching style?

**Examine the Demands and Evaluation Criteria of the Task**

5. Will the student need adapted curricular goals?
   - Adjust performance standards
   - Adjust pacing
   - Same content but less complex
   - Similar content with functional/direct applications
   - Adjust the evaluation criteria or system (grading)
   - Adjust management techniques

**Examine the Learning Environment**

6. Can the changes he made in the classroom environment or lesson location that will facilitate participation?
   - Environmental/physical arrangements
- Social rules
- Lesson location

Examine the Materials for Learning

7. Will different materials be needed to ensure participation?
   - Same content but variation in size, number, format
   - Additional or different materials/devices
   - Materials that allow a different mode of input
   - Materials that allow a different mode of output
   - Materials that reduce the level of abstraction of information

Examine the Support Structure

8. Will personal assistance be needed to ensure participation?
   - From peers or the general education instructor?
   - From the support facilitator*?
   - From therapists*?
   - From paraprofessionals?
   - From others?

Arrange Alternative Activities that Foster Participation and Interaction

9. Will a different activity need to be designed and offered for the student and a small group of peers?
   - In the classroom
   - In other general education environments
   - In community-based environments

Curriculum Adaptations

It is important to correlate adaptations with the IEP. In other words, we are not adapting for adaptations sake but, to meet the student’s needs as identified on an IEP.

a. **Curriculum as is.** This is the type we forget most frequently. We need to constantly be looking at the general education curriculum and asking if the students on IEPs may gain benefit from participating in the curriculum as is. We need to keep in mind that incidental learning does occur. Curriculum as is supports outcomes as identified in standard curriculum.

b. **Different objective within the same activity and curriculum.** The student with an IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students. This is where the principle of partial participation fits. Examples include:

- A student with a short attention span staying on task for 5 minutes.
- Using a switch to activate a communication device to share during a class discussion.
- Expressing one’s thoughts by drawing in a journal instead of writing.
- Holding a book during reading time.
- Understanding the effect World War II has on the present rather than knowing the names and dates of key battles.

c. **Material or environmental adaptations.** The material or environmental changes are utilized so that participation in the general education curriculum by the student with the IEP may occur. Examples include:

- 5 spelling words from the weekly list instead of the standard 20.
- Completing a cooking assignment by following picture directions rather than written directions.
- Changing the grouping of the class from large group to small groups (possible with the additional support staff).
- Changing the instructional delivery from lecture to the cooperative learning format.
- Using a computer to write an assignment instead of paper and pencil.
- Reading a test to a student.
- Highlighting the important concepts in a textbook.
- Having the student listen to a taped textbook.
- Using enlarged print.
- Using an assistive technology device.
- Using visual cues such as picture and/or word schedules for those who have difficulty staying on task.
- Using a note taking guide listing the key concepts during a lecture.
### d. Providing Physical Assistance

Assistance from another person may be needed for a student to participate in a classroom activity. If possible, it is better to use natural supports (peers) as these will be the people always present in the student's life. If the use of peers is not possible, then either the support teacher, the paraprofessional, the classroom teacher, the classroom aide, or a parent volunteer may provide the assistance. Most peers and staff will need training in the correct way of providing physical assistance. In addition, we need to keep in mind the principle of partial participations. Examples include:

- Starting a computer for an student with an IEP to use.
- Guiding a hand during handwriting.
- Assisting in activating a switch.
- Completing most of the steps of an activity and having a student with an IEP do the remainder
- Pushing a student in a wheelchair to the next activity.

### e. Alternative/substitute Curriculum

This is sometimes referred to as functional curriculum as it usually involves the acquisition of "life skills." The decision to use alternative/substitute curriculum is a major change and needs to be reflected on the IEP. This decision should be carefully made after weighing all of the pros and cons of using an alternative curriculum. The alternative curriculum may or may not take place in the general education classroom. Examples include:

- Community-based instruction (which all students may benefit from!)
- Learning job skills in the school cafeteria.
- Learning how to use a communication device.
- Doing laundry for the athletic department
- Learning cooking/grooming skills at the home.

Overlap does occur among the five types of curriculum adaptations.

---

# Nine Types of Adoptions

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the way instruction is delivered to the learner.</td>
<td>Adapt how the learner can respond to instruction</td>
<td>Adapt the time allotted and allowed for learning, task completion or testing.</td>
</tr>
<tr>
<td><em>For example:</em> Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</td>
<td><em>For example:</em> Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.</td>
<td><em>For example:</em> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</td>
<td>Increase the amount of personal assistance with specific learner.</td>
<td>Adapt the number of items that the learner is expected to learn or compete.</td>
</tr>
<tr>
<td><em>For example:</em> Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td><em>For example:</em> Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.</td>
<td><em>For example:</em> Reduce the number of social studies terms a learner must learn at any one time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goals</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the extent to which a learner is actively involved in the task.</td>
<td>Adapt the goals or outcome expectations while using the same materials.</td>
<td>Provide the different instruction and materials to meet a learner’s individual goals.</td>
</tr>
<tr>
<td><em>For example:</em> In geography, have a student hold the globe, while others point out the locations.</td>
<td><em>For example:</em> In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.</td>
<td><em>For example:</em> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
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</table>

Adaptations

ADAPTATIONS
- Curricular
  Adapt what is taught
- Instructional
  Adapt how it is taught and how learning is demonstrated
- Ecological
  Adapt the setting, where, when and with whom

Supplementary
Add social, communication, study or processing skills to general curriculum

Simplified
Change level of difficulty or include fewer objectives

Alternative
Teach functional skills plus embedded social, communication and motor skills

Instructional stimulus or input
Difficulty/amount Modality Format/materials

Student response or output
Difficulty/amount Modality Format/materials

When
Adapt the place

Where
Adapt the schedule

Who
Adapt staffing, grouping

Stages of Adaptations

Stage 1
General Adaptations
Blueprints or formats for adapting predictable activities and routines

Stage 2
Specific Adaptations
Time-limited adaptations for a particular lesson, activity or unit

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
   reading  math  science  social studies  writing  music  health  P.E.  art
   Grade Level: .....................

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know

4. Briefly identify the instructional plan for most learners: As teacher, I will .................................................................

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

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Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
   - reading
   - math
   - science
   - social studies
   - writing
   - music
   - health
   - P.E.
   - art
   Grade Level: ...

2. Select the lesson topic to be taught (on one day): **Vocabulary comprehension**

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know
   - the meaning of new vocabulary words from their story.

4. Briefly identify the instructional plan for most learners: As teacher, I will ask students to complete a matching activity in which they match words and definitions on paper. The students will also choose one word and write a sentence using the word on the bottom of their paper.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan: **Kim**

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Place students in cooperative groups and divide the task between group members. Each member teaches their vocabulary work to team members.</td>
<td>Allow the student to record all or part of the assignment on tape.</td>
<td>Ask the student to complete the assignment at home and return it the next day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
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<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select different vocabulary words for the student to learn; words that are less difficult or in some cases more difficult.</td>
<td>Ask a classmate, peer tutor or teaching assistant to assist in completing the assignment.</td>
<td>Select fewer (or more) words for the student to learn, but leave the assignment the same as for other students.</td>
</tr>
</tbody>
</table>

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<th>Degree of Participation</th>
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<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to check classmates’ definitions against as answer key.</td>
<td>Set the goal as being to write the words only, or being able to pronounce the words, or just listening to the words and definitions.</td>
<td>Choose a different story for the student to read and identify one or several words the learner needs to know.</td>
</tr>
</tbody>
</table>
Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   - math
   - science
   - history
   - literature
   - business
   - P.E.
   - fine arts
   - health
Grade Level: .....................

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know
   ................................................................................................................................................

4. Briefly identify the instructional plan for most learners: As teacher, I will ..........................................
   ................................................................................................................................................

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   ................................................................................................................................................

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what
   or how you teach to accommodate this learner in the classroom for this lesson.

<table>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   - math
   - science
   - history
   - literature
   - business
   - P.E.
   - fine arts
   - health
   Grade Level: 10

2. Select the lesson topic to be taught (on one day): **Concept comprehension**

3. Briefly identify the **curricular** goal for most learners: By the end of this class, most students will be able to define and explain the relevance of five concepts from their text chapter.

4. Briefly identify the **instructional** plan for most learners: As teacher, I will ask the students to read the chapter, identify five key concepts and write a short paragraph describing each concept they have chosen.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   - John

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide a review of the chapter prior to having the student complete the written work.</td>
<td>Allow the student to use a tape recorder to dictate the assignment instead of having to write the answers.</td>
<td>Allow the student an extra day to complete the task either in study hall or at home.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the key concepts for the student but keep the remainder of the assignment the same.</td>
<td>Place the students in cooperative groups to complete this assignment. Group members can assist the student with reading or writing.</td>
<td>Select fewer or more concepts for the student to learn, but leave the assignment the same as for other students.</td>
</tr>
</tbody>
</table>

<table>
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<th>Degree of Participation</th>
<th>Alternate Goal</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to pick out related books from the library that will provide supplementary information for classmates.</td>
<td>Set the goal as being to write the key concept words only, or being able to pronounce the words, or just listening to the words and descriptions.</td>
<td>During this lesson the student can work on keyboarding skills in the computer lab.</td>
</tr>
</tbody>
</table>
(Elementary)

Thematic Lesson Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class</th>
<th>Unit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher:</td>
<td></td>
</tr>
<tr>
<td>Inclusion Support Teacher:</td>
<td></td>
</tr>
</tbody>
</table>

Major standards, objectives and expectations for the unit

<table>
<thead>
<tr>
<th>Materials, books, media, worksheets, software, etc.</th>
<th>Items requiring accommodations and/or modifications</th>
</tr>
</thead>
</table>

Instructional arrangements. Time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:

<table>
<thead>
<tr>
<th>Projects, supplemental activities, and homework</th>
<th>Items requiring accommodations and/or modifications</th>
</tr>
</thead>
</table>

Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.

<table>
<thead>
<tr>
<th>Items requiring accommodations and/or modifications</th>
<th></th>
</tr>
</thead>
</table>
**Thematic Lesson Plan**

**School Name:** Palm View Elementary  
**Class:** Social Studies  
**Unit:** More Alike Than Different

**Student Name:** Corey Santos  
**Age:** 8  
**Grade:** 2  
**Parent/Guardian:** Ms. Anita Santos  
**Phone:** 555-5432  
**Classroom Teacher:** Mr. Sean Garrett  
**Inclusion Support Teacher:** Ms. Tangelia Hunter

**Room 21**

**Major standards, objectives and expectations for the unit:**
1. Understand why personal and civic responsibility are important.
2. Understand the cultural traditions and contributions of various societies and groups.
3. Display appreciation of diversity in our society, including cultural, gender, and ability.

**Materials, books, media, worksheets, software, etc.:**
1. Children’s books on topic
2. “Chocolates” posterboard (Activities for a Diverse Classroom)
3. Family interview questions
4. Slides and overheads

**Items requiring accommodations and/or modifications:**
1. Some books on tape
2. Highlighted posterboard
3. Fewer questions - done on audio tape

**Instructional arrangements, time and opportunities for large group, small group, cooperative group, learning centers, individual activities, and classroom instruction:**
Does it change day to day? Explain:
1. Large group, read aloud
2. Interactive lessons using various media
3. Cooperative groups to complete Hyperstudio project
4. Small group for chocolate activity

**Items requiring accommodations and/or modifications:**
2. Modify if necessary
3. Paraprofessional assistance with computer

**Projects, supplemental activities, and homework:**
1. “Box of Chocolates” activity (Activities for a Diverse Classroom)
2. Hyperstudio group project: Are We More Alike Than Different?
3. Homework - family interview

**Items requiring accommodations and/or modifications:**
1. Highlight posterboard of key points
2. Select task items at student’s instructional level
3. Provide word bank or magazine pictures

**Assessments and final products:**
Summarize actual student performance. (Attach examples as appropriate) on the reverse.
1. Completion of group activities
2. Rubric for Hyperstudio presentation
3. Family interview

**Items requiring accommodations and/or modifications:**
1. Assess on use of language
2. Modify rubric

PEAK Parent Center, Inc. 1999
## Thematic Lesson Plan

### School Name
Palm View Elementary

### Class Name
Language Arts

### Unit
One Book, Two Book, Red Book, Blue Book: Author Study of Dr. Seuss

### Student Name: Corey Santos
Age: 8

### Grade: 2

### Parent/Guardian: Ms. Anita Santos
Phone: 555-5432

### Classroom Teacher: Mr. Sean Garrett
Inclusion Support Teacher: Ms. Tanglea Hunter

### Room: 21

### Major standards, objectives and expectations for the unit
1. Increase comprehension by rereading, retelling, and discussion.
2. Determine the main idea in nonprint communication.
3. Write, question, and make observations about familiar topics, stories, and new experiences.
4. Recognize personal preferences in literature.

### Materials, books, media, worksheets, software, etc.
1. Dr. Seuss books;
2. Formatted reflective journal;
3. Summary sheet to be completed on each book;
4. Family response journal (homework);
5. Video versions of Dr. Seuss books;
6. Computer - ClarisWorks program;
7. Biographical source materials

### Items requiring accommodations and/or modifications
2. Pictures available for use in journal
6. Picture vocabulary writing program
7. Taped readings of source material

### Instructional arrangements: Time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction.

Does it change day to day? Explain:

1. Large group for K-W-L chart;
2. Large group read aloud;
3. Read-write-pair-share;
4. Individual journal writing;
5. Partner research in media center;
6. Concept web of themes;
7. Small group editing

### Projects, supplemental activities, and homework
1. Read 2 books, parent and child write in response journal (homework);
2. Choose 4 books from list (one must be a video), analyze for common themes;
3. Analyze for a kindergartner, then read aloud to him or her

### Items requiring accommodations and/or modifications
1. Parent tips for activity
2. Assistance in selecting books

### Assessment(s) and final products: Summarizes actual student performance (attach examples as appropriate) on the reverse.
1. Reflective journal entries
2. Author project rubric of presentation
3. Self-assessment of kindergarten reading
4. Portfolio selection

### Items requiring accommodations and/or modifications
2. Reduce rubric to focus on thematic analysis
3. Use pictures to support self-assessment
# SAMPLE FORM
*(Secondary)*

## Academic Unit Lesson Plan

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class</th>
<th>Unit</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class Schedule:</th>
<th>Room:</th>
</tr>
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<tbody>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Major standards, objectives and expectations for the unit**

- **Materials, books, media, worksheets, software, etc.**

- **Items requiring adaptations and/or modifications**

- **Instructional arrangements. Time and opportunities for large group, small group, core group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain.**

- **Projects, supplemental activities, and homework**

- **Items requiring adaptations and/or modifications**

- **Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.**

- **Items requiring adaptations and/or modifications**

---

PEAK Parent Center, Inc. 1999
# Academic Unit Lesson Plan

**School Name:** Central  
**Class:** Biology  
**Unit:** The Cell

**Student Name:** Kelley Glass  
**Age:** 15  
**Grade:** 10  
**Parent/Guardian:** Ms. Rebecca Glass  
**Phone:** 555-1212  
**Advocate Teacher:** Mr. David Porter  
**Classroom Teacher:** Ms. Juanita Foulke

**Class Schedule:**  
- **Block 1:** Math  
  **Room:** 22  
- **Block 2:** English  
  **Room:** 147  
- **Block 3:** Biology  
  **Room:** 167  
- **Block 4:** World Geography  
  **Room:** 150  
- **Block 5:** 3D Art  
  **Room:** 17

## Major Standards, Objectives, and Expectations for the Unit
1. Students will understand the structure and function of the cell.  
2. Students will identify the parts of the cell.  
3. Students will identify how cells are organized in multi-cellular organisms.

## Materials, Books, Media, Workbooks, Software, etc.
1. **Book:** Modern Biology  
2. Educational VHS Tapes related to chapter contents  
3. Art supplies for Cell projects  
4. Chapter worksheets  
5. Primary source: Science magazine article on the cell  
6. Local biology professor to discuss current research on cells

## Items requiring adaptations and/or modifications
1. Order textbook from publisher on cassette.  
2. Modify worksheets to emphasize key points of chapters.  
3. Record science magazine article on audio tape.

## Instructional Arrangements: Time and Opportunities for Large Group, Small Group, Co-operative Learning Center, Individual Activities, and Classroom Instruction. Does it change day to day? Explain
1. Large group instruction with overheads to introduce the cell  
2. Small groups to complete labs, worksheets, mind map, and chapter review  
3. Two cell labs will be completed in partners (onion skin & Jell-O)  
4. Individual time to complete illustrated vocabulary

## Projects, Supplemental Activities, and Homework
1. **Homework:** Complete vocabulary, bring in Jell-O cell food items  
2. "Design a cell" and "Parts of the cell" group projects & presentations  
3. Write-up for each completed lab with illustrations

## Items requiring adaptations and/or modifications
1. Copy of teacher's overhead transparencies given to student  
2. Peer takes notes and highlights key points; student types on to computer for both  
3. Use of "Read, write, pair, share" strategy (see description on page 12) as chapter review

## Assessment and Final Products: Summarize actual student performance (attach examples as appropriate) on the reverse.
1. Add illustrated vocabulary words to class portfolio  
2. Culminating activity: "Design a cell" and "Parts of the cell" projects  
3. Chapter test

## Items requiring adaptations and/or modifications
1. Magazine pictures to illustrate the meaning of vocabulary words  
2. Lab write-up sheet completed with peer using computer graphics & illustrations to supplement write-up  
3. Chapter test read orally with additional time given, reducing the number of options for multiple choice questions to focus on major concepts, and providing options for short answer questions.

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## SAMPLE FORM

### Academic Unit Lesson Plan

<table>
<thead>
<tr>
<th>School Name: Central</th>
<th>Class Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class: Sophomore</td>
<td>Block 1: Math</td>
</tr>
<tr>
<td>Subject: English</td>
<td>Block 2: English</td>
</tr>
<tr>
<td>Unit: Of Mice and Men</td>
<td>Block 3: Biology</td>
</tr>
<tr>
<td></td>
<td>Block 4: World Geography</td>
</tr>
<tr>
<td></td>
<td>Block 5: 3-D Art</td>
</tr>
</tbody>
</table>

**Student Name:** Kelley Glass  
**Class Schedule:**  
- Block 1: Math  
- Block 2: English  
- Block 3: Biology  
- Block 4: World Geography  
- Block 5: 3-D Art

**Age:** 15  
**Grade:** 10  
**Parent/Guardian:** Ms. Rebecca Glass  
**Class Phone:** 555-1212  
**Advocate Teacher:** Mr. David Porter  
**Classroom Teacher:** Mr. Sam Moore

### Major Standards, Objectives and Expectations for the Unit
1. Students will evaluate their beliefs related to prejudice and diversity.  
2. Students will learn about the plight of the migrant farm worker.  
3. Students will learn about the times during the Depression and the time period in which Steinbeck did his writing.

### Materials, books, media, worksheets, software, etc.
1. Copy of the short story “The Circuit” by Francisco Shumway  
2. Copy of the novel Of Mice and Men by John Steinbeck  
3. Worksheets for each of the six chapters  
4. Video of the book Of Mice and Men  
5. Video camera  
6. “I Am” poem to use with “The Circuit”  
7. “Open Mind” worksheets (see activity under Projects)  
8. Circle of friends worksheet (see activity under Projects)

### Items requiring adaptations and/or modifications
1. Audio/visual recorder of the short story “The Circuit”  
2. Audio/visual recorder of the novel Of Mice and Men  
3. Reformat chapter summary worksheets and comprehension questions using outlines, pictures, or a different format

### Instructional arrangements
1. Large group instruction for introduction of the time period, Steinbeck, the Depression, and migrant farm workers. Use of opening questions in Socratic dialogue format.  
2. Small groups for “I Am” poem for “The Circuit”  
3. Pair students to complete worksheets  
4. Large group presentation for trial for George (with every student having a part in the trial)

### Items requiring adaptations and/or modifications
1. Peer takes notes in class; student types notes on computer for both

### Projects, supplemental activities, and homework
1. Class completes chapter worksheets  
2. “I Am” poem with short story “The Circuit.” Students complete outline of poem format that includes descriptive phrases, parallel sentences within lines, and constructive thinking  
3. Trial of George for killing Lennie  
4. Rehearse roles in trial, some reading of novel at home  
5. Discussion of vocabulary words  
6. “Open Mind” activity: students fill in thoughts from the perspective of specified characters  
7. Circle of friends activity: students complete circular diagram to identify their relationships with family and friends; students complete similar diagram for Lennie’s character (from Of Mice and Men)

### Items requiring adaptations and/or modifications
1. Reformat worksheets completed on computer with the peer teacher.  
2. Use options for responses for completing poems (e.g., choices for each line of the poem)  
3. Listen to audio/visual and family members read book  
4. Rehearse part in play with picture cues

### Assessment and final products
1. Trial presentation/videotaped  
2. Objective test  
3. Evaluative essay

### Items requiring adaptations and/or modifications
1. Test read orally to students by peer teacher. Choices for answers are limited in number  
2. With assistance from peer, complete the essay outline using computer. Create a pictorial collage to represent the themes of each section of the outline

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