Randolph Township Schools
Randolph High School
High-Intensity English as a Second Language Curriculum

"We generally learn languages for the benefit of reading the books written in them."
Thomas Jefferson

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Affirmative Action Statement
Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:
- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

High-Intensity ESL is a full-year course designed to introduce English learners to foundational reading, writing, speaking, and listening skills required in mainstream courses.

Deepening student understanding of the culture and language of their new homeland, the Randolph Township Schools' High Intensity ESL Curriculum enables students who are non-native speakers of English to effectively use content knowledge and skills to develop within their new linguistic community. With academic language development and successful social communication as its goals, the ESL program addresses the needs of its growing population of English Language Learners (ELLs) from around the globe.

Our curriculum is intended to provide our linguistically and culturally diverse students with the foundation for their success in our schools. This curriculum aligns the WIDA (World Class Instructional Design and Assessment) standards and the new NJ Student Learning Standards within the Understanding by Design framework. It integrates the six levels of English language proficiency within the language domains of listening, speaking, reading, and writing. According to WIDA, its English language development standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum.

Instruction will reinforce and develop vocabulary, develop listening and speaking comprehension skills as well as writing and reading a variety of texts in English. All of these skills will augment student success in academic as well as social interactions.

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Through deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and a deeper understanding of images. Additionally students acquire the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts.

Placement in High-Intensity ESL is based on scores from a state mandated language assessment along with the ESL teacher recommendation.

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
8 weeks	I	Informational and Persuasive Texts: Building Cultural Capital
4 weeks	II	Poetry: Putting Emotions into Words
8 weeks	III	Short Stories: Connecting to Common Experiences
8 weeks	IV	Novels: Preparing for the Literary Journey
8 weeks	V	Great Works of Literature: Universal Themes

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Unit I: Informational and Persuasive Texts: Building Cultural Capital

TRANSFER: Students will be able to determine a central idea of a text, analyze its development over the course of a text, and provide an objective summary.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
WIDA Standards WIDA Standard 1: Social and Instructional Language WIDA Standard 2: The Language of Language Arts **NJ Student Learning Standards** RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	Informational and persuasive texts expand cultural knowledge which is essential to establishing connections with others and making oneself relevant and marketable in both career and college.	• What is the purpose of reading informational and persuasive texts?
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.	Non-fiction texts have a consistent structure that students can recognize and use in both reading and listening comprehension as well as in communicating on their own in speaking and writing.	• What are the features of non-fiction texts that guide reading comprehension?
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	Making correct choices about form, structure, voice, types of evidence, etc. to match the intended audience and purpose, is essential to successful communication.	• What conventions are expected when communicating for a particular purpose?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:** (based on ELP levels in Appendix A)
	Different types of texts have different characteristics.	Differentiate between fiction and non-fiction texts.

Unit I: Informational and Persuasive Texts: Building Cultural Capital

choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Clear and concise communication has a clear purpose and identifiable structure.	Distinguish between persuasive and informational texts.
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.		Identify main idea in written and verbal communication.

Locate and use evidence and/or supporting details in written and verbal communication. |
| 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. | | Determine the author's purpose. |
| 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. | Different writing and speaking tasks call for specific choices about language (such as voice, types of evidence, diction, etc.) which should be tailored to the speaker's or writer's purpose and intended audience. | Create a summary of a non-fiction text.

Create opinion and/or position statements supported by different types of evidence. |
| 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. | | Research and write and/or speak about a recent topic that is relevant.

Distinguish between fact and opinion. |
| 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). | | Use data gathered from non-fiction text to engage in debates. |
| | Current events are an important part of being an informed citizen. | Demonstrate an understanding of current events and the role they play in being an informed citizen. |

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Unit I: Informational and Persuasive Texts: Building Cultural Capital

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. 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.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	**KEY TERMS:** persuade, inform, entertain (P.I.E.), main idea, supporting details, summary / summarize, transition words and phrases, sequence of events words and phrases, text, text features, analyze, examine, identify, evaluate	

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Unit I: Informational and Persuasive Texts: Building Cultural Capital

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

ASSESSMENT EVIDENCE: Students will show their learning by:
- Identifying and writing the main idea and providing supporting details from a text as a form of assessment.
- Examining different points of view.
- Differentiating between text structures.

KEY LEARNING EVENTS AND INSTRUCTION:
- Read a variety of non-fiction articles.
- Learn about various text structures: recognize format and signal words that indicate the type of text and transitions within a text.
- Annotate for vocabulary study and identify key features and shifts in a text.

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Unit I: Informational and Persuasive Texts: Building Cultural Capital

- Use diagrams to determine key features of a text such as the main idea.
- Use sentence frames and sentence starters to build a summary.
- Write sentences to respond to questions about a text.
- Discuss key information provided in a text.
- Listen to readings of text or audiovisual non-fiction; identify main idea and details.

SUGGESTED TIME ALLOTMENT	8 weeks
SUPPLEMENTAL UNIT RESOURCES	NewsELA
	ReadTheory.com
	Current event news articles (online access, also see library subscriptions and resources)
	Chart / diagram article structure
	Sentence frames and sentence starters
	Vocabulary word squares or 4 column vocabulary
	Kahoot and other online education tools

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Unit II: Poetry: Putting Emotions into Words

TRANSFER: Students will be able to grapple with works of exceptional craft and figurative language whose range extends across genres, cultures, and time, discovering insight into the human condition and building a model for students to communicate their own thinking.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
WIDA Standards •WIDA Standard 1: Social and Instructional Language •WIDA Standard 2: The Language of Language Arts	Poetic devices are powerful communication tools used for a wide variety of purposes.	• How do people use poetic devices to make a persuasive message?
NJ Student Learning Standards RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	Poetic devices such as figurative language, imagery, meter, and tone are key characteristics of poetry that help convey complex emotion and insight into the human condition.	• How is figurative language used in poetry and what is the impact?
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.	Methods of expression present in poetry are applicable to other forms of art and human expression and communication.	• What are the many forms of expression and communication which benefit from the use of poetic devices, and how so?
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).	**KNOWLEDGE** **Students will know:**	**SKILLS** **Students will be able to:** (based on ELP levels in Appendix A)
	Poetic forms implement figurative language to express great emotion with concise and meaningful language.	Identify specific poetic and/or literary devices used in writing. Analyze the meaning of figurative language.

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Unit II: Poetry: Putting Emotions into Words

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.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). RL.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. W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision)	The methods and purposes for expression present in poetry (figurative language and poetic devices) are powerful communication tools applicable to other artistic mediums as well as forms of communication used across a broad range of industries and purposes such as marketing, music, and political speeches. The right words in the right order can convey deeply moving and powerful meaning or insight into the human condition. Artistic expression conveys themes in our world.	Analyze the impact of poetic devices used in other forms of communication such as prose fiction. Identify the use of poetic language or devices in mass media (advertising, politics, prose non-fiction). Analyze the impact of poetic devices used in marketing and politics. Use content specific language to analyze and discuss the purpose and meaning of a text, determining essential themes present in two different artistic mediums. Write using figurative language and other features of poetry to create powerful and/or persuasive messages. Connect artistic expression of themes to historical events or other texts, genres and/or forms of media (synthesis).

and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**KEY TERMS:** structure and form, rhythm and meter, rhyme, figurative language, literal language, symbol, symbolism, metaphor, simile, personification, slogan, prose, poetry, topic, theme	

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Unit II: Poetry: Putting Emotions into Words

ASSESSMENT EVIDENCE: Students will show their learning by:

- Identifying figurative language in different poems/slogans/songs.
- Inferring meaning through an analysis of figurative language.
- Producing a work using poetic forms and devices to convey a message or evoke specific emotional response.

KEY LEARNING EVENTS AND INSTRUCTION:

- Read and listen to political slogans/music/speeches to demonstrate figurative language.
- Analyze meaning of figurative language in different music, poetry, and prose.
- Discuss and/or debate the key themes presented in a text.
- Express a message or emotion using poetic devices.
- Connect historical events to artistic expressions.

SUGGESTED TIME ALLOTMENT	**4 weeks**
SUPPLEMENTAL UNIT RESOURCES	Poetic devices in political speeches Poetry relating to historical events, e.g. civil rights movement, 9-11 Poetry conveying similar themes to texts used in other units of study Poetic devices in marketing slogans Poetry in music; lyrics Symbolism in text messaging

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Unit III: Short Stories: Connecting to Common Experiences

TRANSFER: Students will be able to reflect on lessons in short stories and connect them to life experiences.		

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
WIDA Standards WIDA Standard 1: Social and Instructional Language WIDA Standard 2: The Language of Language Arts	Literary analysis is a model for personal reflection and growth.	• How does one go about gaining wisdom about the human condition?
NJ Student Learning Standards RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	Narratives are used to teach and inform people about the human condition.	• How do writers effectively convey a message or experience to others in an emotionally meaningful way?
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.	Narratives, like life, have discernable patterns that can be used to better understand or comprehend experiences.	• What recurring patterns exist in storytelling, and how do they reflect patterns in life?
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.	**KNOWLEDGE** **Students will know:**	**SKILLS** **Students will be able to:** (based on ELP levels in Appendix A)
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	The elements of plot (setting, conflict, exposition, rising action, climax, falling action, denouement) are interrelated and logically sequence an unfolding story.	Diagram the elements of a short story using Freytag's Pyramid (see novel unit for progression). Analyze the progression of a short story in order to determine the author's purpose.

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).		Discuss the progression of a narrative through elements such as conflict, complications, character development, etc.
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).	A fundamental understanding of the patterns and common features of narratives are essential to reading comprehension.	Write responses to short answer questions that demonstrate reading comprehension.
		Explain how various features of a narrative impact the reader.
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.		Discuss the author's purpose in making certain choices.
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	Topics addressed in a narrative, the conflicts that develop, and the progression and resolution of those conflicts reflect elements of the real world.	Draw connections between the author's own experiences and the narrative.
		Research and draw connections to the historical or cultural moment that occasioned the writing of a particular narrative.
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.		Connect topics in literature to personal experiences.
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the	There are stereotype characters and common themes in stories which help to convey or represent universal life lessons.	Identify common themes in literature.

Express how a topic presented in a narrative is developed into a theme. |

effective selection, organization, and analysis of content. W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.	**KEY TERMS:** plot curve, exposition, setting, characters, basic situation, conflict, complications, rising action, falling action, resolution, theme, common themes, universal themes, sensory detail, internal and external conflict, characterization	Identify main character and supporting characters. Compare and contrast literary features or themes in multiple works.

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Unit III: Short Stories: Connecting to Common Experiences

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

ASSESSMENT EVIDENCE: Students will show their learning by:

- Diagramming a short story.
- Publishing a narrative to be scored with the WIDA writing rubric.
- Demonstrating reading comprehension orally and in writing.

KEY LEARNING EVENTS AND INSTRUCTION:

- Read and listen to short stories and identify key characters and events.
- Discuss author's purpose or themes from a story.
- Identify sequence, chronology, and other features of text structure in short stories.
- Examine an author's language for tone, mood, imagery, denotation and connotation, and figurative meaning.
- Analyze the development of a character or conflict over the course of a text.
- Identify key topics addressed in a text, and the way in which some develop into thematic statements.
- Create and write narratives.
- Study common topics and common themes in literature.
- Use Freytag's model to diagram a short story.
- Employ computer or online technology to write using MLA formatted responses to literature or to create or enhance their own creative writing.

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Unit III: Short Stories: Connecting to Common Experiences

SUGGESTED TIME ALLOTMENT	**8 weeks**
SUPPLEMENTAL UNIT RESOURCES	Aesop's Fables *Stories We Brought With Us* by Carol Kassel and Ann Silverman Proverbs from around the world Jamestown Publishers or Townsend short story collections Adapted lexile texts of 9th and 10th grade ELA short story curriculum Freytag's pyramid graph / chart Character charts TEJ (triple entry journal) or SMM (say-mean-matter) charts for analysis Selected scaffolds for various literary elements R.A.C.E short answer method (Respond, Answer all parts, Cite or provide evidence, Explain how the evidence supports the answer)

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Unit IV: Novels: Preparing for the Literary Journey

TRANSFER: Students will be able to gain a reservoir of literary and cultural knowledge with the experience to begin addressing the challenges posed by increasingly complex texts.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
WIDA Standards WIDA Standard 1: Social and Instructional Language WIDA Standard 2: The Language of Language Arts	There are common themes in literature that are generally universal.	• What are common themes in literature?
NJ Student Learning Standards 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.	Literature may have several themes, but the essential theme is based in the central conflict.	• How can we determine the essential theme of a complex story?
	Every story contains certain patterns (plot structure, sequence) and structure relates to meaning and aids in analysis.	• What are various patterns used in stories and how do they impact readers' experience?
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).	**KNOWLEDGE** **Students will know:**	**SKILLS** **Students will be able to:** (based on ELP levels in Appendix A)
	There are a wide range of common themes in literature, including but not limited to love and death, good vs evil, coming of age, power/corruption, survival, courage/heroism, prejudice, individual vs society, and war.	Identify common themes in literature.

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Unit IV: Novels: Preparing for the Literary Journey

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).	There is a connection between the human condition and common themes in literature.	Explain how literature represents the human condition and the common experiences people have.
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | Themes in literature can be universal, and literature can have two or more themes. | Differentiate between minor themes which may apply to an episode or situation within a text, versus major essential themes which apply to the central conflict and resolution.

Recognize themes that apply within a story as opposed to universal themes applicable to anyone, anytime, anywhere.

Determine two or more themes or central ideas in a story.

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

W.9-10.5/11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, | The patterns and common elements of narratives chosen by authors are present in a variety of narrative forms of varying complexity; such structures create meaning and influence comprehension. | Find and define the different patterns and elements of narratives.

Compare and contrast the use of patterns and elements of narratives in different texts.

Identify structures, timelines, or other elements of the text that affect the message of the author. |

Unit IV: Novels: Preparing for the Literary Journey

trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or info. W.9-10.9/11-12.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.	Digital media is commonly used in English Language Arts and is a powerful tool for a variety of writing and presentation purposes.	Recognize the advanced complexity of narrative features in the novel as compared to short stories. Discuss how narrative is used in daily conversations or as a form of persuasion. Format a document using MLA guidelines. Effectively use digital resources to write and/or to enhance a presentation.
SL.9-10.1/11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.2/11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.9-10.4/11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development,	**KEY TERMS:** chapter, central conflict, central theme, minor themes, character development, major and minor characters, flashback, flashforward, sequence, non-sequential, anecdote	

and style are appropriate to task, purpose, and audience. SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. L.9-10.1/11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2/11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		

ASSESSMENT EVIDENCE: Students will show their learning by:

- Demonstrating the ability to plot the events in a story, as well as to discuss the evolution of a theme.
- Evaluating the evolution of a key topic or the development of a character over the course of a text.

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KEY LEARNING EVENTS AND INSTRUCTION:

- Tweeting, journaling, or other written process about a novel.
- Chart plot/comparing different plot diagrams.
- Character analysis through the use of charts.
- Respond to reading comprehension questions.
- Discuss key passages or thematic questions in small groups.
- Use Freytag's model to diagram a novel.
- Create a response to literature using computer or online technology, properly employing MLA guidelines.

SUGGESTED TIME ALLOTMENT	8 weeks
SUPPLEMENTAL UNIT RESOURCES	*Seedfolks* *I'm Just Me* *Tom Sawyer* *Huck Finn* Various hi/lo novels Plot diagrams or timelines Character maps Triple Entry Journals and/or Say-Mean-Matter charts

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Unit V: Great Works of Literature: Universal Themes

TRANSFER: Students will be able to apply their knowledge of author's craft to works of greater complexity and cultural or historical significance, and to call upon their knowledge of works of cultural significance that are taught in American high schools.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
WIDA Standards WIDA Standard 1: Social and Instructional Language WIDA Standard 2: The Language of Language Arts **NJ Student Learning Standards** 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).	Some works of fiction become deeply ingrained in the consciousness of a culture.	• To what extent does a work of fiction either mirror or inspire cultural movements or ideas?
	Great works of literature have a resounding relevance to society, outlasting the cultural context of their composition.	• To what extent are the life and times of an author or a work of fiction relevant to comprehending the purpose or universal themes within a text?
	Great works of literature both inspire and exemplify a particular trend or movement in the arts.	• What is the role of historical context in the arts?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:** (based on ELP levels in Appendix A)
	Art conveys ideas, events, or trends in the real world, and serves as a mirror through which readers can see and understand society.	Research the historical context of a work of fiction. Discuss the historical context of a work of fiction, explaining the relationship between the two.

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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.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.11-12.7. 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).	Reading expands cultural knowledge and reveals human connections. Universal themes transcend time and culture, capturing an essential aspect of the human condition or experience. Digital media is commonly used in English Language Arts and is a powerful tool for a variety of writing and presentational purposes.	Examine non-fiction media or texts to expand historical and cultural background knowledge to more accurately comprehend fiction of cultural significance. Universal themes transcend time and culture, capturing an essential aspect of the human condition or experience. Connect themes in a text of cultural or historical significance to all people, acknowledging universal themes. Connect a common universal theme or themes present in two or more texts. Format a document using MLA guidelines. Effectively use digital resources to write and/or to enhance a presentation.
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).	**KEY TERMS:** historical context, author's craft, genre, universal theme, allusion	

Unit V: Great Works of Literature: Universal Themes

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.5/11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or info. W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. SL.9-10.1/11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		

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Unit V: Great Works of Literature: Universal Themes

SL.9-10.4/11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. L.9-10.1/11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2/11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

Unit V: Great Works of Literature: Universal Themes

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. L.9-10.6/11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

ASSESSMENT EVIDENCE: Students will show their learning by:

- Explaining the universal theme.
- Examining the development of a character.
- Summarizing the plot and clearly stating the impact of the resolution.
- Presenting concepts or key themes addressed in one of the texts read during the course of the year.

KEY LEARNING EVENTS AND INSTRUCTION:

- Diagram a timeline / Freytag's Pyramid.
- Discuss the cultural context of the work.
- Read background articles or current events that relate historically or thematically to a work of fiction.
- Examine passages and make inferences about character motive, underlying meanings, and author's purpose.
- Select textual evidence to support a statement about the text.
- Creating a presentation about a concept or key theme addressed in one of the texts, or as a comparison to texts read throughout the year.

SUGGESTED TIME ALLOTMENT	**8 weeks**

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Unit V: Great Works of Literature: Universal Themes

| SUPPLEMENTAL UNIT RESOURCES | **Suggested works / authors (adapted texts):**
Shakespeare
Charles Dickens
Jane Austen
Edgar Alan Poe
Mary Shelley
Hawthorne
Harper Lee
Charlotte Bronte

Consider for interpreting multiple interpretations of a story:
Hamlet = Lion King
Romeo and Juliet = Gnomeo and Juliet
West Side Story
*Warm Bodie*s |

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APPENDIX A
WIDA Can Do Descriptors

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., "These are polygons.") • Identify resources, places, products, figures from oral statements, and visuals	• Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions	• Evaluate information in social and academic conversations • Distinguish main ideas from supporting points in oral, content-related discourse • Use learning strategies described orally • Categorize content-based examples described orally	• Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related tasks or assignments based on oral discourse • Categorize examples of genres read aloud • Compare traits based on visuals and oral descriptions using specific and some technical language	• Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly	**Level 6 - Reaching**
SPEAKING	• Answer yes/no or choice questions within context of lessons or personal experiences • Provide identifying information about self • Name everyday objects and pre-taught vocabulary • Repeat words, short phrases, memorized chunks of language	• Describe persons, places, events, or objects • Ask WH- questions to clarify meaning • Give features of content-based material (e.g., time periods) • Characterize issues, situations, regions shown in illustrations	• Suggest ways to resolve issues or pose solutions • Compare/contrast features, traits, characteristics using general and some specific language • Sequence processes, cycles, procedures, or events • Conduct interviews or gather information through oral interaction • Estimate, make predictions or pose hypotheses from models	• Take a stance and use evidence to defend it • Explain content-related issues and concepts • Compare and contrast points of view • Analyze and share pros and cons of choices • Use and respond to gossip, slang, and idiomatic expressions • Use speaking strategies (e.g., circumlocution)	• Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") • Negotiate meaning in pairs or group discussions	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match visual representations to words/phrases • Read everyday signs, symbols, schedules, and school-related words/phrases • Respond to WH- questions related to illustrated text • Use references (e.g., picture dictionaries, bilingual glossaries, technology)	• Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) • Classify or organize information presented in visuals or graphs • Follow multi-step instructions supported by visuals or data • Match sentence-level descriptions to visual representations • Compare content-related features in visuals and graphics • Locate main ideas in a series of related sentences	• Apply multiple meanings of words/phrases to social and academic contexts • Identify topic sentences or main ideas and details in paragraphs • Answer questions about explicit information in texts • Differentiate between fact and opinion in text • Order paragraphs or sequence information within paragraphs	• Compare/contrast authors' points of view, characters, information, or events • Interpret visually- or graphically-supported information • Infer meaning from text • Match cause to effect • Evaluate usefulness of data or information supported visually or graphically	• Interpret grade-level literature • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material • Identify evidence of bias and credibility of source	**Level 6 - Reaching**
WRITING	• Label content-related diagrams, pictures from word/phrase banks • Provide personal information on forms read orally • Produce short answer responses to oral questions with visual support • Supply missing words in short sentences	• Make content-related lists of words, phrases, or expressions • Take notes using graphic organizers or models • Formulate yes/no, choice and WH- questions from models • Correspond for social purposes (e.g., memos, e-mails, notes)	• Complete reports from templates • Compose short narrative and expository pieces • Outline ideas and details using graphic organizers • Compare and reflect on performance against criteria (e.g., rubrics)	• Summarize content-related notes from lectures or text • Revise work based on narrative or oral feedback • Compose narrative and expository text for a variety of purposes • Justify or defend ideas and opinions • Produce content-related reports	• Produce research reports from multiple sources • Create original pieces that represent the use of a variety of genres and discourses • Critique, peer-edit and make recommendations on others' writing from rubrics • Explain, with details, phenomena, processes, procedures	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

APPENDIX B
Additional Resources

SAY MEAN MATTER CHART

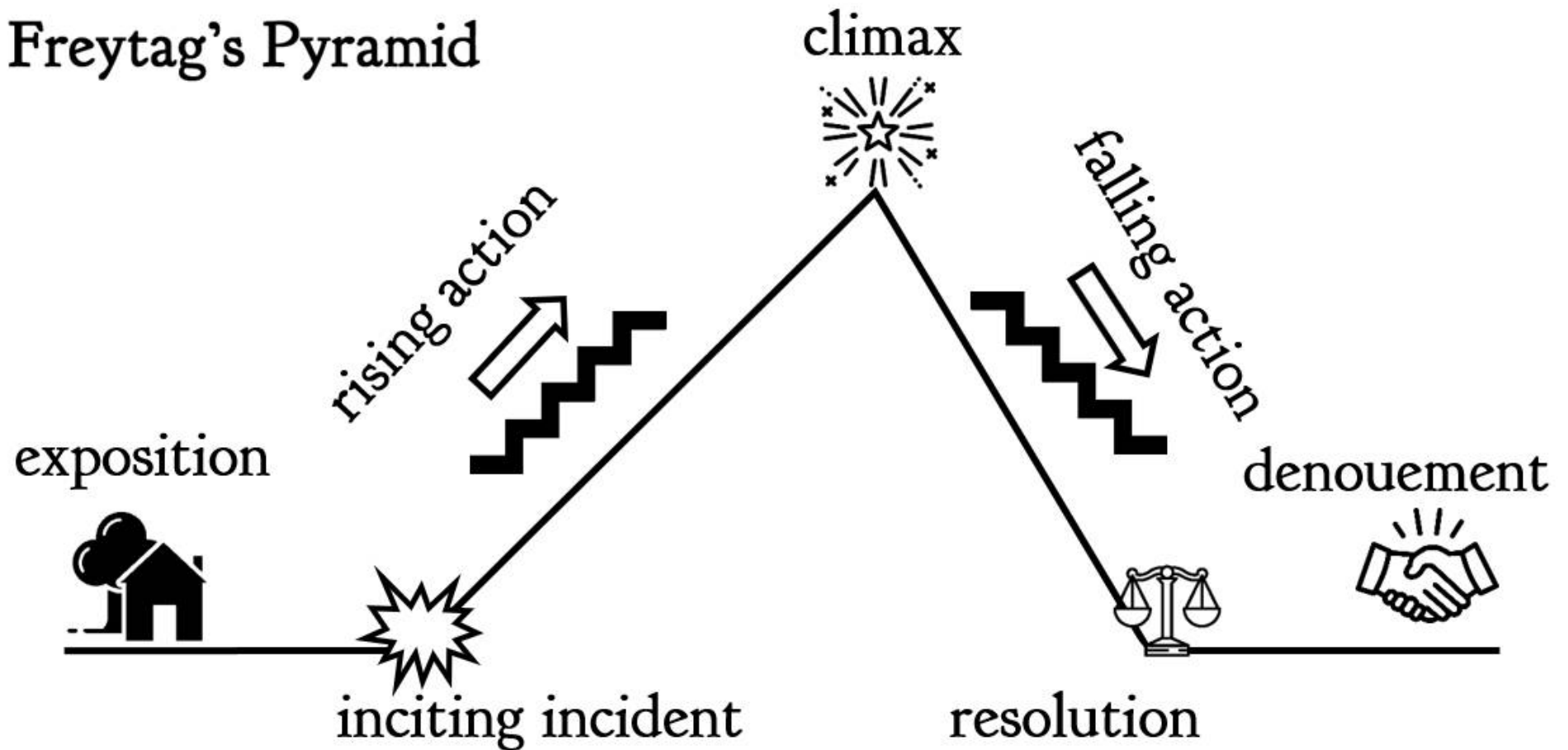| SAY - quotation with citation	Mean – this means / explain meaning in the context of the passage	Matters - this matters because...Explain the underlying implications, inferences, impact on development of character of theme, etc.
" insert quotation here" (221).	At this point in the text.... This interaction shows....	This matters because... This reveals.... The author made the choice to___ in order to__

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Literary Element	Line from text	Impact on meaning
Simile	"Like a firework / Watch your colors burst"	This compares a person to a firework, full of potential and beauty. The same way a firework flies into the air, a person can have a lot of potential in their life to rise higher or to grow. The colors of the firework represent all of the beauty as well as the different parts of a person's personality.

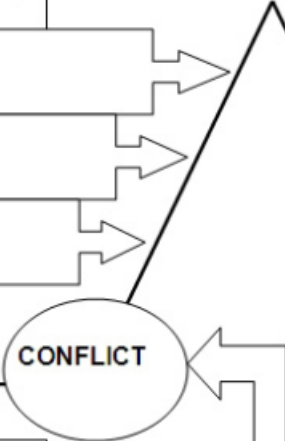Resource for Transitional Phrases, sequence of events, etc. https://writingcenter.ashford.edu/transitional-phrases

Freytag's Pyramid

https://images.app.goo.gl/nMGnLGhufpWhim2H6

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