

English as a Second Language

Grades 9-12

Prepared by:

Jason Whelpley

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

January 21, 2020

Course Description:

English as a Second Language is meant to help bridge the academic and social concepts being taught in class to students learning English as a second language, in addition to the appropriate academic material for their grade level. As such, English Language Services and English as a Second Language curricula have five standards addressing the need for English ability in the four major academic areas and social language requirements. The five English language proficiency standards are as follows:

- **ELP Standard 1** - English language students (ELLs) communicate for Social and Instructional purposes within the school setting.
- **ELP Standard 2** - ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- **ELP Standard 3** - ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- **ELP Standard 4** - ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science.
- **ELP Standard 5** - ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies

The Ninth through Twelfth Grade English as a Second Language curriculum has five units, each one based around a specific ELP standard. Although the units are numbered, there is no specific order to which units must be addressed. The English as a Second Language class must be flexible to address and prioritize the needs of each individual English Language Learner. This curriculum provides a guide to the academic language required for each grade level and subject, as well as appropriate social language by grade level cluster.

Suggested Course Sequence*:

Unit 1: Addressing Social Language: 36 Days

Unit 2: Academic Language Arts English: 36 Days

Unit 3: Academic Mathematics English: 36 Days

Unit 4: Academic Science English: 36 Days

Unit 5: Academic Social Studies English: 36 Days

**The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 48 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made for each individual ELL.*

Unit Overview

Content Area: English as a Second Language

Unit Title: Addressing Social Language

Unit Placement: September - October

Grade Level: Ninth - Twelfth

Unit Summary:

The Addressing Social Language unit is meant to be a crash course in the English language for students learning English in school. Before academic language is addressed it is important for students to be able to communicate on a basic level in English to be able to function and ultimately succeed in an English speaking school environment. The lessons in this unit are meant to be guidelines for important vocabulary and language structure needed as a foundation for learning English as a whole.

Interdisciplinary

Connections:

- Students will make connections between English Language Services, Mathematics, Language Arts, Science, and Social Studies.
- **RL.9-10.2.** - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
- **RL.11-12.4.** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- **RL.11-12.6.** - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- **RI.9-10.6.** - Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- **RI.9-10.7.** - Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

21st Century

Themes and Skills:

- **9.1.12.A.3** - Analyze the relationship between various careers and personal earning goals.
- **9.1.12.A.8** - Analyze different forms of currency and how currency is used to exchange goods and services.
- **9.1.12.A.9** - Analyze how personal and cultural values impact spending and other financial decisions.
- **9.1.12.F.5** - Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- **9.2.12.C.1** - Review career goals and determine steps necessary for attainment.
- **9.2.12.C.5** - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets	
Standards (Content and Technology):	
CPI#:	Statement:
ELP Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.
Educational Technology Standards	
8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Unit Essential Question(s): <ul style="list-style-type: none"> ● <i>What cognates and false cognates exist between English and my native language?</i> ● <i>What English Language structures are necessary when meeting someone and interacting socially for the first time?</i> ● <i>What English Language vocabulary is necessary for describing myself, my family, and my house?</i> ● <i>What English language structures, phrases, and vocabulary are necessary for communicating in a school and classroom setting?</i> ● <i>How do I form and answer questions in proper English Language format?</i> ● <i>How do I talk about the future, present, and past in English?</i> 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. ● There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English. ● There are certain vocabulary words that are necessary for talking about family, houses, and oneself in English. ● There are certain language structures, phrases, and vocabulary words used when communicating in school. ● There are different ways to structure questions in the English Language. ● There are multiple ways to answer questions in the English Language. ● There are certain verb conjugations that are used when talking about things happening in the present. ● There are certain verb conjugations that are used when talking about things happening in the past. ● There are certain verb conjugations that are used when talking about things happening in the future.
Unit Learning Targets/Objectives:	

Students will...

- Identify and define family, home, and personal vocabulary words through vocabulary activities.
- Apply language structures, phrases, and vocabulary words for communicating effectively in a classroom, through classroom conversation role playing.
- Compare and contrast the different ways to structure questions in the English Language through interview activities.
- Use the present tense effectively through verbal daily routine summarizations.
- Use the past tense effectively through book plot summaries.
- Use the future tense effectively through verbal procedure giving activities.

Evidence of Learning**Formative Assessments:**

- Complete Language Arts cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.

Summative/Benchmark Assessment(s):

- Oral presentation on their family tree.
- Written paper on a pop culture topic they are interested in.
- Performance on the State ESL ACCESS exam.

Alternative Assessments:

- Draw a sketch to visually represent new vocabulary knowledge.
- Write an interview with a student demonstrating proper introductions and conversation response answers.
- Create a family tree with proper family member role labels.

Resources/Materials (copy hyperlinks for digital resources):

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

<https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

<https://busyteacher.org/21186-young-learners-14-great-esl-topics.html>

Modifications/Accommodations:

- Special Education Students/504
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions and permit drawing as an explanation
 - Accept participation on any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
- Gifted and Talented Students

- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- Provide extension activities
- Build on students' intrinsic motivation
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
You and Your Family	<ul style="list-style-type: none"> - Introductions (Giving and asking) - Family vocabulary - Pet vocabulary 	3 Days	
Your House	<ul style="list-style-type: none"> - Where they live - House rooms - Furniture 	2 Day	
Colors	<ul style="list-style-type: none"> - Standard colors 	1 Day	
Shapes and Sizes	<ul style="list-style-type: none"> - Adjectives use - Comparing 	3 Days	
Classroom	<ul style="list-style-type: none"> - Objects - Rules 	2 Days	
Numbers	<ul style="list-style-type: none"> - Written forms - Larger numbers - Place value 	2 Days	
Feelings	<ul style="list-style-type: none"> - Emotions vocabulary - Expressing emotions 	3 Days	
Daily Activities	<ul style="list-style-type: none"> - Verbs - Progressive or present simple forms - Time 	3 Days	
Calendar	<ul style="list-style-type: none"> - Days of the week - Months 	2 Day	
Seasons and Weather	<ul style="list-style-type: none"> - Seasons vocabulary - Weather vocabulary - Holidays 	2 Days	
Clothes	<ul style="list-style-type: none"> - Clothes vocabulary 	2 Days	

	<ul style="list-style-type: none"> - Adjectives use and descriptions 	
Food	<ul style="list-style-type: none"> - Food vocabulary - Giving and writing instructions 	2 Days
Transportation	<ul style="list-style-type: none"> - Transportation vocabulary - Talking about coming and going 	2 Day
Your City	<ul style="list-style-type: none"> - City vocabulary - Specifics to your town 	1 Day
Questions	<ul style="list-style-type: none"> - Question words - Forming questions 	3 Days
Time	<ul style="list-style-type: none"> - Speaking about past - Speaking about future 	3 Days

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>

How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>

Unit Overview

Content Area: English as a Second Language

Unit Title: Academic Language Arts English
December

Unit Placement: November -

Grade Level: Ninth - Twelfth

Unit Summary:

The 9-12 Academic Language Arts English unit is based around the reading standards and curriculum of Ninth, Tenth, Eleventh, and Twelfth grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the language arts classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the four grade levels offered.

Interdisciplinary

Connections:

Students will make connections with English Language Services, English Language Arts, and Writing.

***Standards for Key ideas and details , Craft and structure, Integration of knowledge and ideas, Range of reading and level of text complexity are listed in the content standards section.**

21st Century

Themes and Skills:

- **9.1.12.E.6** - Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.
- **9.2.12.C.3** - Identify transferable career skills and design alternate career plans.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Learning Targets

Standards (Content and Technology):

CPI#:

Statement:

**ELP Standard
2**

- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Interdisciplinary Connections Standards:

Progress Indicators Reading Literature Text

Key Ideas and Details

RL.9-10.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.11-12.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
RL.11-12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
RL.9-10.7.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
RL.9-10.8.	(Not applicable to literature)

RL.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
RL.11-12.8.	(Not applicable to literature)
RL.11-12.9.	Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
Progress Indicators Reading Informational Text	
Key Ideas and Details	
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.11-12.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
Craft and Structure	
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices

	on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Integration of Knowledge and Ideas	
RI.9-10.7.	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8.	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
RI.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8.	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
Range of Reading and Level of Text Complexity	
RI.9-10.10.	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
RI.11-12.10.	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
Progress Indicators of Writing	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Educational Technology Standards	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources
Unit Essential Question(s): <ul style="list-style-type: none"> ● <i>What are English Language structures that are unique to Language Arts thinking, speaking, reading, and writing?</i> ● <i>What are English Language structures that apply in Language Arts as well as other academic subjects?</i> ● <i>What English vocabulary has unique Language Arts meaning in Language Arts thinking, reading, and writing?</i> ● <i>What cognates and false cognates exist in Language Arts between English and my native language?</i> ● <i>What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think for Language Arts in English?</i> 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academic Language Arts. ● There are phrases and structures in the English language that apply to more than one academic area, including Language Arts. ● There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic Language Arts. ● There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. ● There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English.

- There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of Language Arts.

Unit Learning Targets/Objectives:

Students will...

- Use grade level appropriate English Language structures when reading, writing, and speaking Language Arts through grade level Language Arts content work.
- Differentiate grade level appropriate English Language structures that can be used in Language Arts as well as other academic subjects through academic language analysis.
- Identify and define English vocabulary with unique meanings in Language Arts through Language Arts vocabulary activities.
- Compare and contrast Language Arts cognates and false cognates between English and their native language through Language Arts vocabulary activities.
- Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Language Arts, through grade level Language Arts content work.

Evidence of Learning

Formative Assessments:

- Complete Language Arts cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

Summative/Benchmark Assessment(s):

- Oral presentation on given academic topic.
- Written paper on new content knowledge.
- Performance on corresponding content class midterm, final, or exam.
- Performance on state content exams.

Alternative Assessments:

- Draw a sketch to visually represent new academic vocabulary knowledge.
- Create a how-to-guide on structuring a good Language Arts written answer.
- Create a mobile of new Language Arts cognates and false cognates in the unit.

Resources/Materials (copy hyperlinks for digital resources):

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

Modifications/Accommodations:

- Special Education Students/504
- At-Risk Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions and permit drawing as an explanation
- Accept participation on any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
- Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivation
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
1	Ninth-Tenth Grade Reading Literature Skills	6 Days	
2	Ninth-Tenth Grade Reading Informational Text Skills	6 Days	
3	Ninth-Tenth Grade Writing Skills	6 Days	
4	Eleventh-Twelfth Grade Reading Literature Skills	6 Days	
5	Eleventh-Twelfth Grade Reading Informational Text Skills	6 Days	
6	Eleventh-Twelfth Grade Writing Skills	6 Days	

Additional Resources

Click links below to access additional resources used to design this unit:

Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>

How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>

Unit Overview

Content Area: English as a Second Language

Unit Title: Academic Mathematics English

Unit Placement: January - February

Grade Level: Ninth - Twelfth

Unit Summary:

The 9-12 Academic Mathematics English unit is based around the math standards and curriculum of Ninth, Tenth, Eleventh, and Twelfth grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the math classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the four grade levels offered.

Interdisciplinary

Connections:

Students will make connections with English Language Services, mathematics, and informational text.

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

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

RI.11-12.1. - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

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

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

***Standards for: The real number system, Quantities, The number system, Vector and matrix quantities, Seeing structure in expressions, Arithmetic with Polynomials and rational expressions, Creating equations, Reasoning with equations and inequalities, Interpreting Functions, Building Functions, Linear and Exponential Models, Trigonometric Functions, Congruence, Similarity, Right triangles, and**

Trigonometry, Expressing geometric properties with equations, Geometric measurement and dimension, Modeling with geometry, Interpreting categorical and quantitative data, Making inferences and justifying conclusions, Conditional probability and the rules of probability, and Using probability to make decisions are listed in the content standards section.

21st Century

Themes and Skills:

- **9.1.12.B.8** - Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
- **9.1.12.C.3** - Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.
- **9.1.12.D.1** - Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).
- **9.2.12.C.3** - Identify transferable career skills and design alternate career plans.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
ELP Standard 3	- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Interdisciplinary Connections Standards:

Number and Quantity

The Real Number System

N.RN.A.	<ol style="list-style-type: none"> 1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3) \cdot 3}$ to hold, so $(5^{1/3})^3$ must equal 5. 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
N.RN.B.	<ol style="list-style-type: none"> 3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities

N.Q.A.	<ol style="list-style-type: none"> 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. 2. Define appropriate quantities for the purpose of descriptive modeling. 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
---------------	---

The Complex Number System	
N.CN.A.	<p>1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.</p> <p>2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p> <p>3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.</p>
N.CN.B.	<p>4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.</p> <p>5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120°.</p> <p>6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints</p>
N.CN.C.	<p>7. Solve quadratic equations with real coefficients that have complex solutions.</p> <p>8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</p> <p>9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p>
Vector and Matrix Quantities	
N.VM.A.	<p>1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, v, $\ v\$, v).</p> <p>2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. 3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.</p>
N.VM.B.	<p>4. (+) Add and subtract vectors. a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum. c. Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.</p> <p>5. (+) Multiply a vector by a scalar. a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$. b. Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$. Compute the direction of cv knowing that when $c v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).</p>
N.VM.C.	<p>6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.</p> <p>7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.</p> <p>8. (+) Add, subtract, and multiply matrices of appropriate dimensions.</p> <p>9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.</p>

	<p>10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.</p> <p>11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.</p> <p>12. (+) Work with 2×2 matrices as a transformations of the plane, and interpret the absolute value of the determinant in terms of area.</p>
Algebra	
Seeing Structure in Expressions	
A.SSE.A.	<p>1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P</p> <p>2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p>
A.SSE.B.	<p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</p> <p>4. Derive and/or explain the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.</p>
Arithmetic with Polynomials and Rational Expressions	
A.APR.A.	1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
A.APR.B.	<p>2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>
A.APR.C.	<p>4. Prove polynomial identities and use them to describe numerical relationships. For example, the difference of two squares; the sum and difference of two cubes; the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</p> <p>5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.</p>
A.APR.D.	<p>6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p>
Creating Equations	

A.CED.A.	<p>1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</p> <p>2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> <p>4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</p>
Reasoning with Equations and Inequalities	
A.REI.A.	<p>1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p>
A.REI.B.	<p>3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>4. Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p>
A.REI.C.	<p>5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</p> <p>8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.</p> <p>9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).</p>
A.REI.D.	<p>10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>12. Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>
Functions	
Interpreting Functions	

F.IF.A.	<p>1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</p>
F.IF.B.	<p>4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p>5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</p> <p>6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p>
F.IF.C.	<p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</p> <p>9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p>
Building Functions	
F.BF.A.	<p>1. Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. c. (+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather</p>

	<p>balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</p> <p>2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p>
F.BF.B.	<p>3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>4. Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$. b. (+) Verify by composition that one function is the inverse of another. c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse. d. (+) Produce an invertible function from a non-invertible function by restricting the domain.</p> <p>5. (+) Use the inverse relationship between exponents and logarithms to solve problems involving logarithms and exponents.</p>
Linear and Exponential Models	
F.LE.A.	<p>1. Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> <p>2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p> <p>4. Understand the inverse relationship between exponents and logarithms. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p>
F.LE.B.	5. Interpret the parameters in a linear or exponential function in terms of a context.
Trigonometric Functions	
F.TF.A.	<p>1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.</p> <p>2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p> <p>3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosines, and tangent for πx, $\pi+x$, and $2\pi-x$ in terms of their values for x, where x is any real number. 4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.</p>
F.TF.B.	<p>5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.</p> <p>6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.</p>

	7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
F.TF.C.	8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle. 9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.
Geometry	
Congruence	
G.CO.A.	1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. 2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). 3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. 4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. 5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
G.CO.B.	6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. 7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. 8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
G.CO.C.	9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. 10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. 11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
G.CO.D.	12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. 13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
Similarity, Right Triangles, and Trigonometry	

G.SRT.A.	<p>1. Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</p> <p>2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. 3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</p>
G.SRT.B.	<p>4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</p> <p>5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>
G.SRT.C.	<p>6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p> <p>7. Explain and use the relationship between the sine and cosine of complementary angles.</p> <p>8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</p>
G.SRT.D.	<p>9. (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.</p> <p>10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.</p> <p>11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).</p>
Circles	
G.C.A.	<p>1. Prove that all circles are similar.</p> <p>2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle. 3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p> <p>4. (+) Construct a tangent line from a point outside a given circle to the circle.</p>
G.C.B.	<p>5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.</p>
Expressing Geometric Properties with Equations	
G.GPE.A.	<p>1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p> <p>2. Derive the equation of a parabola given a focus and directrix.</p> <p>3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.</p>
G.GPE.B.	<p>4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</p> <p>5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p>

	<p>6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p> <p>7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.</p>
Geometric Measurement and Dimension	
G.GMD.A.	<p>1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.</p> <p>2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures. 3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p>
G.GMD.B.	4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
Modeling with Geometry	
G.MG.A.	<p>1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p> <p>2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). New Jersey Student Learning Standards for Mathematics 83</p> <p>3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p>
Interpreting Categorical and Quantitative Data	
S.ID.A.	<p>1. Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p> <p>4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p>
S.ID.B.	<p>5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p> <p>6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology. c. Fit a linear function for a scatter plot that suggests a linear association.</p>
S.ID.C.	<p>7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> <p>8. Compute (using technology) and interpret the correlation coefficient of a linear fit.</p> <p>9. Distinguish between correlation and causation.</p>
Making Inferences and Justifying Conclusions	
S.IC.A.	1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

	2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?
S.IC.B.	3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. 4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. 5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. 6. Evaluate reports based on data.
Conditional Probability and the Rules of Probability	
S.CP.A.	1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”). 2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. 3. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. 4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. 5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.
S.CP.B.	6. Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model. 7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model. 8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model. 9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.
Using Probability to Make Decisions	
S.MD.A.	1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. 2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. 3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing

	<p>on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</p> <p>4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</p>
S.MD.B.	<p>5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast food restaurant. b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</p> <p>6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). 7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>
Educational Technology Standards	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • <i>What are English Language structures that are unique to Mathematical thinking, speaking, reading, and writing?</i> • <i>What are English Language structures that apply in Mathematics as well as other academic subjects?</i> • <i>What English vocabulary has unique Mathematical meaning in Mathematical thinking, reading, and writing?</i> • <i>What cognates and false cognates exist in Mathematics between English and my native language?</i> • <i>What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think mathematically in English?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academic mathematics. • There are phrases and structures in the English language that apply to more than one academic area, including mathematics. • There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic mathematics. • There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. • There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English. • There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of mathematics.
Unit Learning Targets/Objectives:	

Students will...

- Use grade level appropriate English Language structures when reading, writing, and speaking Mathematics through grade level mathematical content work.
- Differentiate grade level appropriate English Language structures that can be used in mathematics as well as other academic subjects through academic language analysis.
- Identify and define English vocabulary with unique Mathematical meanings through Mathematical vocabulary activities.
- Compare and contrast Mathematical cognates and false cognates between English and their native language through Mathematical vocabulary activities.
- Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Mathematics, through grade level mathematical content work.

Evidence of Learning**Formative Assessments:**

- Complete mathematical cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

Summative/Benchmark Assessment(s):

- Oral presentation on given academic topic.
- Written paper on new content knowledge.
- Performance on corresponding content class midterm, final, or exam.
- Performance on state content exams.

Alternative Assessments:

- Draw a sketch to visually represent new academic vocabulary knowledge.
- Create a how-to-guide on structuring a good mathematical written answer.
- Create a mobile of new mathematical cognates and false cognates in the unit.

Resources/Materials (copy hyperlinks for digital resources):

Click links below to access additional resources used to design this unit:

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

<https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

<https://www.state.nj.us/education/cccs/2016/math/standards.pdf>

Modifications/Accommodations:

- Special Education Students/504
 - Allow errors
- At-Risk Students
 - Provide extended time to complete tasks

- Rephrase questions, directions, and explanations
- Allow extended time to answer questions and permit drawing as an explanation
- Accept participation on any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- Gifted and Talented Students
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
 - Provide extension activities
 - Build on students' intrinsic motivation
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
1	Number and Quantity	5 Days	
2	Algebra Terms	5 Days	
3	Functions	6 Days	
4	Geometry Terms	5 Days	
5	Statistics and Probability Terms	5 Days	
6	General Math Vocabulary	5 Days	
7	Word Problem Language	5 Days	

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>

How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>

Unit Overview

Content Area: English as a Second Language

Unit Title: Academic Science English

Unit Placement: March - April

Grade Level: Ninth - Twelfth

Unit Summary:

The 9-12 Academic Science English unit is based around the Science standards and curriculum of Ninth, Tenth, Eleventh, and Twelfth grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the Science classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the four grade levels offered.

Interdisciplinary

Connections:

Students will make connections with English Language Services, Science, and informational text.

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

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

RI.11-12.1. - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

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

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

***The Next Generation Science Standards are listed in the content standard section.**

21st Century

Themes and Skills:

- **9.1.12.F.3** - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
- **9.2.12.C.3** - Identify transferable career skills and design alternate career plans.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
ELP Standard 4	- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science.

Interdisciplinary Connections Standards:

Physical Science

HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
HS-PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
HS-PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
HS-PS1-6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
HS-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
HS-PS2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
HS-PS2-5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
HS-PS2-6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
HS-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
HS-PS3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
HS-PS4-2	Evaluate questions about the advantages of using digital transmission and storage of information.
HS-PS4-3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
HS-PS4-4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
HS-PS4-5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.
Life Science	
HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS-LS1-5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
HS-LS2-1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-LS2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS2-4	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
HS-LS2-5	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-LS2-8	Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.
HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-2	Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
HS-LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
HS-LS4-6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
Earth Science	
HS-ESS1-1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS1-2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
HS-ESS1-3	Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
HS-ESS1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS2-1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.
HS-ESS2-2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS-ESS2-5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS2-7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
HS-ESS3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Engineering	
HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
Educational Technology Standards	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● <i>What are English Language structures that are unique to Science thinking, speaking, reading, and writing?</i> ● <i>What are English Language structures that apply in Science as well as other academic subjects?</i> ● <i>What English vocabulary has unique Scientific meaning in Mathematical thinking, reading, and writing?</i> ● <i>What cognates and false cognates exist in Science between English and my native language?</i> ● <i>What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think scientifically in English?</i> 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academic Science. ● There are phrases and structures in the English language that apply to more than one academic area, including Science. ● There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic Science. ● There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English. ● There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English. ● There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of Science.
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Use grade level appropriate English Language structures when reading, writing, and speaking Science through grade level mathematical content work. ● Differentiate grade level appropriate English Language structures that can be used in Science as well as other academic subjects through academic language analysis. ● Identify and define English vocabulary with unique Scientific meanings through Scientific vocabulary activities. ● Compare and contrast Scientific cognates and false cognates between English and their native language through Scientific vocabulary activities. ● Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Science, through grade level scientific content work. 	
Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> · Complete scientific cloze activities on a given topic. 	

- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

Summative/Benchmark Assessment(s):

- Oral presentation on given academic topic.
- Written paper on new content knowledge.
- Performance on corresponding content class midterm, final, or exam.
- Performance on state content exams.

Alternative Assessments:

- Draw a sketch to visually represent new academic vocabulary knowledge.
- Create a how-to-guide on structuring a good scientific written answer.
- Create a mobile of new scientific cognates and false cognates in the unit.

Resources/Materials (copy hyperlinks for digital resources):

Click links below to access additional resources used to design this unit:

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

<https://www.nextgenscience.org/search-standards?keys=&tid%5B0%5D=98&page=2>

<https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

Modifications/Accommodations:

- Special Education Students/504
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions and permit drawing as an explanation
 - Accept participation on any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
- Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivation
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans			
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
1	Informational Text Reading	6 Days	
2	General Science Vocabulary	6 Days	
3	Physical Science	6 Days	
4	Life Science	6 Days	
5	Earth Science	6 Days	
6	Engineering	6 Days	
Teacher Notes:			
Additional Resources			
Click links below to access additional resources used to design this unit:			
Curriculum : https://www.state.nj.us/education/bilingual/curriculum/			
How to implement: https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf			
How to incorporate culture into the curriculum: https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf			

Unit Overview	
Content Area: English as a Second Language	
Unit Title: Academic Social Studies English	Unit Placement: May- June
Grade Level: Ninth - Twelfth	
Unit Summary:	
The 9-12 Academic Social Studies English unit is based around the Social Studies standards and curriculum of Ninth, Tenth, Eleventh, and Twelfth grade. The purpose of the unit is to scaffold comprehension and build vocabulary needed to succeed in the Social Studies classroom of the student's given grade level. Since the grade level skills build off of each other, despite actual grade level of the English language learner, standards can be addressed from any of the four grade levels offered.	
Interdisciplinary Connections:	
Students will make connections with English Language Services, Social Studies, and informational text.	
RI.9-10.1. - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	

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

RI.11-12.1. - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

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

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

***The Social Studies standards are listed in the content standards section.**

21st Century

Themes and Skills:

- **9.1.12.A.5** - Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- **9.1.12.A.8** - Analyze different forms of currency and how currency is used to exchange goods and services.
- **9.1.12.A.11** - Explain the relationship between government programs and services and taxation.
- **9.1.12.D.2** - Assess the impact of inflation on economic decisions and lifestyles
- **9.1.12.D.12** - Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
- **9.1.12.F.5** - Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- **9.2.12.C.3** - Identify transferable career skills and design alternate career plans.

Career Ready Practices:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
ELP Standard 5	- ELLs communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Interdisciplinary Connections Standards:

World History Nine Standards

6.2.12.A.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa
6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
6.2.12.A.3.c	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
6.2.12.A.3.d	Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
6.2.12.A.3.e	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
6.2.12.A.4.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
6.2.12.A.4.b	Compare the rise of nationalism in China, Turkey, and India.
6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century

6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.B.2.a	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
6.2.12.B.3.b	Relate the role of geography to the spread of independence movements in Latin America.
6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.C.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
6.2.12.C.3.a	Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding
6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.C.3.e	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars
6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.

6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas
6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.D.1.d	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.2.12.D.1.e	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
6.2.12.D.1.f	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.12.D.3.c	Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
6.2.12.D.5.b	Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
U.S. History I Standards	
6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
6.1.12.A.2.b	Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
6.1.12.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.
6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

6.1.12.A.3.b	Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interestgroup politics, and the rise of party politics impacted the development of democratic institutions and practices.
6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans
6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the 22 economies of the North and South
6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies
6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18thcentury society limited women's aspirations.
6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
6.1.12.D.5.c	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
U.S. History II Standards	
6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.A.10.a	Evaluate the arguments regarding the role of the federal government during the New Deal era
6.1.12.A.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
6.1.12.A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.
6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.
6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities
6.1.12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.A.14.e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.A.14.g	Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment
6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment
6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
6.1.12.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.

6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.B.14.b	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
6.1.12.B.14.c	Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
6.1.12.B.14.d	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.
6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I
6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration
6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women
6.1.12.C.9.a	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
6.1.12.C.9.c	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
6.1.12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
6.1.12.C.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
6.1.12.C.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
6.1.12.C.12.b	Assess the impact of agricultural innovation on the world economy.
6.1.12.C.12.c	Analyze how scientific advancements impacted the national and global economies and daily life.
6.1.12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

6.1.12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation
6.1.12.C.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
6.1.12.C.14.d	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.
6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
6.1.12.D.10.c	Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.
6.1.12.D.10.d	Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
6.1.12.D.12.a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
6.1.12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.D.13.c	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.13.e	Explain why the Peace Corps was created and how its role has evolved over time.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies
6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
6.1.12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
Educational Technology Standards	
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Unit Essential Question(s):

- *What are English Language structures that are unique to Social Studies thinking, speaking, reading, and writing?*
- *What are English Language structures that apply in Social Studies as well as other academic subjects?*
- *What English vocabulary has unique meaning in Social Studies thinking, reading, and writing?*
- *What cognates and false cognates exist in Social Studies between English and my native language?*
- *What English Language structures, phrases, and vocabulary do I need to know in order to read, write, speak, and think for Social Studies in English?*

Unit Enduring Understandings:

- There are phrases and structures in the English Language that are only used in relation to speaking, reading, and writing academically for Social Studies.
- There are phrases and structures in the English language that apply to more than one academic area, including Social Studies.
- There are words in English that are spelled and sound the same, but have different meanings (homonyms) when being used in academic Social Studies.
- There are words that generally sound the same and have the same meaning between languages (cognates) that can be used to help learn English.
- There are words that generally sound the same between languages but have different meanings (false cognates) that can be confusing when learning English.
- There are specific English Language structures, phrases, and vocabulary that need to be known and used in order to effectively communicate in each branch of Social Studies.

Unit Learning Targets/Objectives:

Students will...

- **Use grade level appropriate English Language structures when reading, writing, and speaking Social Studies through grade level Social Studies content work.**
- **Differentiate grade level appropriate English Language structures that can be used in Social Studies as well as other academic subjects through academic language analysis.**
- **Identify and define English vocabulary with unique meanings in Social Studies through Social Studies vocabulary activities.**
- **Compare and contrast Social Studies cognates and false cognates between English and their native language through Social Studies vocabulary activities.**
- **Apply grade level appropriate English Language structures, phrases, and vocabulary in order to effectively communicate in Social Studies, through grade level Social Studies content work.**

Evidence of Learning

Formative Assessments:

- Complete Social Studies cloze activities on a given topic.
- Partner sharing in a think, pair, share or an inner and outer circle activity.
- Exit ticket responses either verbal or written at the end of a class.
- Completion of homework or classwork for the corresponding content class

Summative/Benchmark Assessment(s):

- Oral presentation on given academic topic.
- Written paper on new content knowledge.
- Performance on corresponding content class midterm, final, or exam.
- Performance on state content exams.

Alternative Assessments:

- Draw a sketch to visually represent new academic vocabulary knowledge.
- Create a how-to-guide on structuring a good written answer for Social Studies.
- Create a mobile of new Social Studies cognates and false cognates in the unit.

Resources/Materials (copy hyperlinks for digital resources):

Click links below to access additional resources used to design this unit:

<https://wida.wisc.edu/>

<https://www.state.nj.us/education/bilingual/>

http://midlandpark.ss8.sharpschool.com/academics/curriculum/k-12_curriculum

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

<https://www.state.nj.us/education/cccs/2014/tech/81.pdf>

Modifications/Accommodations:

- Special Education Students/504
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions and permit drawing as an explanation
 - Accept participation on any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with other members of the 7th grade team for specific behavior interventions
 - Provide rewards as necessary
- Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivation
 - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)	Entire Unit: About 36 Days
1	Reading Primary Sources	6 Days	

2	General History Vocabulary	6 Days
3	Civics, Government, and Human Rights (Standard A) Terminology	6 Days
4	Geography, People, and the Environment (Standard B) Terminology	6 Days
5	Economics, Innovation, and Technology (Standard C) Terminology	6 Days
6	History, Culture, and Perspectives (Standard D) Terminology	6 Days

Teacher Notes:**Additional Resources**

Click links below to access additional resources used to design this unit:

Curriculum : <https://www.state.nj.us/education/bilingual/curriculum/>

How to implement: <https://www.state.nj.us/education/bilingual/policy/ImplementingELLPrograms.pdf>

How to incorporate culture into the curriculum: <https://www.state.nj.us/education/bilingual/pd/fabric/fabric.pdf>