

Lawrence High School

ESL 4

Organization:

The purpose of this document is to offer instructional guidelines and a scope and sequence for teaching English as a Second Language (ESL) courses. While the Massachusetts English Language Arts Curriculum Frameworks serve as the foundational document, we have also included curriculum objectives that aim to develop English communicative competency for social and instructional language (ELD Standard 1 WIDA), academic language and skills necessary for successful achievement in grade level content area instruction (WIDA ELD Standards 2-5). The curriculum documents are organized into six to eight units of study, with dates provided to guide the pacing of the unit. The intention of the document is not to dictate all that teachers teach, or how teachers teach. It is the expectation that teachers will adhere to the minimum requirements for the sake of consistency and cohesion in the delivery of the MA ELA Standards, but that they will also feel free to use the documents as the starting point for their own unit and lesson development. Teachers are further encouraged to tailor the units and themes to the specific needs of their students and theme of their school.

Instructional Principles

Because English language learners need to be successful in school, and ultimately in the world outside of school, they must be able to use English to accomplish their personal, social, academic, and career goals with the same proficiency as their native English speaking peers. English as a Second Language (ESL) instruction is designed to help students acquire the language necessary to meet those goals. Comprehensive ESL instruction addresses these needs by providing classroom activities in which students learn to use and understand English in a wide variety of academic and social settings.

The content of ESL instruction is the English language. ESL is direct, explicit instruction about the English language that provides a systematic and developmentally appropriate approach to teaching the major language modes of listening, speaking, reading and writing. Instruction in an ESL class provides opportunities for learners to acquire the language necessary to communicate in both social and academic settings. In addition, ESL instruction focuses as well on the cultural aspects and pragmatics of learning the language of their adopted country while building on the cultural background and prior knowledge of the students.

English as a Second Language courses are designed to help students whose first language is not English to acquire native-like levels of proficiency in both social and academic English. This proficiency is acquired through a systematic and developmentally appropriate approach to teaching the major language modes of listening, speaking, reading and writing. ESL instruction involves explicit teaching of social and academic English through ESL techniques. In addition, ESL instruction gives learners the tools to apply their newly acquired language in a culturally appropriate way. Because English language learners need to be successful in school, and ultimately in the world outside school, they must be able to use English to accomplish their personal, social, academic, and career goals with the same proficiency as their native English speaking peers. Comprehensive ESL instruction addresses these needs by providing classroom activities in which students learn to use and understand English in a wide variety of academic and social settings.

The ESL curriculum assumes curriculum features will be implemented in formal ESL instruction based on several principles.

- A. Classroom instruction should integrate effective ESL instructional approaches such as: Language Experience Approach, Cognitive Academic Language Learning Approach (CALLA), Content-Based ESL, Cooperative Learning, Language Across the Curriculum, and Integrated Thematic Instruction. These methods reflect valid theoretical assumptions of how ELLs acquire and learn a second language. They are also appropriate teaching strategies for assisting or accelerating the language learning process.
- B. The curriculum assumes that all lessons and units follow the “gradual release of responsibility” model i.e. “I do. We do. You do.”(introducing, developing, practicing and applying linguistic features, communication strategies and language

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skills.) Thus, classroom activities will continuously review and use linguistic forms and language skills in new topics and new language experiences.

- C. Language is best learned through interaction in meaningful contexts and intellectually challenging activities. Lessons should integrate appropriate grade-level content area topics and themes. Emphasis upon the learning of grammatical rules, the overcorrection of linguistic errors, and drilling of linguistic patterns to develop automatic responses are not effective in accelerating communicative competence or academic cognitive competence. (Brown, 2007)
- D. Focus on understanding and using grammatical rules accurately should be taught within the context of teaching writing, where students have the time to monitor and correct their output.
- E. The curriculum assumes that features from the four language domains are clustered naturally and appropriately. The aim is to introduce and develop language forms and skills in a manner that duplicates, as closely as possible, the natural language experience of the social and academic setting. Recommended thematic strands are included in each proficiency level. (Gottlieb and Hamayan, 2007)
- F. All lessons, or review lessons are introduced with reading comprehension, listening, and speaking activities. Instruction must be consistent, well organized, well planned, and appropriate to the proficiency level and age of the students.
- G. Lessons should take into consideration the cultural background and prior knowledge of the students. Lessons that link students' prior learning and experiences provide scaffolding for learning new material and concepts. (Escamilla and Hopewell, 2010; Goldenberg and Coleman, 2010)
- H. Teachers use a wide-range of visual materials, supplementary materials, and hands-on activities to reinforce reading comprehension, listening, and speaking skill development.
- I. Students are introduced to a variety of teaching styles and instructional media and technology. Paper and pencil activities should not be the only method of learning.
- J. Assessment of language development should be an ongoing process that informs instruction and addresses the linguistic needs of the students. Teachers should use a variety of informal and formal assessments to gauge and document the progress of students.

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<p>Unit 1</p>	<p>August 21 – September 27 Language</p>
<p>Essential Questions:</p>	<p>Why is it important to feel connected to other people? How do we use other languages we know to help us learn English?</p>
<p>MA ELA Standards</p>	<p>RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>MA.8.A: Relate a work of fiction, poetry, or drama to the seminal ideas of its time.</p> <p>RI3: 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.</p> <p>RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI3: 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.</p> <p>W2: 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.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

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Concepts and Skills	Topics	Skills/Language Functions	Grammar	Cultural Connections
	<p>Communication</p> <p>Academic Success</p> <p>Languages</p> <p>Word Origins</p>	<p>Make predictions and confirm predictions</p> <p>Restate an opinion in student’s own words</p> <p>Identifying loanwords</p> <p>Reading</p> <p>Relate your own experiences to a reading</p> <p>Identify plot events</p> <p>Identify setting</p> <p>Recognize and use Greek and Latin root words</p> <p>Identify theme of a reading</p> <p>Summarize a reading</p> <p>Identify point of view in a reading</p> <p>Analyze figurative language</p> <p>Writing</p> <p>Narrative Writing</p> <p>Write a response to literature</p> <p>Write a poem</p>	<p>Subject-verb agreement in the Present Tense</p> <p>Distinguish among You’re/Your/Its/It’s</p> <p>Simple Past Tense</p> <p>Proper Nouns</p> <p>Noun/Pronoun agreement</p> <p>Possessive Nouns, Pronouns, and Adjectives</p>	<p>Linguistic Identity</p> <p>Connections between language and culture</p>

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Content Objectives**Students will:**

- Explain the key elements of successful communication and identify ways to communicate effectively
- Identify effective learning strategies and apply them in writing
- Relate personal experiences to a reading
- Analyze the features of an autobiographical short story, informational text, and a lyric poem
- Determine the main idea in various readings
- Identify point of view in a work of literature
- Analyze word roots to determine meanings and identify word origins in various words
- Identify visual aids in a text and explain how they increase comprehension
- Use phrases for conversation during class discussion
- Analyze figurative language used in poetry and explain how it enhances the reading
- Identify subject -verb agreement in statements in the present tense
- Distinguish among the homophones you're/your/it's/its/their/there/they're
- Recognize and differentiate between irregular and regular simple past tense verbs
- Differentiate among possessive nouns, possessive pronouns and possessive adjectives and explain their usage
- Distinguish between common and proper nouns and explain the spelling rules for proper nouns
- Evaluate noun/pronoun agreement in various sentences
- Compare and contrast the features of an informational text and an autobiographical short story
- Compare and contrast the features of an informational text and a lyric poem
- Create a personal narrative
- Create a lyric poem
- Create a response to literature

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Assessments/ Products	<p><u>Listening</u> Routine Dictation: Students will take dictations based on target vocabulary from the unit.</p> <p><u>Listening and Speaking</u> Make a Presentation About Word Origins <i>Prompt: Choose a topic and make a presentation about English words related to that topic that come from other languages.</i></p> <p><u>Reading</u> End-of-Unit Reading Assessment</p> <p>Analyze Persuasive Language in Advertisement <i>Prompt: Look at various types of advertisements. Look at the words and phrases used in the advertisements. What is the advertisement trying to persuade me to do? Make a chart to evaluate the advertisement.</i></p> <p><u>Writing</u></p> <p>Routine Writing: Students should engage in daily writing assignments through note taking, Do Nows, Exit Slips, Reading Comprehension Questions, homework assignments and other classroom activities. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Personal Narrative <i>Prompt: In “Making Connections” Panchito learned a lot about himself. In a well developed composition tell the story of a time you learned something about yourself. Tell the events in order. Then describe what you learned about yourself. Include the use of simple present tense to make the story active.</i></p> <p>Response to Literature <i>Prompt: In “Making Connections” you read about a character who discovered a book that was meaningful to him. Write a response to literature essay about a book that is meaningful to you. Write your response to literature essay in the present tense.</i></p> <p>Poetry <i>Prompt: Think of something that is important to you such as an item that has a significant history. Write a poem about it using personification and vivid words and phrases to describe the item. Include complete sentences within your poem.</i></p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming.</p>
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Texts	<p>Milestones Level C <i>Making Connections</i> by Francisco Jimenez <i>Words Around the World</i> by Carla Meskill <i>Mathematically Speaking</i> <i>The Mosaic of English</i> by Jennifer Trujillo</p> <p>Supplementary Texts <i>Breaking Through</i> by Francisco Jimenez <i>Sweet Words So Brave: The Story of African American Literature</i> by Barbara K. Curry <i>Locomotion</i> by Jacqueline Woodson <i>The Music of Dolphins</i> by Karen Hesse <i>The Ink Drinker</i> by Eric Sanvoisin</p>
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<p>Unit 2</p>	<p>September 30 – November 1 (Term 1 Ends October 25) Transitions</p>
<p>Essential Questions:</p>	<p>How are transitions a part of life? What qualities does a person need to face an important transition in life?</p>
<p>MA ELA Standards</p>	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says.</p> <p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative meanings.</p> <p>RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>.</p> <p>SL4: Present information, findings, and supporting evidence clearly, concisely, and logically.</p> <p>SL5: Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings.</p> <p>RL6: 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.</p> <p>RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time create such effects as mystery, tension, or surprise.</p> <p>RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>MA.8.A: Relate a work of fiction, poetry, to the seminal ideas of its time.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

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Concepts and Skills	Topics	Skills/Language Functions	Grammar	Cultural Connections
	Change Transitions Overcoming Transitions Proverbs	Determine appropriate phrases for conversation Distinguish among various heteronyms Reading Identify main idea Identify cause and effect Compare and contrast various readings Analyze multiple meaning words Writing Apply transitional phrases rules Create a thesis statement	Adjectives and Adverbs Comparatives and Superlatives Simple Past Tense Present Progressive Past Progressive	Transitioning to a new culture
Content Objectives	Students will: Explain the intended meaning of common proverbs Analyze and compare American proverbs and proverbs from students' home countries Analyze transitional phrases and apply transitional phrases rules to writing Evaluate common characteristics of people overcoming a time of transition Determine individual meanings of multiple meaning words using context clues Identify and differentiate between present progressive and past progressive			

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	<p>Determine main idea of a text and identify the tone of a reading</p> <p>Identify cause and effect in a reading</p> <p>Compare and contrast characters from two readings</p>
<p>Assessments/ Products</p>	<p><u>Listening</u> Routine Dictation: Students will take dictations based on target vocabulary from the unit.</p> <p><u>Listening and Speaking</u> Respond to Literature <i>Prompt: Discuss a transition you read about in one of the readings in this unit. Decide, based on the text, what the author thinks about transitions. Share what you learned with the class.</i></p> <p><u>Reading</u> End-of-Unit Reading Assessment</p> <p>Analyze the Passing of Time in Movies and Television <i>Prompt: Choose a film or a TV show that you like to watch. As you watch, pay attention to how you know the time has passed in the action. Report back to your class and describe how you know the time has passed.</i></p> <p><u>Writing</u></p> <p>Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Descriptive Essay <i>Prompt: Write an essay that describes a painting. Include a thesis statement in your writing. Identify details in the painting that support your interpretation of the art. Use present and past progressive verb tenses in your writing.</i></p> <p>Short Story <i>Prompt: Write a short story about someone your age who accepts a new responsibility. How does the person change because of the new responsibility?</i></p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming.</p>

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Texts	<p>Behind the Mountains (excerpt)-Edwidge Danticat Changes of State Are Physical Changes Crisis of Government- Gina DeAngleis A Shot At It (excerpt)-Esmeralda Santiago</p> <p>Suggested Supplementary Reading/Materials:</p> <p>Behind the Mountains- Edwidge Danticat, Orchard Books, 2002 When I Was Puerto Rican: A Memoir- Esmeralda Santiago, Da Capo Press, 2006 Johnny Tremain-Esther Forbes, Houghton Mifflin, 1943 Anna of Byzantium- Tracy Barret, Delacorte Press, 1999 Flowers for Algernon-Daniel Keyes, Harcaourt Brace, 1987 *See list of supplementary titles in the appendix for additional titles</p>
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<p>Unit 3</p>	<p>November 4 – December 20 Choices</p>
<p>Essential Questions</p>	<p>What kinds of choices are we faced with in our daily lives? How do the choices we make affect our present and future?</p>
<p>MA ELA Standards</p>	<p>RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL3: 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.</p> <p>RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>MA.8.A: Relate a work of fiction, poetry, to the seminal ideas of its time.</p> <p>RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI5: 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).</p> <p>RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>W2: 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.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly</p> <p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues building on others’ ideas.</p>

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SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings.

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.

W2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

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Concepts and Skills	Topics	Skills/Language Functions	Grammar	Cultural Connections
	<p>Making Choices</p> <p>Relationships with Family Members</p> <p>Instinctive and Learned Behaviors</p> <p>Abolitionists</p>	<p>Draw conclusions</p> <p>Words with same meaning but different spelling</p> <p>Using commas, semicolons and colons</p> <p>Phrases for conversation: reacting to a story</p> <p>Idioms</p> <p>Phrases for conversation: Discussing a poem</p> <p>Reading</p> <p>Asking questions while reading</p> <p>Plot</p> <p>Reading aloud with emotion</p> <p>Chronological order</p> <p>Reading a poem aloud</p> <p>Writing</p> <p>Writing a short story</p> <p>Expository writing</p> <p>Varying writing styles</p>	<p>Conjunctions</p> <p>Using conjunctions to form compound sentences</p> <p>Compound-complex sentences</p>	<p>Relationships with grandparents or elder family members</p> <p>Cultural behavioral norms in America vs. student’s home culture</p> <p>Cultural symbols</p> <p>Immersion into American culture (responding to the question, “Are you American?”)</p>

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Content Objectives**Students will:**

- Use context clues from a text to draw conclusions
- Define and practice using vocabulary and academic vocabulary
- Ask questions as a reading strategy
- Identify elements of the short story genre
- Recall facts and evaluate evidence to answer reading comprehension questions.
- Use graphic organizers to identify elements of plot
- Explain and understand figurative language
- Compare and contrast two or more texts
- Echo teacher when reading texts to practice pronunciation
- Use sentence frames to tell a story.
- Use context clues and prior knowledge to understand and explain idioms.
- Combine simple sentences using conjunctions to form complex sentences
- Analyze an author's purpose
- Recognize and describe elements of poetry
- Write compound-complex sentences

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Assessments/ Products	<p><u>Listening</u> Routine Dictation: Students will take dictations based on target vocabulary from the unit.</p> <p><u>Listening and Speaking</u> Deliver a Problem/Solution Presentation <i>Prompt: In a problem/solution presentation, you identify a problem, tell why it is a problem and suggest one or more solutions to the problem.</i></p> <p><u>Reading</u> End-of-Unit Reading Assessment</p> <p>Identify Persuasive Techniques in TV Advertisements <i>Prompt: View five advertisements on television. Identify which techniques are being used (celebrity endorsement, emotional appeal, hyperbole). Discuss the different persuasive techniques being used and any false or misleading claims the advertisements made.</i></p> <p><u>Writing</u></p> <p>Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Short Story <i>Prompt: Write a short story about a character who must make a choice about something. Your story should have an introduction, rising action, a climax, and a resolution. Include conjunctions and compound sentences in your story.</i></p> <p>Expository Essay <i>Prompt: Write an essay in which you describe the qualities of the two different styles of poetry in Unit 3 Chapter 2. Give examples of each style. Use examples from the poems in this chapter and examples that you make p yourself. Use complex sentences and at least one compound-complex sentence.</i></p> <p>Persuasive Essay <i>Prompt: Many schools have dress codes. They set rules for what students are allowed to wear. Do you think a dress code is a good or bad idea for your school? Write a persuasive essay to convince readers to agree with your position.</i></p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming.</p>
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Texts	<p>Milestones Level C An hour with Abuelo by Judith Ortiz Cofer It's a Math World for Animals by Emily Sohn The Dred Scott Decision by Brendan January The Road Not Taken by Robert Frost Saying Yes by Diana Chang</p> <p>Suggested Supplemental Reading: An Island Like You: Stories of the Barrio by Judith Ortiz Cofer The Dred Scott Decision by Brendan January The Poetry of Robert Frost Ties That Bind, Ties That Break: A Novel by Lensey Namioka Tug of War by Joan Lingard</p>
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Unit 4	January 6 – February 14 (Term 2 Ends January 10) Cultures and Traditions
Essential Questions:	What can we learn by studying the customs and traditions of other people? How do the stories we tell reflect our culture?
MA ELA Standards	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly.</p> <p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> building on others’ ideas.</p> <p>SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.</p> <p>SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s).</p> <p>W1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both.</p> <p>RI3: 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.</p>

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	<p>RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI5: 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).</p> <p>RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RL6: 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</p>			
<p>Concepts and Skills</p>	<p>Topics</p> <p>Cultures and Traditions Dining Customs Mathematics and Art Celebrations</p>	<p>Skills/Language Functions</p> <p>Distinguish fact and opinion Using a dictionary Punctuating dialogue Capital letters Phrases for conversation Giving a demonstration Using visual aids in a presentation Sentence punctuation Classifying sentences by purpose (declarative, interrogative, exclamatory, imperative)</p> <p>Reading Frequently confused words Make inferences Visualize Scanning for information</p>	<p>Grammar</p> <p>Prepositional phrases Appositives Indefinite pronouns Interjections</p>	<p>Cultural Connections</p> <p>American dining customs and eating traditions vs. student’s home culture Traditional Art Forms Traditional holidays Legends</p>

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		<p>Writing</p> <p>Write a short story</p> <p>Write an informative essay</p> <p>Write an autobiographical narrative</p>		
<p>Content Objectives</p>	<p>Students will:</p> <p>Make inferences as a reading strategy</p> <p>Write a present a demonstration speech</p> <p>Recognize appositives</p> <p>Use prepositional phrases</p> <p>Define and use vocabulary and academic vocabulary</p> <p>Identify the setting of a text</p> <p>Identify and analyze figurative writing including simile, metaphor, hyperbole, and onomatopoeia</p> <p>Recognize cause and effect</p> <p>Use visualization as a reading strategy</p> <p>Compare and contrast two or more texts</p> <p>Distinguish and identify facts and opinions</p> <p>Give a presentation using visual aids</p> <p>Define and use indefinite pronouns</p> <p>Identify the purpose of a sentence</p>			

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Assessments/ Products	<p><u>Listening</u> Routine Dictation: Students will take dictations based on target vocabulary from the unit.</p> <p><u>Listening and Speaking</u> Deliver an Informative Presentation <i>Prompt: When you give an informative presentation, you give your audience facts about a topic and explain these facts using details and examples. You will deliver an informative presentation about how one culture celebrates the start of a new year.</i></p> <p><u>Reading</u> End-of-Unit Reading Assessment</p> <p>Evaluate an Editorial <i>Prompt: Find a few different newspapers in your library. Look for an editorial in each newspaper. Choose an editorial on a topic that interests you. What opinion does the writer express? What reasons does the writer give for his or her opinion? Does the writer give enough evidence to support this opinion? Were you persuaded by the editorial?</i></p> <p><u>Writing</u> Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Autobiographical Narrative <i>Prompt: Write an autobiographical narrative about a time you experienced a custom from another culture.</i></p> <p>Informative Essay <i>Prompt: Think about a holiday you celebrate and research information about it. Then write a three-paragraph essay about the holiday.</i></p> <p>Short Story <i>Prompt: Write a short story about a funny event from your own life. Use onomatopoeia, metaphor, and hyperbole. Also use at least one prepositional phrase and one appositive.</i></p> <p>Final Assessment</p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming.</p>
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Texts	<p>Milestones Level C The All-American Slurp by Lensey Namioka Mathematics and Origami by Theoni Pappas Celebrating Cinco de Mayo by James Garcia Legend of the Dreamcatcher</p> <p>Suggested Supplemental Reading: Cinco de Mayo: A Mexican Holiday about Unity and Pride by James Garcia Motherland: A Novel by Vineeta Vijayaraghavan Ashanti to Zulu: African Traditions by Margaret Musgrove Celebrating a Quinceanera: A Latina's 15th Birthday Celebration by Diane Hoyt-Goldsmith Rio Grande Stories by Carolyn Meyer.</p> <p>*See list of supplementary titles in the appendix for titles</p>
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Unit 5	February 24 – April 11 (Term 3 Ends March 25) Making a Difference
Essential Questions:	What kind of reward do you get when you help someone in need? Is the reward worth the effort? When you do something good for another person, are you also doing something good for yourself?
MA ELA Standards	<p>RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL3: 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.</p> <p>RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL6: 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.</p> <p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL&RI4: 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).</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link</p>

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	<p>to other information and to display information flexibly and dynamically.</p> <p>W1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s).</p> <p>W1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both.</p> <p>SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issue</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL5: 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.</p>			
<p>Concepts and Skills</p>	<p>Topics</p> <p>Types of Community Service Volunteering Significant Inventions</p>	<p>Skills/Language Functions</p> <p>Discuss idioms and hyperbole Use a thesaurus to identify synonyms Word Order</p> <p>Reading</p> <p>Create mental images Analyze text evidence Analyze text structure Recognize author’s style</p> <p>Writing</p> <p>Write a Business Letter Write a Response to Literature</p>	<p>Grammar</p> <p>Present Perfect Tense Past Perfect Tense Future Perfect Tense Verbals: Infinitives, gerunds, and participles</p>	<p>Cultural Connections</p> <p>Types of Community Service Volunteering in another country American expectations of community service vs. student’s home culture</p>

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		<p>Write an Autobiographical Narrative Create a Script for a Radio Advertisement Write a Research Report</p>		
<p>Content Objectives</p>	<p>Students will: Describe mental images Analyze text evidence Discuss idioms and hyperbole Use present, past, and future perfect tenses Write a business letter Identify distinguishing text features of a novel Read an excerpt from a novel Identify distinguishing features of an informational text (brochure) Analyze text structure Recognize author’s style Give a persuasive speech Use verbals Write a response to literature Identify distinguishing features of a magazine article Compare and contrast features of readings Present an oral autobiographical narrative about helping someone Create a script for a radio advertisement about a local charity Write a research report about a historical figure who has made a difference in the world</p>			

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Assessments/ Products	<p><u>Listening</u> Routine Dictation: Students will take dictations based on target vocabulary from the unit.</p> <p><u>Listening and Speaking</u> Present an Autobiographical Narrative <i>Prompt: An autobiographical narrative is a story you tell from your own life. You will present an oral autobiographical narrative about a time when you helped someone or when someone helped you.</i></p> <p><u>Reading</u> End-of-Unit Reading Assessment</p> <p>Create a Script for a Radio Advertisement <i>Prompt: Find out about charities in your community. Use resources such as phone books, newspapers or the internet to find local charities. Choose a charity that interests you and find out more about the charity. Write a script based on what you learned about the charity and persuade students to volunteer for the charity.</i></p> <p><u>Writing</u> Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Write a Business Letter <i>Prompt: Write a business letter to City Year asking the organization for more information about their programs. Include information about yourself and the kinds of work you would like to do in your community. Use a business letter format. Include present, past, or future perfect tenses in your letter.</i></p> <p>Write a Response to Literature <i>Prompt: Write a response to literature essay that analyzes the writing style of John F. Kennedy. Then compare his writing style to your own. Use infinitives, gerunds, and participles in your essay.</i></p> <p>Write a Research Report <i>Prompt: Choose a historical figure who has made a difference in the world. Research the person's life and work. Write a research report telling about the person's life and how he or she made a difference in the world.</i></p>
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Texts	<p>Short Works of Literature</p> <p><i>Code Talker</i> by Joseph Bruchac <i>“City Year”</i> <i>Community Service</i> by Chris Jozefowicz <i>“Inaugural Address”</i> (abridged) by John F. Kennedy</p> <p>Suggested Supplemental Reading/Materials:</p> <p>Code Talker by Joseph Bruchac Through My Eyes by Ruby Bridges Snow Goose by Paul Gallico Promises to the Dead by Mary Downing Hahn Journey for Peace: The Story of Rigoberta Menchu by Marlene Brill George Washington by Marian Leighton *See list of supplementary titles in the appendix for additional titles</p>
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Unit 6	April 21 – June 17 Leadership
Essential Questions:	What does it mean to be a leader? What qualities must a good leader have? What can a really good leader teach you?
MA ELA Standards	<p>RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI5: 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).</p> <p>RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>RI9: Analyze seminal U.S. 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”), including how they address related themes and concepts.</p> <p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL&RI4: 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.</p> <p>W2: 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</p> <p>W7: 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.</p> <p>W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

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W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns

SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL5: 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.

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Concepts and Skills	<p>Topics</p> <p>Famous Leaders</p> <p>Fighting for a Cause</p> <p>Equal Rights</p> <p>Underground Railroad</p>	<p>Skills/Language Functions</p> <p>Distinguish fact from opinion</p> <p>Recognize imagery</p> <p>Give a persuasive speech Understand workplace documents</p> <p>Identify similes</p> <p>Recognize purpose and audience</p> <p>Reading</p> <p>Analyze Character</p> <p>Identify the main idea</p> <p>Writing</p> <p>Write a persuasive essay Write a research essay about a historical period</p> <p>Write a response to literature</p>	<p>Grammar</p> <p>Conditional Clauses</p> <p>Avoiding subject and verb shifts in writing</p> <p>Active and Passive Voice</p>	<p>Cultural Connections</p> <p>Historical leaders</p> <p>Equality</p> <p>Revolutions</p>

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Content Objectives	<p>Students will:</p> <p>Analyze character by examining dialogue in a story</p> <p>Justify an opinion by citing evidence from the text</p> <p>Identify the distinguishing features of a novel</p> <p>Identify figurative language used in a story</p> <p>Create similes that describe characters and setting in “Iqbal”</p> <p>Identify the distinguishing features of a social studies textbook</p> <p>Identify the main idea in a piece of writing</p> <p>Identify causes leading to the formation of the United States Farm Workers Union</p> <p>Read primary source material about the United States Farm Workers Union</p> <p>Give a research presentation about a leader who inspires you</p> <p>Change verbs into nouns by adding the suffix –ion</p> <p>Use conditional clauses in writing to express a real or possible situation in the present or in the future</p> <p>Write a persuasive essay about the importance of leading others</p> <p>Distinguish fact from opinion in various readings by citing factual proof and clue words that indicate opinions (<i>think, feel, best, worst, believe</i>)</p> <p>Recognize imagery used in writing</p> <p>Identify distinguishing features of a newspaper article</p> <p>Identify purpose and audience in readings</p> <p>Identify distinguishing features of a historical novel</p> <p>Compare and contrast features of a newspaper article and a historical novel</p> <p>Role play an interview between a modern-day journalist and a runaway slave</p> <p>Identify and form derivatives</p> <p>Use consistent subject and verb tenses in writing</p> <p>Identify the active and passive voice in writing and change sentences from the passive voice to the active voice</p>
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	<p>Write a research essay about a historical period citing primary sources</p>
<p>Assessments/ Products</p>	<p><u>Listening</u> Routine Dictation: Students will take dictations based on target vocabulary from the unit.</p> <p><u>Listening and Speaking</u> Give a Persuasive Speech <i>Prompt: Imagine you are running for president of your school’s student government. Write a speech telling why you believe you are the best candidate.</i></p> <p><u>Reading</u> End-of-Unit Reading Assessment</p> <p>Understand Workplace Documents <i>Prompt: Read the excerpt. Work with a group to determine what kind of information the excerpt gives, who the excerpt is written for and why are the directions in the excerpt important. (excerpt can be a memo, employee handbook, fire drill instructions, etc.)</i></p> <p><u>Writing</u> Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Write a Persuasive Essay <i>Prompt: Write an essay that persuades your readers of one way they can lead others and why it is important. Include conditional clauses.</i></p> <p>Write a Research Essay About a Historical Period <i>Prompt: Write a research essay about a historical period. Identify the era or time period and describe the clothing, transportation, and other details of daily life. Write an introduction, body and conclusion. Include quotations from a primary source. Use the active voice.</i></p> <p>Write a Response to Literature <i>Prompt: Choose a reading from Unit 6. Write an essay telling how the people in the reading showed qualities of leadership.</i></p> <p>Final Assessment</p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming.</p>
<p>Texts</p>	

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Short Works of Literature

Iqbal (excerpt) by Francesco D'Adamo

"The Equal Rights Struggle Expands"

"Science Olympiad"

"He's Teacher, Student and Cheerleader" by Eric Carpenter

Harriet Tubman: Conductor on the Underground Railroad (excerpt) by Ann Petry

Suggested Supplemental Reading/Materials:

Iqbal by Francesco D'Adamo

Harriet Tubman: Conductor on the Underground Railroad by Ann Petry

Indian Chiefs by Russell Freedman

The King's Swift Rider: A Novel on Robert the Bruce by Mollie Hunter

Saladin: Noble Prince of Islam by Diane Stanley

Martin Luther King, Jr. by Herb Boyd

***See list of supplementary titles in the appendix for titles**

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