Black Horse Pike Regional School District

580 Erial Road, Blackwood, NJ 08012

English as a Second Language Advanced Level

COURSE OF STUDY

World Language Department

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BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
Triton Regional High School
World Language Department

ENGLISH AS A SECOND LANGUAGE ADVANCED LEVEL
Grade 9-12

Course Description:

This is an advanced level course for English Language Learners who possess "expanding" or "bridging" proficiency levels as defined in the WIDA Consortium CAN DO Descriptors. Students in Advanced ESL will work to expand their linguistic complexity, vocabulary usage, and language control. The quality and quantity of their oral and written discourse and reading comprehension will increase in fluency. Engagement in fictional and nonfictional texts will compel students to exercise their abilities in the areas of pronunciation, listening, vocabulary knowledge, reading comprehension, speech, presentation, and writing.

Therefore, the following course objectives have been developed:

Listening: Students will interpret and process the oral discourse of native English spoken by their teacher and various media sources. Additionally, students will evaluate the English verbalized by the other non-native speakers in the class. They will have to focus on the speaker's message to comprehend its meaning and context, so that they may produce a meaningful response.

Speaking: Students will hone their speaking skills through structured conversations with their peers in which the target language is being applied. Different projects will culminate in oral presentations during which students will share information in a comprehensible delivery that strives to use proper tense, syntax, and lexicon.

Reading: Students will improve their reading comprehension by engaging in a variety of texts, including excerpts from non-fiction books, novels, short stories, poetry, newspaper articles and expository compositions. With the guidance and support from the teacher and peers, students will increase their proficiency in how to annotate, make inferences, synthesize, and recognize themes, central ideas and supporting evidence. Using these strategies and others, students will be able to comprehend more complex bodies of text as well as expand their lexicon.

Writing: Students will work toward mastering simple and complicated tenses by means of writing compositions that vary in scope and purpose. Daily, students will practice advanced grammar structures and new vocabulary. They will be asked to compose personal narratives, descriptions, reports, poems, and reflections. Students will learn the necessity of proofreading one's work to ensure the purpose is effectively addressed; the organization has order and structure; the fluency is fluid; and the mechanics, i.e. capitalization and punctuation, are strong.

Grading Scale:

Homework/Classwork	Minor Assessments	Major Assessments	Projects
20%	25%	40%	15%

Course Expectations and Skills:
1. Do your best to avoid missing school.
2. Get to class on time.
3. Bring your Chromebook to class, with the battery charged.
4. Complete assignments and projects by the due date.
5. While in class you are expected to pay attention and engage.
6. Practice and apply what you are learning at every opportunity.
7. Improve English skills in writing, reading, speaking and listening.
8. Engage in various types of English texts, including: short stories, informational and fiction.

Pacing Guide:
September—Unit 1 Serial Podcast
October—Unit 1Serial Podcast
November—Unit 2 College and Career
December—Unit 3 Animal Farm
January—Unit 3Animal Farm
February—Unit 4Holes
March—Unit 5 Short Stories
April—Unit 5 Short Stories
May—Unit 6 Informational Text
June—Unit 6 Informational Text

Common Core State Standards (ELA) with Anchors 9th-12th

<u>LA.9-10.CCSS.ELA-Literacy.R.9-10 - [Strand] - Reading</u>

<u>LA.9-10.CCSS.ELA-Literacy.RL.9-10 - Literature</u>

- Key Ideas and Details

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.9-10.CCSS.ELA-Literacy.RL.9-10.1 - [Grade Level Standard] - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.9-10.CCSS.ELA-Literacy.RL.9-10.2 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.3 - [Anchor Standard] - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.9-10.CCSS.ELA-Literacy.RL.9-10.3 - [Grade Level Standard] - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- Craft and Structure

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.9-10.CCSS.ELA-Literacy.RL.9-10.4 - [Grade Level Standard] - 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).

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.5 - [Anchor Standard] - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.9-10.CCSS.ELA-Literacy.RL.9-10.5 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.6 - [Anchor Standard] - Assess how point of view or purpose shapes the content and style of a text.

LA.9-10.CCSS.ELA-Literacy.RL.9-10.6 - [Grade Level Standard] - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

- Integration of Knowledge and Ideas

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LA.9-10.CCSS.ELA-Literacy.RL.9-10.7 - [Grade Level Standard] - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.8 - [Anchor Standard] - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LA.9-10.CCSS.ELA-Literacy.RL.9-10.8 - [Grade Level Standard] - (Not applicable to literature)

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.9 - [Anchor Standard] - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LA.9-10.CCSS.ELA-Literacy.RL.9-10.9 - [Grade Level Standard] - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

- Range of Reading and Level of Text Complexity

LA.9-10.CCSS.ELA-Literacy.CCRA.RL.10 - [Anchor Standard] - Read and comprehend complex literary and informational texts independently and proficiently.

LA.9-10.CCSS.ELA-Literacy.RL.9-10.10a - [Grade Level Standard] - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LA.9-10.CCSS.ELA-Literacy.RL.9-10.10b - [Grade Level Standard] - By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

LA.9-10.CCSS.ELA-Literacy.RI.9-10 - Informational Text

- Key Ideas and Details

LA.9-10.CCSS.ELA-Literacy.CCRA.RI.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.9-10.CCSS.ELA-Literacy.RI.9-10.1 - [Grade Level Standard] - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.9-10.CCSS.ELA-Literacy.CCRA.RI.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.9-10.CCSS.ELA-Literacy.RI.9-10.2 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.CCRA.RI.3 - [Anchor Standard] - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.9-10.CCSS.ELA-Literacy.RI.9-10.3 - [Grade Level Standard] - 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.

- Craft and Structure

LA.9-10.CCSS.ELA-Literacy.CCRA.RI.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.9-10.CCSS.ELA-Literacy.RI.9-10.4 - [Grade Level Standard] - 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).

LA.9-10.CCSS.ELA-Literacy.CCRA.RI.5 - [Anchor Standard] - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.9-10.CCSS.ELA-Literacy.RI.9-10.5 - [Grade Level Standard] - 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).

LA.9-10.CCSS.ELA-Literacy.CCRA.RI.6 - [Anchor Standard] - Assess how point of view or purpose shapes the content and style of a text.

LA.9-10.CCSS.ELA-Literacy.RI.9-10.6 - [Grade Level Standard] - 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.

- Integration of Knowledge and Ideas

LA.9-10.CCSS.ELA-Literacy.CCRA.RI.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LA.9-10.CCSS.ELA-Literacy.RI.9-10.7 - [Grade Level Standard] - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LA.9-10.CCSS.ELA-Literacy.CCRA.RI.8 - [Anchor Standard] - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LA.9-10.CCSS.ELA-Literacy.RI.9-10.8 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.CCRA.RI.9 - [Anchor Standard] - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LA.9-10.CCSS.ELA-Literacy.RI.9-10.9 - [Grade Level Standard] - 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.

- Range of Reading and Level of Text Complexity

LA.9-10.CCSS.ELA-Literacy.CCRA.RI.10 - [Anchor Standard] - Read and comprehend complex literary and informational texts independently and proficiently.

LA.9-10.CCSS.ELA-Literacy.RI.9-10.10a - [Grade Level Standard] - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LA.9-10.CCSS.ELA-Literacy.RI.9-10.10b - [Grade Level Standard] - By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

LA.9-10.CCSS.ELA-Literacy.W.9-10 - [Strand] - Writing

- Text Types and Purposes

LA.9-10.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.9-10.CCSS.ELA-Literacy.W.9-10.1 - [Grade Level Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.9-10.CCSS.ELA-Literacy.W.9-10.1a - 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.

LA.9-10.CCSS.ELA-Literacy.W.9-10.1b - 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.

LA.9-10.CCSS.ELA-Literacy.W.9-10.1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.9-10.CCSS.ELA-Literacy.W.9-10.1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LA.9-10.CCSS.ELA-Literacy.W.9-10.1e - Provide a concluding statement or section that follows from and supports the argument presented.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.9-10.CCSS.ELA-Literacy.W.9-10.2 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.W.9-10.2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.9-10.CCSS.ELA-Literacy.W.9-10.2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.9-10.CCSS.ELA-Literacy.W.9-10.2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LA.9-10.CCSS.ELA-Literacy.W.9-10.2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LA.9-10.CCSS.ELA-Literacy.W.9-10.2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LA.9-10.CCSS.ELA-Literacy.W.9-10.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LA.9-10.CCSS.ELA-Literacy.CCRA.W.3 - [Anchor Standard] - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.9-10.CCSS.ELA-Literacy.W.9-10.3 - [Grade Level Standard] - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.9-10.CCSS.ELA-Literacy.W.9-10.3a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LA.9-10.CCSS.ELA-Literacy.W.9-10.3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LA.9-10.CCSS.ELA-Literacy.W.9-10.3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

LA.9-10.CCSS.ELA-Literacy.W.9-10.3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LA.9-10.CCSS.ELA-Literacy.W.9-10.3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- Production and Distribution of Writing

LA.9-10.CCSS.ELA-Literacy.CCRA.W.4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.9-10.CCSS.ELA-Literacy.W.9-10.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.5 - [Anchor Standard] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.9-10.CCSS.ELA-Literacy.W.9-10.5 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.9-10.CCSS.ELA-Literacy.W.9-10.6 - [Grade Level Standard] - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- Research to Build and Present Knowledge

LA.9-10.CCSS.ELA-Literacy.CCRA.W.7 - [Anchor Standard] - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LA.9-10.CCSS.ELA-Literacy.W.9-10.7 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.8 - [Anchor Standard] - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LA.9-10.CCSS.ELA-Literacy.W.9-10.8 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.CCRA.W.9 - [Anchor Standard] - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.9-10.CCSS.ELA-Literacy.W.9-10.9 - [Grade Level Standard] - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.9-10.CCSS.ELA-Literacy.W.9-10.9a - Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

LA.9-10.CCSS.ELA-Literacy.W.9-10.9b - Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

- Range of Writing

LA.9-10.CCSS.ELA-Literacy.CCRA.W.10 - [Anchor Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.W.9-10.10 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.SL.9-10 - [Strand] - Speaking and Listening

- Comprehension and Collaboration

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.9-10.CCSS.ELA-Literacy.SL.9-10.1 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.SL.9-10.1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LA.9-10.CCSS.ELA-Literacy.SL.9-10.1b - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

LA.9-10.CCSS.ELA-Literacy.SL.9-10.1c - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LA.9-10.CCSS.ELA-Literacy.SL.9-10.1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.2 - [Anchor Standard] - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.9-10.CCSS.ELA-Literacy.SL.9-10.2 - [Grade Level Standard] - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.3 - [Anchor Standard] - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LA.9-10.CCSS.ELA-Literacy.SL.9-10.3 - [Grade Level Standard] - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- Presentation of Knowledge and Ideas

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.4 - [Anchor Standard] - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LA.9-10.CCSS.ELA-Literacy.SL.9-10.4 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.5 - [Anchor Standard] - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LA.9-10.CCSS.ELA-Literacy.SL.9-10.5 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.6 - [Anchor Standard] - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LA.9-10.CCSS.ELA-Literacy.SL.9-10.6 - [Grade Level Standard] - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LA.9-10.CCSS.ELA-Literacy.L.9-10 - [Strand] - Language

- Conventions of Standard English

LA.9-10.CCSS.ELA-Literacy.CCRA.L.1 - [Anchor Standard] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.9-10.CCSS.ELA-Literacy.L.9-10.1 - [Grade Level Standard] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.9-10.CCSS.ELA-Literacy.L.9-10.1a - Use parallel structure.

LA.9-10.CCSS.ELA-Literacy.L.9-10.1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LA.9-10.CCSS.ELA-Literacy.CCRA.L.2 - [Anchor Standard] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.9-10.CCSS.ELA-Literacy.L.9-10.2 - [Grade Level Standard] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.9-10.CCSS.ELA-Literacy.L.9-10.2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

LA.9-10.CCSS.ELA-Literacy.L.9-10.2b - Use a colon to introduce a list or quotation.

LA.9-10.CCSS.ELA-Literacy.L.9-10.2c - Spell correctly.

- Knowledge of Language

LA.9-10.CCSS.ELA-Literacy.CCRA.L.3 - [Anchor Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.L.9-10.3 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.L.9-10.3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

- Vocabulary Acquisition and Use

LA.9-10.CCSS.ELA-Literacy.CCRA.L.4 - [Anchor Standard] - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LA.9-10.CCSS.ELA-Literacy.L.9-10.4 - [Grade Level Standard] - 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.

LA.9-10.CCSS.ELA-Literacy.L.9-10.4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LA.9-10.CCSS.ELA-Literacy.L.9-10.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

LA.9-10.CCSS.ELA-Literacy.L.9-10.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

LA.9-10.CCSS.ELA-Literacy.L.9-10.4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LA.9-10.CCSS.ELA-Literacy.CCRA.L.5 - [Anchor Standard] - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.9-10.CCSS.ELA-Literacy.L.9-10.5 - [Grade Level Standard] - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.9-10.CCSS.ELA-Literacy.L.9-10.5a - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

LA.9-10.CCSS.ELA-Literacy.L.9-10.5b - Analyze nuances in the meaning of words with similar denotations.

LA.9-10.CCSS.ELA-Literacy.CCRA.L.6 - [Anchor Standard] - Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

LA.9-10.CCSS.ELA-Literacy.L.9-10.6 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.R.11-12 - [Strand] - Reading

LA.11-12.CCSS.ELA-Literacy.RL.11-12 - Literature

- Key Ideas and Details

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.11-12.CCSS.ELA-Literacy.RL.11-12.1 - [Grade Level Standard] - Cite strong and thorough textual evidence 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.11-12.CCSS.ELA-Literacy.RL.11-12.2 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3 - [Anchor Standard] - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.11-12.CCSS.ELA-Literacy.RL.11-12.3 - [Grade Level Standard] - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- Craft and Structure

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.11-12.CCSS.ELA-Literacy.RL.11-12.4 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5 - [Anchor Standard] - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.11-12.CCSS.ELA-Literacy.RL.11-12.5 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6 - [Anchor Standard] - Assess how point of view or purpose shapes the content and style of a text.

LA.11-12.CCSS.ELA-Literacy.RL.11-12.6 - [Grade Level Standard] - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- Integration of Knowledge and Ideas

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LA.11-12.CCSS.ELA-Literacy.RL.11-12.7 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8 - [Anchor Standard] - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LA.11-12.CCSS.ELA-Literacy.RL.11-12.8 - [Grade Level Standard] - (Not applicable to literature)

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9 - [Anchor Standard] - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LA.11-12.CCSS.ELA-Literacy.RL.11-12.9 - [Grade Level Standard] - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

- Range of Reading and Level of Text Complexity

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10 - [Anchor Standard] - Read and comprehend complex literary and informational texts independently and proficiently.

LA.11-12.CCSS.ELA-Literacy.RL.11-12.10a - [Grade Level Standard] - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

LA.11-12.CCSS.ELA-Literacy.RL.11-12.10b - [Grade Level Standard] - By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

LA.11-12.CCSS.ELA-Literacy.RI.11-12 - Informational Text

- Key Ideas and Details

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.1 - [Anchor Standard] - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.11-12.CCSS.ELA-Literacy.RI.11-12.1 - [Grade Level Standard] - Cite strong and thorough textual evidence 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2 - [Anchor Standard] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LA.11-12.CCSS.ELA-Literacy.RI.11-12.2 - [Grade Level Standard] - Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3 - [Anchor Standard] - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.11-12.CCSS.ELA-Literacy.RI.11-12.3 - [Grade Level Standard] - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- Craft and Structure

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4 - [Anchor Standard] - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.11-12.CCSS.ELA-Literacy.RI.11-12.4 - [Grade Level Standard] - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.5 - [Anchor Standard] - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.11-12.CCSS.ELA-Literacy.RI.11-12.5 - [Grade Level Standard] - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6 - [Anchor Standard] - Assess how point of view or purpose shapes the content and style of a text.

LA.11-12.CCSS.ELA-Literacy.RI.11-12.6 - [Grade Level Standard] - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

- Integration of Knowledge and Ideas

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.7 - [Anchor Standard] - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LA.11-12.CCSS.ELA-Literacy.RI.11-12.7 - [Grade Level Standard] - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.8 - [Anchor Standard] - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LA.11-12.CCSS.ELA-Literacy.RI.11-12.8 - [Grade Level Standard] - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles

and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.9 - [Anchor Standard] - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LA.11-12.CCSS.ELA-Literacy.RI.11-12.9 - [Grade Level Standard] - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

- Range of Reading and Level of Text Complexity

LA.11-12.CCSS.ELA-Literacy.CCRA.RI.10 - [Anchor Standard] - Read and comprehend complex literary and informational texts independently and proficiently.

LA.11-12.CCSS.ELA-Literacy.RI.11-12.10a - [Grade Level Standard] - By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

LA.11-12.CCSS.ELA-Literacy.RI.11-12.10b - [Grade Level Standard] - By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

LA.11-12.CCSS.ELA-Literacy.W.11-12 - [Strand] - Writing

- Text Types and Purposes

LA.11-12.CCSS.ELA-Literacy.CCRA.W.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.11-12.CCSS.ELA-Literacy.W.11-12.1 - [Grade Level Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.11-12.CCSS.ELA-Literacy.W.11-12.1a - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LA.11-12.CCSS.ELA-Literacy.W.11-12.1b - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LA.11-12.CCSS.ELA-Literacy.W.11-12.1c - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.11-12.CCSS.ELA-Literacy.W.11-12.1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LA.11-12.CCSS.ELA-Literacy.W.11-12.1e - Provide a concluding statement or section that follows from and supports the argument presented.

LA.11-12.CCSS.ELA-Literacy.CCRA.W.2 - [Anchor Standard] - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.11-12.CCSS.ELA-Literacy.W.11-12.2 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.W.11-12.2a - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.11-12.CCSS.ELA-Literacy.W.11-12.2b - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12.CCSS.ELA-Literacy.W.11-12.2c - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LA.11-12.CCSS.ELA-Literacy.W.11-12.2d - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LA.11-12.CCSS.ELA-Literacy.W.11-12.2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LA.11-12.CCSS.ELA-Literacy.W.11-12.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LA.11-12.CCSS.ELA-Literacy.CCRA.W.3 - [Anchor Standard] - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.11-12.CCSS.ELA-Literacy.W.11-12.3 - [Grade Level Standard] - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.11-12.CCSS.ELA-Literacy.W.11-12.3a - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LA.11-12.CCSS.ELA-Literacy.W.11-12.3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LA.11-12.CCSS.ELA-Literacy.W.11-12.3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

LA.11-12.CCSS.ELA-Literacy.W.11-12.3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LA.11-12.CCSS.ELA-Literacy.W.11-12.3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- Production and Distribution of Writing

LA.11-12.CCSS.ELA-Literacy.CCRA.W.4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.CCSS.ELA-Literacy.W.11-12.4 - [Grade Level Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.CCSS.ELA-Literacy.CCRA.W.5 - [Anchor Standard] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.11-12.CCSS.ELA-Literacy.W.11-12.5 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.W.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.11-12.CCSS.ELA-Literacy.W.11-12.6 - [Grade Level Standard] - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- Research to Build and Present Knowledge

LA.11-12.CCSS.ELA-Literacy.CCRA.W.7 - [Anchor Standard] - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LA.11-12.CCSS.ELA-Literacy.W.11-12.7 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.W.8 - [Anchor Standard] - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LA.11-12.CCSS.ELA-Literacy.W.11-12.8 - [Grade Level Standard] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

LA.11-12.CCSS.ELA-Literacy.CCRA.W.9 - [Anchor Standard] - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.11-12.CCSS.ELA-Literacy.W.11-12.9 - [Grade Level Standard] - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.11-12.CCSS.ELA-Literacy.W.11-12.9a - Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

LA.11-12.CCSS.ELA-Literacy.W.11-12.9b - Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

- Range of Writing

LA.11-12.CCSS.ELA-Literacy.CCRA.W.10 - [Anchor Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.W.11-12.10 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.SL.11-12 - [Strand] - Speaking and Listening

- Comprehension and Collaboration

LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.11-12.CCSS.ELA-Literacy.SL.11-12.1 - [Grade Level Standard] - Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.11-12.CCSS.ELA-Literacy.SL.11-12.1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LA.11-12.CCSS.ELA-Literacy.SL.11-12.1b - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

LA.11-12.CCSS.ELA-Literacy.SL.11-12.1c - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LA.11-12.CCSS.ELA-Literacy.SL.11-12.1d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.11-12.CCSS.ELA-Literacy.CCRA.SL.2 - [Anchor Standard] - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.11-12.CCSS.ELA-Literacy.SL.11-12.2 - [Grade Level Standard] - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LA.11-12.CCSS.ELA-Literacy.CCRA.SL.3 - [Anchor Standard] - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LA.11-12.CCSS.ELA-Literacy.SL.11-12.3 - [Grade Level Standard] - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- Presentation of Knowledge and Ideas

LA.11-12.CCSS.ELA-Literacy.CCRA.SL.4 - [Anchor Standard] - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LA.11-12.CCSS.ELA-Literacy.SL.11-12.4 - [Grade Level Standard] - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LA.11-12.CCSS.ELA-Literacy.CCRA.SL.5 - [Anchor Standard] - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LA.11-12.CCSS.ELA-Literacy.SL.11-12.5 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.CCRA.SL.6 - [Anchor Standard] - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LA.11-12.CCSS.ELA-Literacy.SL.11-12.6 - [Grade Level Standard] - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LA.11-12.CCSS.ELA-Literacy.L.11-12 - [Strand] - Language

- Conventions of Standard English

LA.11-12.CCSS.ELA-Literacy.CCRA.L.1 - [Anchor Standard] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.11-12.CCSS.ELA-Literacy.L.11-12.1 - [Grade Level Standard] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.11-12.CCSS.ELA-Literacy.L.11-12.1a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LA.11-12.CCSS.ELA-Literacy.L.11-12.1b - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

LA.11-12.CCSS.ELA-Literacy.CCRA.L.2 - [Anchor Standard] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.11-12.CCSS.ELA-Literacy.L.11-12.2 - [Grade Level Standard] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.11-12.CCSS.ELA-Literacy.L.11-12.2a - Observe hyphenation conventions.

LA.11-12.CCSS.ELA-Literacy.L.11-12.2b - Spell correctly.

- Knowledge of Language

LA.11-12.CCSS.ELA-Literacy.CCRA.L.3 - [Anchor Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.L.11-12.3 - [Grade Level Standard] - 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.

LA.11-12.CCSS.ELA-Literacy.L.11-12.3a - Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

- Vocabulary Acquisition and Use

LA.11-12.CCSS.ELA-Literacy.CCRA.L.4 - [Anchor Standard] - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LA.11-12.CCSS.ELA-Literacy.L.11-12.4 - [Grade Level Standard] - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

LA.11-12.CCSS.ELA-Literacy.L.11-12.4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LA.11-12.CCSS.ELA-Literacy.L.11-12.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

LA.11-12.CCSS.ELA-Literacy.L.11-12.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LA.11-12.CCSS.ELA-Literacy.L.11-12.4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LA.11-12.CCSS.ELA-Literacy.CCRA.L.5 - [Anchor Standard] - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.11-12.CCSS.ELA-Literacy.L.11-12.5 - [Grade Level Standard] - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.11-12.CCSS.ELA-Literacy.L.11-12.5a - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LA.11-12.CCSS.ELA-Literacy.L.11-12.5b - Analyze nuances in the meaning of words with similar denotations.

LA.11-12.CCSS.ELA-Literacy.CCRA.L.6 - [Anchor Standard] - Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

LA.11-12.CCSS.ELA-Literacy.L.11-12.6 - [Grade Level Standard] - 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.

New Jersey Student Learning Standards 9th-12th

LA.9-10. RL - [Strand] - Reading Literature

- Key Ideas and Details

LA.9-10.RL.9-10.1 - [Progress Indicator] - 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.

LA.9-10.RL.9-10.2 - [Progress Indicator] - 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.

LA.9-10.RL.9-10.3 - [Progress Indicator] - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- Craft and Structure

LA.9-10.RL.9-10.4 - [Progress Indicator] - 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).

LA.9-10.RL.9-10.5 - [Progress Indicator] - 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).

LA.9-10.RL.9-10.6 - [Progress Indicator] - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

- Integration of Knowledge and Ideas

LA.9-10.RL.9-10.7 - [Progress Indicator] - 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).

LA.9-10.RL.9-10.8 - [Progress Indicator] - (Not applicable to literature)

LA.9-10.RL.9-10.9 - [Progress Indicator] - 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).

- Range of Reading and Level of Text Complexity

LA.9-10.RL.9-10.10b - [Progress Indicator] - By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

LA.9-10.RL.9-10.10a - [Progress Indicator] - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

LA.9-10. RI - [Strand] - Informational Text

- Key Ideas and Details

LA.9-10.RI.9-10.1 - [Progress Indicator] - 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.

LA.9-10.RI.9-10.2 - [Progress Indicator] - 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.

LA.9-10.RI.9-10.3 - [Progress Indicator] - 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.

- Craft and Structure

LA.9-10.RI.9-10.4 - [Progress Indicator] - 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).

LA.9-10.RI.9-10.5 - [Progress Indicator] - 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).

LA.9-10.RI.9-10.6 - [Progress Indicator] - 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.

- Integration of Knowledge and Ideas

LA.9-10.RI.9-10.7 - [Progress Indicator] - Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LA.9-10.RI.9-10.8 - [Progress Indicator] - Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

LA.9-10.RI.9-10.9 - [Progress Indicator] - Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and

literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

- Range of Reading and Level of Text Complexity

LA.9-10.RI.9-10.10a - [Progress Indicator] - By the end of grade 9, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

LA.9-10.RI.9-10.10b - [Progress Indicator] - By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

LA.9-10. W - [Strand] - Writing

- Text Types and Purposes

LA.9-10. W.9-10.1 - [Progress Indicator] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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.

LA.9-10. W.9-10.1. A - Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, 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.

LA.9-10. W.9-10.1. B - Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.9-10. W.9-10.1.C - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.9-10. W.9-10.1. D - Provide a concluding paragraph or section that supports the argument presented.

LA.9-10. W.9-10.2 - [Progress Indicator] - 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.

LA.9-10. W.9-10.2. A - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.9-10. W.9-10.2. B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.9-10. W.9-10.2.C - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LA.9-10. W.9-10.2. D - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LA.9-10. W.9-10.2. E - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.9-10. W.9-10.2. F - Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LA.9-10. W.9-10.3 - [Progress Indicator] - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.9-10. W.9-10.3. A - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LA.9-10. W.9-10.3. B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LA.9-10. W.9-10.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

LA.9-10. W.9-10.3. D - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LA.9-10. W.9-10.3. E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- Production and Distribution of Writing

LA.9-10. W.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.9-10. W.9-10.5 - [Progress Indicator] - 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.

LA.9-10. W.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- Research to Build and Present Knowledge

LA.9-10. W.9-10.7 - [Progress Indicator] - 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.

LA.9-10. W.9-10.8 - [Progress Indicator] - 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 (MLA or APA Style Manuals).

LA.9-10. W.9-10.9 - [Progress Indicator] - Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

LA.9-10. W.9-10.9. A - Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").

LA.9-10. W.9-10.9. B - Apply grades 9–10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

- Range of Writing

LA.9-10. W.9-10.10 - [Progress Indicator] - 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.

LA.9-10.SL - [Strand] - Speaking and Listening

- Comprehension and Collaboration

LA.9-10. SL.9-10.1 - [Progress Indicator] - 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.

LA.9-10. SL.9-10.1. A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LA.9-10. SL.9-10.1. B - Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

LA.9-10. SL.9-10.1.C - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LA.9-10. SL.9-10.1. D - Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

LA.9-10. SL.9-10.2 - [Progress Indicator] - 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.

LA.9-10. SL.9-10.3 - [Progress Indicator] - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

- Presentation of Knowledge and Ideas

LA.9-10. SL.9-10.4 - [Progress Indicator] - Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.9-10. SL.9-10.5 - [Progress Indicator] - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

LA.9-10. SL.9-10.6 - [Progress Indicator] - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

LA.9-10. L - [Strand] - Language

- Conventions of Standard English

LA.9-10. L.9-10.1 - [Progress Indicator] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.9-10. L.9-10.1. A - Use parallel structure.

LA.9-10. L.9-10.1. B - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LA.9-10. L.9-10.2 - [Progress Indicator] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.9-10. L.9-10.2. A - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

LA.9-10. L.9-10.2. B - Use a colon to introduce a list or quotation.

LA.9-10. L.9-10.2.C - Spell correctly.

- Knowledge of Language

LA.9-10. L.9-10.3 - [Progress Indicator] - Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.9-10. L.9-10.3. A - Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

- Vocabulary Acquisition and Use

LA.9-10. L.9-10.4 - [Progress Indicator] - 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.

LA.9-10. L.9-10.4. A - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LA.9-10. L.9-10.4. B - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

LA.9-10. L.9-10.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

LA.9-10. L.9-10.4. D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LA.9-10. L.9-10.5 - [Progress Indicator] - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.9-10. L.9-10.5. A - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

LA.9-10. L.9-10.5. B - Analyze nuances in the meaning of words with similar denotations.

LA.9-10. L.9-10.6 - [Progress Indicator] - 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.

LA.11-12. RL - [Strand] - Reading Literature

- Key Ideas and Details

LA.11-12.RL.11-12.1 - [Progress Indicator] - 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.

LA.11-12.RL.11-12.2 - [Progress Indicator] - 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.

LA.11-12.RL.11-12.3 - [Progress Indicator] - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- Craft and Structure

LA.11-12.RL.11-12.4 - [Progress Indicator] - 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.)

LA.11-12.RL.11-12.5 - [Progress Indicator] - 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.

LA.11-12.RL.11-12.6 - [Progress Indicator] - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- Integration of Knowledge and Ideas

LA.11-12.RL.11-12.7 - [Progress Indicator] - 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.)

LA.11-12.RL.11-12.8 - [Progress Indicator] - (Not applicable to literature)

LA.11-12.RL.11-12.9 - [Progress Indicator] - Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

- Range of Reading and Level of Text Complexity

LA.11-12.RL.11-12.10a - [Progress Indicator] - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

LA.11-12.RL.11-12.10b - [Progress Indicator] - By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

LA.11-12. RI - [Strand] - Informational Text

- Key Ideas and Details

LA.11-12.RI.11-12.1 - [Progress Indicator] - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.11-12.RI.11-12.2 - [Progress Indicator] - Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

LA.11-12.RI.11-12.3 - [Progress Indicator] - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- Craft and Structure

LA.11-12.RI.11-12.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.11-12.RI.11-12.5 - [Progress Indicator] - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LA.11-12.RI.11-12.6 - [Progress Indicator] - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

- Integration of Knowledge and Ideas

LA.11-12.RI.11-12.7 - [Progress Indicator] - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LA.11-12.RI.11-12.8 - [Progress Indicator] - Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

LA.11-12.RI.11-12.9 - [Progress Indicator] - Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and

literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

- Range of Reading and Level of Text Complexity

LA.11-12.RI.11-12.10a - [Progress Indicator] - By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

LA.11-12.RI.11-12.10b - [Progress Indicator] - By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

LA.11-12. W - [Strand] - Writing

- Text Types and Purposes

LA.11-12. W.11-12.1 - [Progress Indicator] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.11-12. W.11-12.1. A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LA.11-12. W.11-12.1. B - Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LA.11-12. W.11-12.1.C - Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.11-12. W.11-12.1. D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.11-12. W.11-12.1. E - Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

LA.11-12. W.11-12.2 - [Progress Indicator] - 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.

LA.11-12. W.11-12.2. A - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.11-12. W.11-12.2. B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12. W.11-12.2.C - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LA.11-12. W.11-12.2. D - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LA.11-12. W.11-12.2. E - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.11-12. W.11-12.2. F - Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

LA.11-12. W.11-12.3 - [Progress Indicator] - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LA.11-12. W.11-12.3. A - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

LA.11-12. W.11-12.3. B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LA.11-12. W.11-12.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

LA.11-12. W.11-12.3. D - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

LA.11-12. W.11-12.3. E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- Production and Distribution of Writing

LA.11-12. W.11-12.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.11-12. W.11-12.5 - [Progress Indicator] - 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.

LA.11-12. W.11-12.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- Research to Build and Present Knowledge

LA.11-12. W.11-12.7 - [Progress Indicator] - 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.

LA.11-12. W.11-12.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

LA.11-12. W.11-12.9 - [Progress Indicator] - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.11-12. W.11-12.9. A - Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").

LA.11-12. W.11-12.9. B - Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

- Range of Writing

LA.11-12. W.11-12.10 - [Progress Indicator] - 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.

LA.11-12.SL - [Strand] - Speaking and Listening

- Comprehension and Collaboration

LA.11-12. SL.11-12.1 - [Progress Indicator] - Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.11-12. SL.11-12.1. A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

LA.11-12. SL.11-12.1. B - Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

LA.11-12. SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LA.11-12. SL.11-12.1. D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.11-12. SL.11-12.2 - [Progress Indicator] - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LA.11-12. SL.11-12.3 - [Progress Indicator] - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- Presentation of Knowledge and Ideas

LA.11-12. SL.11-12.4 - [Progress Indicator] - Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.11-12. SL.11-12.5 - [Progress Indicator] - 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.

LA.11-12. SL.11-12.6 - [Progress Indicator] - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LA.11-12. L - [Strand] - Language

- Conventions of Standard English

LA.11-12. L.11-12.1 - [Progress Indicator] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.11-12. L.11-12.1. A - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

LA.11-12. L.11-12.2 - [Progress Indicator] - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.11-12. L.11-12.2. A - Observe hyphenation conventions.

LA.11-12. L.11-12.2. B - Spell correctly.

- Knowledge of Language

LA.11-12. L.11-12.3 - [Progress Indicator] - 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.

LA.11-12. L.11-12.3. A - Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

LA.11-12. L.11-12.4 - [Progress Indicator] - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

LA.11-12. L.11-12.4. A - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LA.11-12. L.11-12.4. B - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

LA.11-12. L.11-12.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LA.11-12. L.11-12.4. D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LA.11-12. L.11-12.5 - [Progress Indicator] - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.11-12. L.11-12.5. A - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LA.11-12. L.11-12.5. B - Analyze nuances in the meaning of words with similar denotations.

LA.11-12. L.11-12.6 - [Progress Indicator] - 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.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Advanced
PART I: UNIT RATIONALE
WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary: The *Serial* podcast tells the true story of Adnan Syed who was arrested and convicted for murdering his ex-girlfriend senior year at a Baltimore high school. The podcast explores the case against Syed and attempts to uncover whether Syed is actually innocent.
ELL Advanced – Unit 1 *Serial* Podcast	As the case unfolds, ELL students will develop keen listening skills critical for ELL success. Critical listening can be one of the more difficult domains for students to master and for teachers to teach effectively. As Hasan & Hoon (2012) state: "studies have found that podcasts can greatly accelerate learners' speaking and listening skills" (p.161). Podcasts also "provide teachers with the possibilities of facilitating language learning and also challenge the traditional teaching and learning methods" (p.130). Research has shown that podcasts in and out of the classroom can be an effective motivational tool for learning (Hasan & Hoon, 2012, p.163).
Grade Level(s): 9 - 12	
	Serial will serve as an alternative to a traditional text, as it is a pop culture phenomenon with over 1 million listeners per episode (Colette, 2014, p.1). Colette (2014) likens the appeal of *Serial* to that of a Shakespearean tragedy, but it "unspools its story in the same conversational language students use every day [and] still gives [teachers] a chance to talk about the same things... as with Shakespeare: characters, reliable narrators, story structure, foreshadowing" (p. 2). The podcast is relatable since the events take place during high school, allowing it to feel relevant and familiar, in a way that classical literature does not. Additionally, the shifts in tone and perspectives make it appealing to students who easily grow bored with other materials (Flanagan, 2015, p.3).
	During the *Serial* unit, ELL students will have the opportunity to participate in debates, read and interpret relevant literary works, write narratives and argumentatives, apply a range of learning and research strategies effectively, and develop their ability to respond critically to print and media texts.

Essential Question(s):	Enduring Understanding(s):
1. What types of media texts are available as online resources? How do they differ?	1. Different media texts are required to effectively represent different story types.
2. What are the criteria for credible sources?	2. As consumers of media, one must determine if a source is credible by evaluating the source(s) and the information it presents.
3. What are the pros and cons of listening to a story rather	3. Listening to a story provides the advantage of hearing the ethos, pathos, and logos from an author. However, it may turn the act of reading into a more passive than active pursuit, potentially meaning one may not connect the plot as one might do when actually reading.

than reading it? 4. What advantages does our narrator have telling the story instead of writing it? 5. What arguments exist regarding what happened to Hae in January of 1999? 6. What tenses are used to tell the story?	4. By telling the story, the author has the advantage of garnering empathy from the audience, being she dominates the story. 5. Various theories related to Hae's death exist, including that she was murdered by: Jay, Adnan, Don or an unknown stranger. 6. Various forms of past, present and future tense are all used by voices in *Serial*.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

Learning Targets	WIDA or NJSLS
1. Develop listening strategies to understand messages of media, including podcasts.	1. ELL.9-12.2. L.1.1, LA.9-10.RI.9-10.7, LA.11-12.RI.11-12.7
2. Use a wide variety of resources, including glossaries, available technology, thesauri, and specialized dictionaries, to determine and/or confirm the part of speech, etymology, and pronunciation of vocabulary words and their precise meanings in different contexts in *Serial* episodes.	2. ELL.9-12.2. L.3. 2, LA.9-10.RI.9-10.4
3. List the pros and cons for listening to a story rather than reading it along with the advantages and disadvantages that the narrator has in telling the story rather than writing it.	3. LA.11-12. L.11-12.6, ELL.9-12.2. S.2., LA.11-12.
4. Utilize a graphic organizer to identify and summarize the parts of a story, including characters, setting, plot, etc.	5. LA.11-12.RI.11-12.5
5. State and support a theory using evidence and facts from the podcast or independent research. Anticipate possible counter-arguments and address those opposing views with credible answers reinforced with factual evidence.	6. ELL.9-12.2. S.4.2, LA.11-12.RL.11-12.3
6. Characterize major characters in the *Serial* podcast using specific vocabulary and evidence extracted from the podcast to support characterization.	7. ELL.9-12.2. L.2.1, LA.11-12. SL.11-12.3
7. Determine each character's point of view and surmise what each would say if he or she had a different purpose. Explain how his or her details, tone, and form would differ.	8. ELL.9-12.2. R.5.2, LA.9-10.RI.9-10.6
8. Discern credible sources to use when completing a research based assignment.	9., LA.9-10. W.9-10.2. A
9. Form an opinion about Adnan Syed's guilt or innocence. Create a media presentation to present the opinion using a suitable medium, such as: Prezi, Google Slides, or Infographics.	10. ELL.9-12.2. S.4.2, LA.9-10. SL.9-10.1
10. Conduct a Socratic Seminar initiated by possible leading questions, such as, "What significant words are repeated several times? What theme may that suggest?"	11. ELL.9-12.2. R.3.2, LA.11-12.RI.11-12.6
11. Determine the credibility of the author by examining the Asia McClain letters, speculating why the narrator only included certain sections and yet omitted significant parts of the letters.	12. LA.9-10.RL.9-10.5
12. Diagram how the story is told in chronological order and identify the parts of the story using applicable literary terms.	13. LA.9-10.RL.9-10.3
13. Apply a traditional plot diagram to the *Serial* podcast.	14. ELL.9-12.1. W.3.1, LA.9-10. W.9-10.1
14. Compose an op-ed column for *The Baltimore Sun* about the Adnan Syed case; incorporate personal views while also acknowledging the opposing side.	

Inter-Disciplinary Connections:

Language Arts Literacy – Vocabulary, connotation, syntax, theme, point of view, argumentative writing, modes of writing, explicit details, central ideas, structure of text and evaluating sources.
Science – Cell phone technology has evolved and can be contrasted with the technology available in

2000.

Math – Following of the time and distance covered in the drive to "Best Buy" scenario along with tracking the cell phone records.

Social Studies - Analysis of cell phone tower maps.

Technology- Usefulness of podcasts as a medium of communication. Use of Google classroom and apps for student work, posting assignments, and providing teacher feedback.

Students will engage with the following text:

- *Serial* Transcript
- Asia McClain letters
- Close exercises that summarize *Serial* in sequential segments

Students will write:

- Recaps of *Serial* episodes applying the appropriate tenses.
- Characterization of major characters.
- Compose an op-ed column for the The Baltimore Sun about the Adnan Syed case. Incorporate personal views while also acknowledging the opposing side.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills?

Listening:
- *Serial* Podcast.

Reading:
- Asia McClain letters.
- *Serial* transcript.

Writing:
- List pros and cons for listening to a story rather than reading it.
- Write a characterization for each of the major characters in the Serial Podcast.
- Write an op-ed column for *The Baltimore Sun* regarding the Adnan Syed case
- Writing a graphic organizer to identify and summarize the parts of a story.

Speaking:
- Speaking and repeating the pronunciation of key vocabulary.
- Speaking in aa Socratic Seminar initiated by possible leading questions, such as, "What significant words are repeated several times? What theme may that suggest?"
- Speaking opinion about Adnan Syed's guilt or innocence with support of the most appropriate media text to suit student purposes.

PART IV: EVIDENCE OF LEARNING
**IDENTIFY THE METHODS BY WHICH STUDENTS
WILL DEMONSTRATE THEIR UNDERSTANDING OF
CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**

Formative Assessments:

- Daily warm-up activities
- Homework assignments
- Respond to oral directions and comprehension checks
- Quizlet activities

Accommodations/Modifications:

- Highlight or underline main ideas in reading materials.
- Provide students with summaries of episodes.
- Provide transcript and audio recording of podcast.
- Provide guiding questions to complete when listening to podcast.
- Allow use of translator when needed.
- Create quizlets to assist with vocabulary review.
- Provide word walls prominently displayed for reference and support.
- Use of different colors, boldface and italicized text to focus students' attention on key words.
- Reuse examples and tasks previously presented in lessons and activities.

Summative Assessments:

- Quizzes demonstrating comprehension of events after each episode.
- Unit test.

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language for directions and tasks.
- Limit answer choices and/or supply word bank.
- Reuse examples and tasks previously presented in lessons and activities.
- Chunk assessments into portions.
- Provide study guide prior to assessment.
- Allow for extended time.
- Highlight, underline, or bold key terms.
- Offer students extended time on writing assignments.
- Provide guiding questions for written responses.
- Provide writing checklists and step-by-step directions for assignments.

- Reduce length requirement for writing assignments.
- Reduced number of open-ended responses.
- Provide graphic organizers to help students organize their writing.
- Allow students to type or write responses.
- Grade on content not mechanics.
- Assist students with brainstorming ideas for writing.
- Provide sentence starters for writing activities.

Performance Assessments:

- Form an opinion about Adnan Syed's guilt or innocence. Create a media presentation to present the opinion using a suitable medium, such as: Prezi, Google Slides, or Infographics.
- Participation in a Socratic Seminar initiated by possible leading questions, such as, "What significant words are repeated several times? What theme may that suggest?"

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Select learning verbs for each group that are suitable for group's proficiency level.
- Provide simplified step-by-step instructions.
- Provide a simplified rubric.
- Solicit group proposal for project approach.
- Provide a model of finished product.
- Allow for extended time.

Black Horse Pike Regional School District Curriculum Template ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Advanced

PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary: In this unit, students will begin to actively plan for their futures by investigating the steps that will be necessary to achieve professional or lifestyle goals. Students will learn how to build a resume, develop an industry specific cover letter, and write a professional thank you card. This unit is valuable because it allows students the opportunity to become familiar with the language and processes associated with obtaining a postsecondary education, thereby, connecting personal interests and values to college majors and future careers. Moreover, it encourages students to develop a values-driven decision-making process.
ELL Advanced – Unit 2 College and Career	
Grade Level(s):	
9 - 12	
Essential Question(s):	**Enduring Understanding(s):**
1. How do you envision your future? 2. What are the current trends in today's job market? 3. What career or job would you like to pursue after high school? 4. What post-secondary option is right for you? 5. What is the job description of your desired career? 6. What are the credentials required to work in your desired career? 7. What are the components and language of a professional resume? 8. What is the purpose of a professional cover letter? 9. How should a candidate prepare for an interview? What is the professional etiquette for an interview? 10. What tenses are used to express future plans?	1. Envisioning a desired future encourages students to focus and commit to the steps necessary to reach career objectives. 2. Knowledge of the current trends in today's job markets will assist students in deciding which careers/jobs they should pursue. 3. Having a vision of a career path will assist in planning for the long term post-secondary education. 4. Understanding post-secondary college and technical training options will assist in meeting future career goals. 5. Investigating the job description of a possible profession will help determine the level of education, certifications, and specific skill-sets required for candidates in that field. 6. Insight into qualities and attributes which employers look for in an employee will help one be more successfully employed. 7. Resumes may certainly vary, but all resumes must include: contact information, summary of skills and educational background. 8. The purpose of the cover letter is to introduce oneself, to identify the position he or she seeks, and to motivate the reader to offer an interview. 9. Preparation for an interview is essential to making an impression that reflects professionalism and competence, and may convince an interviewer that one has the qualifications for the posted position. 10. English speakers often use will or going to express wishes, intentions, or future the present continuous tense to talk about future arrangements

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES DESCRIBE THE LEARNING TARGETS.

Learning Targets:	WIDA or NJSLS
1. Identify a career or job that you are interested in and write 10 keywords that are related to this career or job.	1. ELL.9-12.2. W.2.2
2. Practice proofreading a resume following a resume checklist.	2. LA.9-10. W.9-10.5
3. Create a career and school vision board to visually show where you see yourself in your career or school in five years and compose a three paragraph companion essay describing the vision board.	3. ELL.9-12.5. S.2.1, LA.9-10. W.9-10.5
4. Review labor market trends to identify growing or shrinking occupations.	4. ELL.9-12.3. L.4.1
5. Research occupation of choice to determine: main duties and responsibilities, necessary education and training requirements, additional qualifications such as licensing, average salary, employment outlook, and school work necessary to prepare for this occupation.	5. LA.9-10. W.9-10.7
6. Prepare responses to common interview questions and engage in a mock interview for chosen profession.	6. LA.9-10. SL.9-10.1
7. Develop skills to locate, evaluate, and interpret career information.	7. ELL.9-12.5. W.4.1, LA.11-12. W.11-12.7
8. Students will develop a personal statement that can be used in the college admissions process or as the basis for application to other programs that require a personal statement.	8. ELL.9-12.2. W.5.3, LA.11-12. L.11-12.2
9. Write effective business letters including cover letters and thank you letters.	9. ELL.9-12.1. W.2.1, LA.11-12. L.11-12.2. B
10. Create a visual storyboard to demonstrate knowledge of business etiquette, i.e. attire, body language, formal speech, and expectations.	10. ELL.9-12.2. S.4.1, LA.9-10. SL.9-10.6
11. Create an Action Plan mapping future plans after high school.	11. LA.9-10. L.9-10.6

Inter-Disciplinary Connections:

Language Arts Literacy – writing formal letters, proofreading, editing and modes of writing.
Technology – Utilizing Microsoft Office Programs to create documents for interviews, use of Google classroom and apps for student work, posting assignments, and providing teacher feedback.

## Students will engage with the following text:

- Excerpts from *Now What?: The Young Person's Guide to Choosing the Perfect Career* by Nicholas Lore.
- Excerpts from *What Color Is Your Parachute? for Teens, 3rd Edition: Discover Yourself, Design Your Future, and Plan for Your Dream Job* by Carol Christen.
- *New York Times* article, "Today's Exhausted Superkids" by Frank Bruni (29 July 2015).
- *New York Times* article, "Social Media: Destroyer or Creator" by Thomas L. Friedman (3 Feb. 2016).

Students will write:

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills?

Listening:
- Watch and listen to Ted Talk: "Tim Urban: Inside the Mind of a Master Procrastinator."
- Watch and listen to Ted Talk: "Amy Cuddy: Your Body Language May Shape Who You Are."

Reading:
- Excerpts from *Now What?: The Young Person's Guide to Choosing the Perfect Career* by Nicholas Lore.
- Excerpts from *What Color Is Your Parachute? for Teens, Third Edition: Discover Yourself, Design Your Future, and Plan for Your Dream Job.*
- *New York Times* article by Frank Bruni "Today's Exhausted Superkids." (29 July 2015).
- *New York Times* article by Thomas L. Friedman, "Social Media: Destroyer or Creator?" (3 Feb. 2016).

Writing:
- Resume.
- Cover Letter.
- Professional Thank You Letter.
- Personal Statement.
- Vision Board Companion Essay.

Speaking:
- Engage in a mock interview for a chosen researched profession.
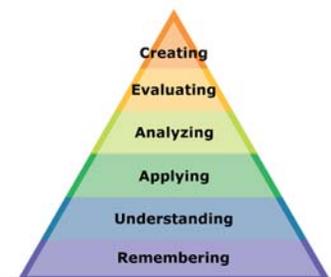
PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

- Daily warm-up activities.
- Homework assignments.
- Respond to oral directions and comprehension checks.
- Quizlet activities.

Accommodations/Modifications:

- Highlight or underline main ideas in reading materials.
- Provide students with summaries of lessons.
- Provide guiding questions to complete when listening to Ted Talks.
- Allow use of translator when needed.
- Create quizlets to assist with vocabulary review.
- Provide word walls prominently displayed for reference and support.
- Use of different colors, boldface and italicized text to focus students' attention on key words.
- Reuse examples and tasks previously presented in lessons and activities.

Summative Assessments:

- Resume.
- Cover Letter.
- Professional Thank You Letter.
- Personal Statement.

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language for directions and tasks.
- Limit answer choices and/or supply word bank.
- Reuse examples and tasks previously presented in lessons and activities.
- Chunk assessments into portions.
- Provide study guide prior to assessment.
- Allow for extended time.
- Highlight, underline, or bold key terms.
- Offer students extended time on writing assignments.
- Provide guiding questions for written responses.
- Provide writing checklists and step-by-step directions for assignments.
- Reduce length requirement for writing assignments.
- Reduced number of open-ended responses.
- Provide graphic organizers to help students organize their writing.

- Allow students to type or write responses.
- Grade on content not mechanics.
- Assist students with brainstorming ideas for writing.
- Provide sentence starters for writing activities.

Performance Assessments:

- Mock Interview
- Career and School Vision Board

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Select learning verbs for each group that are suitable for group's proficiency level.
- Provide simplified step-by-step instructions.
- Provide a simplified rubric.
- Solicit group proposal for project approach.
- Provide a model of finished product.
- Allow for extended time.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Advanced
PART I: UNIT RATIONALE
WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary: Through *Animal Farm*, students will study the way language can control the masses. The symbolism and imagery will require students to think critically so to interpret them. Students will draw parallels between the characters in Orwell's book to notorious and ruthless leaders from the 20th century. Analyzing the pigs' cunning use of peer pressure to manipulate and exploit the other animals will direct students to examine the peer pressures they face, as well as, the opposite examples of the political maneuvering and propaganda prevalent today. Students will differentiate between ethical leadership and non-ethical leadership by comparing and contrasting the modern types of government. Students will explore moral dilemmas, social injustices, and the devices of satire.
ELL Advanced – Unit 3 *Animal Farm*	
Grade Level(s): 9 - 12	
Essential Question(s): 1. How can an author's use of allegory promote social change? 2. What is allegory and why is it a powerful way to express an idea? 3. What do the characters and events in Animal Farm symbolize? 4. How does George Orwell convey his ideas about government abuses in Animal Farm? 5. How can an author's personal experiences influence his/her work?	**Enduring Understanding(s):** 1. Through *Animal Farm*, students will see how George Orwell uses allegory to encourage the reader to recognize the threats of tyranny and the dangers of blind compliance. 2. Allegory is a powerful way to express an idea because it is a different way to reveal a hidden message. 3. The characters and events of *Animal Farm* symbolize the story of the Russian Revolution and Stalin's tyranny. 4. George Orwell conveys the idea of government abuses through the events in *Animal Farm*, which represent the Russian Revolution. 5. Orwell's life had a powerful impact on his evolving political beliefs, namely his dislike of the Russian Revolution and Stalin, which can be seen in *Animal Farm*.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

Learning Targets	WIDA or NJSLS
1. Define, recognize and provide examples for the literary devices: allegory, fable and satire. 2. Relate the historical context, namely the Russian Revolution, to better understand the novel and its intended purpose. 3. Utilize prior knowledge and context clues to understand new words. 4. Identify the universal themes allegorized in *Animal Farm*, such as: complacency, ignorance and greed for power. 5. Illustrate what a utopian world is by describing a perfect high school. 6. Listen and respond to The Beatles' "Revolution" and question if revolution without violence is possible. 7. Examine the Seven Commandments to determine if they reflect Old Major's dream for the animals. 8. Identify examples of propaganda present in *Animal Farm*. 9. Research the Russian Revolution and point out similarities between real people and events and those in the novel. 10. Explain how *Animal Farm* can be seen as a fable even though it does not conclude with a stated moral, then suggest a moral of your own and explain it in terms of the novel. 11. Give examples of peer pressure as used in the novel, paying close attention to Boxer and the sheep. 12. Speculate why Orwell made the reader sympathize with all the animals, except the pigs; the most intelligent beasts and the closest to humans of any of the animals. 13. Discuss the importance of education as it evolves during the course of the novel. 14. Write a continuation of the novel starting at the point the novel ends to consider if a new revolutionary leader appears, or when and how might the society fail. 15. Select major events from the book and present each as part of a series of televised news reports. 16. Write a dialogue between Snowball and Napoleon as it might have happened over the need for a windmill. 17. Compare and contrast "Harrison Bergeron" with *Animal Farm*.	1. LA.9-10.RI.9-10.6, ELL.9-12.2. L.4.1 2. ELL.9-12.5. R.1.1, LA.9-10.RI.9-10.1 3. LA.9-10.RI.9-10.4, ELL.9-12.2. S.4.2 4. LA.11-12.RL.11-12.2 5. ELL.9-12.2. S.1.1 6. LA.11-12.RI.11-12.7 7. LA.11-12.RI.11-12.6 8.LA.9-10. W.9-10.1. A 9. LA.11-12. W.11-12.7 10. ELL.9-12.2. L.3.1 11. ELL.9-12.2. W.2.2, LA.9-10.RI.9-10.4 12. LA.11-12.RL.11-12.3 13. LA.11-12.RI.11-12.3 14. ELL.9-12.2. W.5.3 15. LA.11-12. W.11-12.6 16. LA.11-12. W.11-12.3. B 17. LA.11-12. W.11-12.9. A

Inter-Disciplinary Connections:

Language Arts Literacy – vocabulary acquisition, literary terms, theme and writing prompts
Music – "Revolution" by the Beatles
History – allegory of Russian Revolution; types of government
Art – images of propaganda
Technology – use of Google classroom and apps for student work, posting assignments, and providing teacher feedback

Students will engage with the following text:

- *Animal Farm*
- Lyrics of *"Revolution"*
- "Harrison Bergeron" written by Kurt Vonnegut

Students will write:

1. Comparison response on "Harrison Bergeron" with *Animal Farm.*
2. Dialogue between Snowball and Napoleon as it might have happened over the need for a windmill.
3. Continuation of the novel beginning at the point the novel ends to consider if a new revolutionary leader appears or when and how might the society fail.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills?

Listening:
- To reading of Animal Farm.
- To discussion of the importance of education as it evolves during the course of the novel.
- The Beatles' "Revolution"

Reading:

- "Harrison Bergeron" written by Kurt Vonnegut
- *Animal Farm*
- Lyrics of *"Revolution"*

Writing:
- Comparison response on **"**Harrison Bergeron" with *Animal Farm.*
- Dialogue between Snowball and Napoleon as it might have happened over the need for a windmill.
- Continuation of the novel beginning at the point the novel ends considering if a new revolutionary leader appears or when and how might the society fail.

Speaking:
- Discussion on the importance of education as it evolves during the course of the novel.
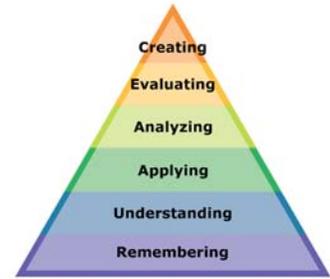
PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL
DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR
ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

- Daily warm-up activities
- Homework assignments.
- Respond to oral directions and comprehension checks.
- Quizlet activities.

Accommodations/Modifications:

- Highlight or underline main ideas in reading materials.
- Provide students with summaries of chapters.
- Provide guiding questions to complete when reading book.
- Allow use of translator when needed.
- Create quizlets to assist with vocabulary review.
- Provide word walls prominently displayed for reference and support.
- Use of different colors, boldfaced and italicized text to focus students' attention on key words.
- Reuse examples and tasks previously presented in lessons and activities.

Summative Assessments:

- Each quiz will consist of five questions concerning events that occurred in the assigned chapters.

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language for directions and tasks.
- Limit answer choices and/or supply word bank.
- Reuse examples and tasks previously presented in lessons and activities.
- Chunk assessments into portions.
- Provide study guide prior to assessment.

- Allow for extended time.
- Highlight, underline, or bold key terms.
- Offer students extended time on writing assignments.
- Provide guiding questions for written responses.
- Provide writing checklists and step-by-step directions for assignments.
- Reduce length requirement for writing assignments.
- Reduced number of open-ended responses.
- Provide graphic organizers to help students organize their writing.
- Allow students to type or write responses.
- Grade on content not mechanics.
- Assist students with brainstorming ideas for writing.
- Provide sentence starters for writing activities.

Performance Assessments:

1. Illustrate what a utopian world is by describing a perfect high school.
2. Write a continuation of the novel beginning at the point the novel ends considering if a new revolutionary leader appears or when and how might the society fail.
3. Select major events from the book and present each as part of a series of televised news reports.
4. Write a dialogue between Snowball and Napoleon as it might have happened over the need for a windmill.

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Provide simplified step-by-step instructions.
- Provide a simplified rubric.
- Solicit group proposal for project approach.
- Provide a model of finished product.
- Allow for extended time.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING
21ST CENTURY GLOBAL SKILLS

Course Name: ELL Advanced
PART I: UNIT RATIONALE
WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary: By reading Louis Sachar's *Holes*, students will discuss the construct of fairness and examine how circumstances shape how it is defined. Also, students will discover how friendship can be found even in the most adverse situation. The students will explore these themes through the novels three parallel stories connected to a family curse. These narrations will be followed and interpreted, as each one is developed in a separate setting diverged by time. One story unfolds in the present, one during a recent past (circa hundred years ago), and another in the distant past (three generations ago). These subplots will compel ELLs to evaluate the forms and functions of the tenses applied to narrate the story. Additionally, specific and meaningful details are mirrored in the subplots, thus requiring students to connect them to their role in the plot. Lastly, students will reflect on the challenges of American history, slavery, racism, and juveniles of different ethnicities all of which are relevant threads in this timeless story.
ELL Advanced – Unit 4 *Holes*	
Grade Level(s): 9 - 12	
Essential Question(s): 1. In what ways can your actions shape your own destiny (future)? 2. How would you define true friendship? 3. How do your current circumstances affect the types of friendships you develop? 4. How does the author's use of parallel stories help develop the theme of fairness? 5. Why do people react differently to comparable challenges?	**Enduring Understanding(s):** 1. Actions taken today likely have an impact on one's future. 2. Friendship can be found even in the most adverse situations. 3. Fairness varies depending on the circumstances. 4. Values represent people's beliefs about what is important, good and worthwhile. 5. In life as well as fiction, conflict, cruelty and struggle are powerful teachers.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

Learning Target:	WIDA or NJSLS
1. Engage in pre reading of *Holes* by scanning the front and back covers. Forecast the significance of the book's title, and surmise a possible plot for the novel. 2. Predict the premise of the novel using the covers of the book and the following vocabulary words: desolate, excavated, callused, defiance, sparingly, cautious, coincidence, strenuous and justification. 3. Create word networks for the following vocabulary words: perseverance, desolate, seemingly, excavated and reluctantly. 4. Define and explain the literary device irony. Extract the uses of irony found in *Holes*. 5. Identify the characters, setting, and conflict in the parallel stories in *Holes*. 6. Match key story symbols to events. Analyze how they are repeated through multiple story strands. 7. Reconstruct *Holes'* plot by creating a timeline of story events. 8. Research the author, his writing process and how he comes up with story ideas. 9. Complete chapter recaps cloze exercises. Study to the context to accurately apply vocabulary, discern characterizations, and reinforce key events essential to the plot. 10. Compose well organized and concise chapter summaries incorporating plot elements and developments learned in the chapter. 11. Infer the meaning of vocabulary by dissecting the context and applying comprehension skills. 12. Create a jingle or song for Camp Green Lake. 13. Develop a short story that alters the plot of *Holes,* e.g., a new ending, the story of another camper relaying how he ended up at Camp Green Lake, or what might have happened if Sam had not died, etc. 14. Design an informational poster for Camp Green Lake. 15. Select two characters from the novel: one from the past and one from the present. Create a plausible dialog between the two characters. 16. Complete a book report in a bag compiling a minimum of 10 items. Write an explanation for how each object relates to the novel. 16. Draw an eight-paneled cartoon strip explicitly depicting important events from the story. 17. Produce the diary of a camper at Camp Green Lake. Using the first person, write five entries that accurately recount characters, events, and details from the story. 18. Write a letter home from Camp Green Lake in proper letter format. Regal the reader with detail about life at Camp Green Lake. Include examples, facts, likes and dislikes. Exercise correct grammar and mechanics. 19. Engage in a discussion on the title of the book, considering: Why is the book called *Holes*, besides the boys, who else dug holes at Green Lake, and how does digging holes help Zero and Stanley survive.	1. ELL.9-12.1. R.3.1 2. ELL.9-12.1. R.4.1 3. ELL.9-12.1. R.4.1 4. LA.9-10.RI.9-10.6 5. LA.9-10.RL.9-10.5 6. ELL.9-12.2. S.2.2 7. LA.9-10.RL.9-10.3 8. ELL.9-12.2. R.2.2, LA.9-10.RI.9-10.6 9. ELL.9-12.2. W.2.1, LA.11-12.RI.11-12.2 10. ELL.9-12.1. R.4, LA.11-12.RI.11-12.4 11. LA.9-10. W.9-10.1.C 12. LA.9-10. W.9-10.3 13. ELL.9-12.2. S.3.2 14. LA.9-10. W.9-10.3. B 15. ELL.9-12.2. S.1.1 16. ELL.9-12.2. S.1.1 17. LA.9-10. W.9-10.3. D 18. LA.9-10. W.9-10.2. E, ELL.9-12.2. W.5.3 19. LA.9-10. SL.9-10.1. A

Inter-Disciplinary Connections:

Language Arts Literacy – Defining theme, undercovering definitions of vocabulary terms, writing for a purpose, parallel stories, narrative writing, explicit details and structure of text.
History – Racial segregations was the impetus for the backstory of *Holes*.
Art – Draw a cartoon strip of at least 8 panels of events accurately portrayed.
Technology – Use of Google classroom and apps for student work, posting assignments, and providing teacher feedback.

Students will engage with the following text:

- *Holes*

Students will write:

- Write concise summaries of chapters in *Holes*.
- Write a short story related to *Holes* that could include: a new ending, another camper's reason why he is at Camp Green Lake, what may have happened if Sam never died, etc.
- Write a conversation between a past character and a present character from *Holes*.
- Complete a book report in a bag that has at least 10 items that go along with the story of *Holes* as well as explanations for each item.
- Write the diary of a camper at Camp Green Lake with at least five entries accurately portraying characters and events from *Holes*.
- Write a letter home from Camp Green Lake with proper letter format, proper grammar, facts and examples included, as well as likes and dislikes about camp included.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills?

Listening:
- to reading of *Holes*.
- a discussion on the title of the book, considering: Why is the book called *Holes*, besides the boys, who else dug holes at Green Lake, and how does digging holes help Zero and Stanley survive.
- to the movie *Holes*.

Reading:
- *Holes*

Writing:
- Write concise summaries of chapters in *Holes*.
- Write a short story related to *Holes* that could include: a new ending, another camper's reason why he is at Camp Green Lake, what may have happened if Sam never died, etc.
- Write a conversation between a past character and a present character from *Holes*.
- Complete a book report in a bag that has at least 10 items that go along with the story of *Holes* as well as explanations for each item.

- Write the diary of a camper at Camp Green Lake with at least five entries accurately portraying characters and events from *Holes*.
- Write a letter home from Camp Green Lake with proper letter format, proper grammar, facts and examples included, as well as likes and dislikes about camp included.

Speaking:

- Engage in a discussion on the title of the book, considering: Why is the book called *Holes*, besides the boys, who else dug holes at Green Lake, and how does digging holes help Zero and Stanley survive.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

- Daily warm-up activities
- Homework assignments.
- Respond to oral directions and comprehension checks.
- Quizlet activities.

Accommodations/Modifications:

- Highlight or underline main ideas in reading materials.
- Provide students with summaries of chapters.
- Provide guiding questions to complete when reading each chapter.
- Allow use of translator when needed.

- Create quizlets to assist with vocabulary review.
- Provide word walls prominently displayed for reference and support.
- Use different colors, boldface and italicized text to focus students' attention on key words.
- Reuse examples and tasks previously presented in lessons and activities.

Summative Assessments:

- Each quiz will consist of five questions concerning events that occurred in the assigned chapters.

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language for directions and tasks.
- Limit answer choices and/or supply word bank.
- Reuse examples and tasks previously presented in lessons and activities.
- Chunk assessments into portions.
- Provide study guide prior to assessment.
- Allow for extended time.
- Highlight, underline, or bold key terms.
- Offer students extended time on writing assignments.
- Provide guiding questions for written responses.
- Provide writing checklists and step-by-step directions for assignments.
- Reduce length requirement for writing assignments.
- Reduced number of open-ended responses.
- Provide graphic organizers to help students organize their writing.
- Allow students to type or write responses.
- Grade on content not mechanics.
- Assist students with brainstorming ideas for writing.
- Provide sentence starters for writing activities.

Performance Assessments:

- Reconstruct *Holes'* plot by creating a timeline of story events.
- Create a jingle or song for Camp Green Lake.

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Select learning verbs for each group that are suitable for group's proficiency level.
- Provide simplified step-by-step instructions.
- Provide a simplified rubric.
- Solicit group proposal for project approach.
- Provide a model of finished product.
- Allow for extended time.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Advanced
PART I: UNIT RATIONALE
WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: ELL Advanced – Unit 5 Short Stories	**Unit Summary**: It is important that students are exposed to many different aspects of writing. Exploring short stories offers students opportunities to internalize and apply the knowledge they gain about reading and interpreting literature to the next story they read. They are more frequently exposed to the craft of using language, the literary devices that authors use, and how these can make a story work (or not work) for a reader.
Grade Level(s): 9 - 12	Short stories themselves contain underlying themes or motifs that challenge the students to draw broader conclusions from the material and encourage ELLs to think on a wider level about interconnected issues and themes that run throughout the materials. A deeper understanding of short stories lead to an increased ability to interpret literature and to convey the essential nature of communication throughout human history.
Essential Question(s): 1. How do authors effectively use literary elements to create and develop a meaningful short fiction text? 2. How do authors order events of a text? 3. How do authors manipulate time in a text? 4. How is plot structured in multiple texts? 5. How does the setting influence the characters and their actions? 6. How do literary elements convey theme?	**Enduring Understanding(s):** 1. Writers use literary elements to create characterization to develop texts to convey purpose and meaning. 2. Short stories utilize a sequence of events that invite readers to explore the human experience across cultures and throughout history. 3. Pacing is utilized by authors to manipulate time in a text while simultaneously allowing themes to be presented. 4. Writers organize narrative fiction using a plot structure. 5. Writers purposely create features of setting that will have a direct impact on the characters and events of a story. 6. Short stories employ a variety of literary devices that highlight the themes.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

Learning Target	WIDA or NJSLS
1. Analyze how authors create the setting in a short story. 2. Identify and explain plot structure in short stories. 3. Understand and explain why plots in short stories usually focus on a single event. 4. Identify and explain characterization techniques in short stories. 5. Apply a plot structure to a short story of choice. 6. Engage in annotating by summarizing important ideas in your own words using a post it, highlight words that are new to you, marking passages that you find confusing, drawing pictures of topics and making text to text connections. 7. Create a Prezi that addresses the theme and main point of the short story. 8. Write a paragraph describing the setting of chosen short story including textual evidence from the story. 9. Complete a two column dialectical journal in which you identify and analyze quotes from the story that exhibit foreshadowing. 10. Select a paragraph from the story and have students identify all the verbs providing the tense of each. 11. Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story. 12. Select two paragraphs and identify adjectives in the first paragraph and adverbs in the second paragraph. 13. Analyze symbolism in a short story and explain how it contributes to the story's theme. 14. Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.	1. LA.9-10.RL.9-10.10a 2. LA.9-10.RL.9-10.3 3. LA.9-10.RL.9-10.5 4. ELL.9-12.2. S.4.2 5. ELL.9-12.2. S.2.1 6. ELL.9-12.1. R.5.1 7. LA.11-12. SL.11-12.5 8. LA.9-10.RI.9-10.1 9. LA.9-10.RL.9-10.10b 10. LA.9-10. L.9-10.1 11. ELL.9-12.2. S.4.1 12. LA.9-10. L.9-10.1 13. ELL.9-12.2. S.5.2 14. LA.11-12. W.11-12.1. D

Inter-Disciplinary Connections:

Language Arts Literacy – defining theme, undercovering definitions of vocabulary terms, writing for a purpose, plot structure, point of view and annotating.

History – many of the short story options reflect the historical period of time during which they were written.

Technology – use of Google classroom and apps for student work, posting assignments, and providing teacher feedback.

Students will engage with the following text:

- "The Most Dangerous Game" by Richard Connell
- "The Last Question" by Isaac Asimov
- "The Lottery" by Shirley Jackson
- "Hills Like White Elephants" by Ernest Hemingway
- "All Summer in a Day" by Ray Bradbury
- "Harrison Bergeron" by Kurt Vonnegut

- "We Can Get Them for You Wholesale" by Neil Gaiman
- "The Sniper" by Liam O'Flaherty
- "The Gift of the Magi" by O. Henry
- "The Interlopers" by Saki
- "The Lady, or the Tiger?" by Frank R. Stockton
- "Through the Tunnel" by Doris Lessing
- "A Sound of Thunder" by Ray Bradbury
- "The Scarlet Ibis" by James Hurst
- "The Black Cat" by Edgar Allan Poe
- "The Stolen Party" by Liliana Heker
- "To Build a Fire" by Jack London
- "An Occurrence at Owl Creek Bridge" by Ambrose Bierce
- "The Open Boat" by Stephen Crane
- "Masque of the Red Death" by Edgar Allen Poe

Students will write:

- Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.
- Write a paragraph describing the setting of chosen short story including textual evidence from the story.
- Complete a two column dialectical journal in which you identify and analyze quotes from the story that exhibit foreshadowing.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills?

Listening:
- To verbal directions from teacher regarding expectations to short story assignments.
- To classmates present prezis.

Reading:
- Chosen short story independently.

Writing:
- Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.
- Write a paragraph describing the setting of chosen short story including textual evidence from the story.
- Complete a two column dialectical journal in which you identify and analyze quotes from the story that exhibit foreshadowing.

Speaking:
- Presentation with a prezi that addresses the theme and main point of the story.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL
  DEMONSTRATE THEIR UNDERSTANDING OF CONTENT
  AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY
  BLOOM'S LEVELS.

Formative Assessments:

- Daily warm-up activities.
- Homework assignments.
- Respond to oral directions and comprehension checks.
- Quizlet activities.

Accommodations/Modifications:

- Highlight or underline main ideas in reading materials.
- Provide students with summaries of episodes.
- Provide transcript and audio recording of podcast.
- Provide guiding questions to complete when listening to podcast.
- Allow use of translator when needed.
- Create quizlets to assist with vocabulary review.
- Provide word walls prominently displayed for reference and support.
- Use of different colors, bold-faced and italicized text to focus students' attention on key words.
- Reuse examples and tasks previously presented in lessons and activities.

Summative Assessments:

- Quizzes will consist of five questions concerning events that occurred in the chosen short story.

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language for directions and tasks.
- Limit answer choices and/or supply word bank.
- Reuse examples and tasks previously presented in lessons and activities.
- Chunk assessments into portions.
- Provide study guide prior to assessment.
- Allow for extended time.
- Highlight, underline, or bold key terms.
- Offer students extended time on writing assignments.
- Provide guiding questions for written responses.
- Provide writing checklists and step-by-step directions for assignments.

- Reduce length requirement for writing assignments.
- Reduced number of open-ended responses.
- Provide graphic organizers to help students organize their writing.
- Allow students to type or write responses.
- Grade on content not mechanics.
- Assist students with brainstorming ideas for writing.
- Provide sentence starters for writing activities.

Performance Assessments:

- Create a prezi that addresses the theme and main point of the story.

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Select learning verbs for each group that are suitable for group's proficiency level.
- Provide simplified step-by-step instructions.
- Provide a simplified rubric.
- Solicit group proposal for project approach.
- Provide a model of finished product.
- Allow for extended time.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: ELL Advanced
PART I: UNIT RATIONALE
<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
ELL Advanced – Unit 6 Informational Text	Informational passages are among the most encountered bodies of text read by ELL students. The reading comprehension skills needed to glean the author's purpose, central idea or argument, and the supporting details are crucial to their academic success. Informational texts afford students opportunities to expand bodies of knowledge, as their basis is to present facts, processes, data, and evidence. The structures of expository texts construct the framework for an author to present information to a reader for a particular purpose. Informational texts span an array of genres. As students advance through this unit, they will engage in a selection of informational text types to recognize the importance of including relevant evidence to support a claim. Within these models, students will follow the line of the arguments, map them out, and identify the supported claims.
Grade Level(s): 9 - 12	

Essential Question(s):	Enduring Understanding(s):
1. What reading skills are honed by reading informational texts? 2. What language is employed in an informational text and why? 3. What do informational texts present to readers? 4. What strategies do effective readers use to understand the elements of an informational text? 5. How is informational text effectively organized? 6. How do vocabulary, key details, and relevant evidence combine to create the central idea of an informational piece? 7. How does discussing or writing about informational text sharpen thinking skills?	1. By unpacking a body of informational text, fundamental reading skills that equip a reader to identify purpose, central ideas or arguments, and supporting details are exercised and honed. 2. The grammatical tense and lexicon employed are essential to relaying information in a formal expository prose. 3. Informational texts provide readers with information on a wide range of topics. 4. Informational text has features that help the reader navigate the text and comprehend the content. Some expository passages require the reader to make inferences, as not all information is explicitly or clearly stated in text. 5. Effective expository writing requires attention to specific techniques that develop clear ideas, organize the structure, and use language appropriate to the purpose. 6. Authors of informational text employ a variety of structures to assist the reader in finding information quickly and efficiently. 7. Reading informational text allows students to develop sophisticated comprehension skills, build critical content knowledge and vocabulary, and apply higher-order thinking skills.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

Learning Target	WIDA or NJSLS
1. Define and identify the following terms: thesis, claims, validity, ethos, pathos and logos as they relate to informational text.	1. LA.9-10.RI.9-10.6
2. Identify the central idea of an informational text and the evidence supporting that idea.	2. LA.9-10.RL.9-10.2, ELL.9-12.2. R.3.2
3. Debate the validity of the evidence supporting the claims made in a piece of informational text.	3. LA.11-12. SL.11-12.3
4. Distinguish supported claims from unsupported claims.	4. LA.9-10.RI.9-10.8
5. Analyze what the text says explicitly.	5. LA.11-12.RL.11-12.1
6. Cite textual evidence to support analysis.	6. LA.11-12.RL.11-12.1
7. Use common grade appropriate Greek/Latin affixes and roots to assist in determining the meaning of words.	7. LA.11-12.RL.11-12.4
8. Students will be able to quote accurately and correctly from the text to explain what the text is about and use details and information from text to support their inference.	8. ELL.9-12.1. R.3.1
9. Utilize the "Gettysburg Address" to determine the persuasive impact of specific words by analyzing the words' connotative meaning.	9. LA.11-12.RI.11-12.6
10. Analyze in detail how the early years of Harriet Tubman, as related by author Ann Petry, contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman's life.	10. ELL.9-12.2. W.5.3
11. Using a multimedia format, trace the line of argument in Winston Churchill's "Blood, Toil, Tears and Sweat" address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not.	11.ELL.9-12.2. W.4.1
12. Write an explanatory essay identifying the central idea of the excerpt from "Letter from a Birmingham Jail." by evaluating Dr. Martin Luther King's argument and its effectiveness by citing specific examples of purposeful style and craft.	12. ELL.9-12.2. W.5.1

Inter-Disciplinary Connections:

Language Arts Literacy – defining theme, undercovering definitions of vocabulary terms, writing for a purpose, analyzing text, supporting evidence.

History – the suggested informational texts for this unit are each based on major historical eras in American history.

Technology – use of Google classroom and apps for student work, posting assignments, and providing teacher feedback.

Students will engage with the following text:

- Lincoln's "Gettysburg Address"
- MLK Jr. "I Have a Dream"
- Churchill, Winston. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940."

- Petry, Ann. "Harriet Tubman: Conductor on the Underground Railroad."

Students will write:

- Write an explanatory essay identifying the central idea of the excerpt from "Letter from a Birmingham Jail." by evaluating Dr. Martin Luther King's argument and its effectiveness by citing specific examples of purposeful style and craft.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills?

Listening:
- to recordings/dramatizations of Lincoln's "Gettysburg Address", MLK Jr. "I Have a Dream" and Churchill, Winston. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940."
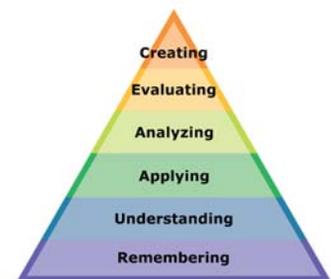
Reading:

- of Petry, Ann. "Harriet Tubman: Conductor on the Underground Railroad."

Writing:
- of an explanatory essay identifying the central idea of the excerpt from "Letter from a Birmingham Jail." by evaluating Dr. Martin Luther King's argument and its effectiveness by citing specific examples of purposeful style and craft.

Speaking:
- in class discussions when quoting accurately and correctly from the text to explain what the text is about and use details and information from text to support their inference.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.
Formative Assessments:

- Daily warm-up activities
- Homework assignments.
- Respond to oral directions and comprehension checks.
- Quizlet activities.

Accommodations/Modifications:

- Highlight or underline main ideas in reading materials.
- Provide students with summaries of lessons.
- Provide guiding questions to complete when reading informational texts.
- Allow use of translator when needed.
- Create quizlets to assist with vocabulary review.
- Provide word walls prominently displayed for reference and support.
- Use of different colors, bold-faced and italicized text to focus students' attention on key words.
- Reuse examples and tasks previously presented in lessons and activities.

Summative Assessments:

- Each quiz will consist of five questions concerning each informational text.

Accommodations/Modifications:

- Include familiar visuals.
- Use simplified language for directions and tasks.
- Limit answer choices and/or supply word bank.
- Reuse examples and tasks previously presented in lessons and activities.
- Chunk assessments into portions.
- Provide study guide prior to assessment.
- Allow for extended time.
- Highlight, underline, or bold key terms.
- Offer students extended time on writing assignments.
- Provide guiding questions for written responses.
- Provide writing checklists and step-by-step directions for assignments.
- Reduce length requirement for writing assignments.
- Reduced number of open-ended responses.
- Provide graphic organizers to help students organize their writing.
- Allow students to type or write responses.
- Grade on content not mechanics.
- Assist students with brainstorming ideas for writing.
- Provide sentence starters for writing activities.

Performance Assessments:

- Using a multimedia format, trace the line of argument in Winston Churchill's "Blood, Toil, Tears and Sweat" address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not.

Accommodations/Modifications:

- Arrange cooperative learning groups to ensure effective work and socialization skills.
- Select learning verbs for each group that are suitable for group's proficiency level.
- Provide simplified step-by-step instructions.
- Provide a simplified rubric.
- Solicit group proposal for project approach.
- Provide a model of finished product.
- Allow for extended time.

WIDA Instructional Framework for the English Language Development Standards, 2007

ELL.9-12.1 - [Standard] - Social and Instructional Language

ELL.9-12.1. L - Listening

ELL.9-12.1. L.1 - [Level] - Entering

ELL.9-12.1. L.1.1 - [Performance Indicator] - Carry out requests from peers or teachers (e.g., "Hand in your homework.") with L1 support

ELL.9-12.1. L.2 - [Level] - Beginning

ELL.9-12.1. L.2.1 - [Performance Indicator] - Follow instructions from peers or teachers (e.g., "Meet me at my locker after 7th period.") with L1 support

ELL.9-12.1. L.3 - [Level] - Developing

ELL.9-12.1. L.3.1 - [Performance Indicator] - Follow everyday conversations with teachers or other adults (e.g., guest speakers) with clarification in L1

ELL.9-12.1. L.4 - [Level] - Expanding

ELL.9-12.1. L.4.1 - [Performance Indicator] - React to discourse related to school life from indirect sources (e.g., loud speaker, CDs)

ELL.9-12.1. L.5 - [Level] - Bridging

ELL.9-12.1. L.5.1 - [Performance Indicator] - Infer subtleties of oral messages or information related to school life

ELL.9-12.1. S - Speaking

ELL.9-12.1. S.1 - [Level] - Entering

ELL.9-12.1. S.1.1 - [Performance Indicator] - State preferences for types of music, food, games or recreational activities from illustrated examples in a small group

ELL.9-12.1. S.2 - [Level] - Beginning

ELL.9-12.1. S.2.1 - [Performance Indicator] - Describe preferences for clothing, TV programs or recreational activities from illustrated examples in a small group

ELL.9-12.1. S.3 - [Level] - Developing

ELL.9-12.1. S.3.1 - [Performance Indicator] - Recommend or suggest songs, websites or other interests and give reasons for selection in a small group

ELL.9-12.1. S.4 - [Level] - Expanding

ELL.9-12.1. S.4.1 - [Performance Indicator] - Discuss pros and cons based on recommendations or suggestions for plays, films, stories, books, poems or website articles in a small group

ELL.9-12.1. S.5 - [Level] - Bridging

ELL.9-12.1. S.5.1 - [Performance Indicator] - Critique, evaluate and make recommendations for a variety of everyday information sources

ELL.9-12.1. R - Reading

ELL.9-12.1. R.1 - [Level] - Entering

ELL.9-12.1. R.1.1 - [Performance Indicator] - Preview visually supported text to glean basic facts (e.g., titles or bold print)

ELL.9-12.1. R.2 - [Level] - Beginning

ELL.9-12.1. R.2.1 - [Performance Indicator] - Highlight main ideas or important information from visually supported text (e.g., newspaper columns in L1 and L2)

ELL.9-12.1. R.3 - [Level] - Developing

ELL.9-12.1. R.3.1 - [Performance Indicator] - Scan material from visually supported text to identify details that confirm main ideas

ELL.9-12.1. R.4 - [Level] - Expanding

ELL.9-12.1. R.4.1 - [Performance Indicator] - Skim material from visually supported text for meaning of words, phrases or sentences in context

ELL.9-12.1. R.5 - [Level] - Bridging

ELL.9-12.1. R.5.1 - [Performance Indicator] - Draw conclusions based on information from text

ELL.9-12.1. W - Writing

ELL.9-12.1. W.1 - [Level] - Entering

ELL.9-12.1. W.1.1 - [Performance Indicator] - Copy information from media (e.g., newspapers, websites) and check with a partner

ELL.9-12.1. W.2 - [Level] - Beginning

ELL.9-12.1. W.2.1 - [Performance Indicator] - List points of information from media (e.g., TV, films, video or DVDs) and share with a partner

ELL.9-12.1. W.3 - [Level] - Developing

ELL.9-12.1. W.3.1 - [Performance Indicator] - Form general ideas based on information from familiar speakers, media or print in a series of related sentences and share with a partner

ELL.9-12.1. W.4 - [Level] - Expanding

ELL.9-12.1. W.4.1 - [Performance Indicator] - Summarize information from various sources (e.g., radio, TV or newspapers) in paragraph form and share with a partner

ELL.9-12.1. W.5 - [Level] - Bridging

ELL.9-12.1. W.5.1 - [Performance Indicator] - Integrate information from multiple sources to produce short stories

ELL.9-12.2 - [Standard] - The Language of Language Arts

ELL.9-12.2. L - Listening

ELL.9-12.2. L.1 - [Level] - Entering

ELL.9-12.2. L.1.2 - [Performance Indicator] - Recognize different intonation patterns of speech working with a partner (e.g., statements, questions)

ELL.9-12.2. L.1.1 - [Performance Indicator] - Identify examples of comedic situations based on oral statements and visual scenes with a partner

ELL.9-12.2. L.2 - [Level] - Beginning

ELL.9-12.2. L.2.2 - [Performance Indicator] - Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, "You didn't do your homework, did you?")

ELL.9-12.2. L.2.1 - [Performance Indicator] - Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms, as in literal depiction of 'honeymoon') with a partner

ELL.9-12.2. L.3 - [Level] - Developing

ELL.9-12.2. L.3.2 - [Performance Indicator] - Compare intonation patterns of satirical/non-satirical speech working with a partner

ELL.9-12.2. L.3.1 - [Performance Indicator] - Apply oral descriptions that contain double meanings to visual representations to depict comedy with a partner

ELL.9-12.2. L.4 - [Level] - Expanding

ELL.9-12.2. L.4.2 - [Performance Indicator] - Identify satire or inferences in speech from intonation patterns working with a partner

ELL.9-12.2. L.4.1 - [Performance Indicator] - Identify comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony, or satire) with a partner

ELL.9-12.2. L.5 - [Level] - Bridging

ELL.9-12.2. L.5.2 - [Performance Indicator] - Analyze speech to identify and make inferences from satire

ELL.9-12.2. L.5.1 - [Performance Indicator] - Match comedic elements from oral discourse to intended meanings

ELL.9-12.2. S - Speaking

ELL.9-12.2. S.1 - [Level] - Entering

ELL.9-12.2. S.1.1 - [Performance Indicator] - Give examples of literature from native cultures using visuals or graphic organizers (e.g., books, poems, short stories) in literature circles using L1 or L2

ELL.9-12.2. S.1.2 - [Performance Indicator] - State facts about characters in visuals with L1 support

ELL.9-12.2. S.2 - [Level] - Beginning

ELL.9-12.2. S.2.1 - [Performance Indicator] - Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines) in literature circles using L1 or L2

ELL.9-12.2. S.2.2 - [Performance Indicator] - Describe personalities of characters in visuals with L1 support

ELL.9-12.2. S.3 - [Level] - Developing

ELL.9-12.2. S.3.1 - [Performance Indicator] - Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers in literature circles

ELL.9-12.2. S.3.2 - [Performance Indicator] - Compare character assets and flaws using visuals or graphic organizers with L1 support

ELL.9-12.2. S.4 - [Level] - Expanding

ELL.9-12.2. S.4.1 - [Performance Indicator] - Give speeches assuming characters or perspectives in multicultural literature using visual or graphic support

ELL.9-12.2. S.4.1 - [Performance Indicator] - Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers in literature circles

ELL.9-12.2. S.4.2 - [Performance Indicator] - Discuss, with examples, character development using visuals or graphic organizers

ELL.9-12.2. S.5 - [Level] - Bridging

ELL.9-12.2. S.5.1 - [Performance Indicator] - Discuss relevance of multicultural literature in today's world

ELL.9-12.2. S.5.1 - [Performance Indicator] - Discuss how different views in multicultural literature represent global perspectives

ELL.9-12.2. S.5.2 - [Performance Indicator] - Critique, with detailed examples, character development in literary works

ELL.9-12.2. R - Reading

ELL.9-12.2. R.1 - [Level] - Entering

ELL.9-12.2. R.1.2 - [Performance Indicator] - Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner

ELL.9-12.2. R.1.1 - [Performance Indicator] - Associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups

ELL.9-12.2. R.2 - [Level] - Beginning

ELL.9-12.2. R.2.2 - [Performance Indicator] - Sort information as biased or not biased using models or illustrated criteria and share with a partner

ELL.9-12.2. R.2.1 - [Performance Indicator] - Identify influences (e.g., people or events) on familiar people's lives using visuals and sentence-level text in L1 or L2 in small groups

ELL.9-12.2. R.3 - [Level] - Developing

ELL.9-12.2. R.3.2 - [Performance Indicator] - Identify evidence of bias in various texts using models or criteria and share with a partner

ELL.9-12.2. R.3.1 - [Performance Indicator] - Match cause of influences on familiar people's lives with effect using visuals and multi-sentence text in small groups

ELL.9-12.2. R.4 - [Level] - Expanding

ELL.9-12.2. R.4.2 - [Performance Indicator] - Critique information in regard to bias from various sources including websites using models or criteria and share with a partner

ELL.9-12.2. R.4.1 - [Performance Indicator] - Interpret impact of familiar people's lives on others or society using visuals and paragraph-level text in small groups

ELL.9-12.2. R.5 - [Level] - Bridging

ELL.9-12.2. R.5.2 - [Performance Indicator] - Evaluate validity of information in regard to bias from various sources, including websites

ELL.9-12.2. R.5.1 - [Performance Indicator] - Predict people's reactions to living in different time periods or circumstances using grade-level text (e.g., "What would Martin Luther King, Jr. think if he lived today?")

ELL.9-12.2. W - Writing

ELL.9-12.2. W.1 - [Level] - Entering

ELL.9-12.2. W.1.2 - [Performance Indicator] - Take notes on key symbols, words or phrases from visuals pertaining to discussions

ELL.9-12.2. W.1.3 - [Performance Indicator] - Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner

ELL.9-12.2. W.1.1 - [Performance Indicator] - Reproduce comments on various topics from visually supported sentences from newspapers or websites

ELL.9-12.2. W.2 - [Level] - Beginning

ELL.9-12.2. W.2.2 - [Performance Indicator] - List key phrases or sentences from discussions and models (e.g., on the board or from overhead projector)

ELL.9-12.2. W.2.3 - [Performance Indicator] - Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner

ELL.9-12.2. W.2.1 - [Performance Indicator] - Produce comments on various topics from visually supported paragraphs from newspapers or websites

ELL.9-12.2. W.3 - [Level] - Developing

ELL.9-12.2. W.3.2 - [Performance Indicator] - Produce sentence outlines from discussions, lectures or readings

ELL.9-12.2. W.3.3 - [Performance Indicator] - Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner

ELL.9-12.2. W.3.1 - [Performance Indicator] - Summarize critical commentaries from visually supported newspaper, website or magazine articles

ELL.9-12.2. W.4 - [Level] - Expanding

ELL.9-12.2. W.4.2 - [Performance Indicator] - Summarize notes from lectures or readings in paragraph form

ELL.9-12.2. W.4.3 - [Performance Indicator] - Revise or rephrase written language based on feedback from teachers, peers and rubrics

ELL.9-12.2. W.4.1 - [Performance Indicator] - Respond to critical commentaries by offering claims and counter-claims from visually supported newspaper, website or magazine articles

ELL.9-12.2. W.5 - [Level] - Bridging

ELL.9-12.2. W.5.2 - [Performance Indicator] - Produce essays based on notes from lectures or readings

ELL.9-12.2. W.5.3 - [Performance Indicator] - Expand, elaborate and correct written language as directed

ELL.9-12.2. W.5.1 - [Performance Indicator] - Provide critical commentary commensurate with proficient peers on a wide range of topics and sources

ELL.9-12.3 - [Standard] - The Language of Mathematics

ELL.9-12.3. L - Listening

ELL.9-12.3. L.1 - [Level] - Entering

ELL.9-12.3. L.1.1 - [Performance Indicator] - Identify properties of geometric figures based on visual representations and oral descriptions

ELL.9-12.3. L.2 - [Level] - Beginning

ELL.9-12.3. L.2.1 - [Performance Indicator] - Visualize, draw or construct geometric figures based on visual representations and oral descriptions

ELL.9-12.3. L.3 - [Level] - Developing

ELL.9-12.3. L.3.1 - [Performance Indicator] - Locate intersections of geometric figures based on visual representations and oral descriptions (e.g., points, lines or planes)

ELL.9-12.3. L.4 - [Level] - Expanding

ELL.9-12.3. L.4.1 - [Performance Indicator] - Compare two- and three-dimensional figures based on visual representations and oral descriptions

ELL.9-12.3. L.5 - [Level] - Bridging

ELL.9-12.3. L.5.1 - [Performance Indicator] - Transform geometric figures (e.g., rotations, reflections or enlargements) by following oral directions

ELL.9-12.3. S - Speaking

ELL.9-12.3. S.1 - [Level] - Entering

ELL.9-12.3. S.1.1 - [Performance Indicator] - Repeat formulas or equations from models and visual support

ELL.9-12.3. S.1.1 - [Performance Indicator] - Exchange key words involved in problem solving from models and visual support in L1 or L2 with a partner

ELL.9-12.3. S.2 - [Level] - Beginning

ELL.9-12.3. S.2.1 - [Performance Indicator] - Recite or rephrase formulas or equations using models and visual support

ELL.9-12.3. S.2.1 - [Performance Indicator] - Rephrase or recite phrases or sentences involved in problem solving using models and visual support in L1 or L2 with a partner

ELL.9-12.3. S.3 - [Level] - Developing

ELL.9-12.3. S.3.1 - [Performance Indicator] - Sequence steps in formulas or equations to show how to solve problems (e.g., think-aloud) using visual support

ELL.9-12.3. S.3.1 - [Performance Indicator] - Sequence sentences to show how to solve problems using visual support and confirm with a partner (e.g., think-alouds)

ELL.9-12.3. S.4 - [Level] - Expanding

ELL.9-12.3. S.4.1 - [Performance Indicator] - Describe two or more approaches as to how to solve problems involving formulas or equations using visual support

ELL.9-12.3. S.4.1 - [Performance Indicator] - Describe two or more approaches to solve problems using visual support and share with a partner

ELL.9-12.3. S.5 - [Level] - Bridging

ELL.9-12.3. S.5.1 - [Performance Indicator] - Explain to peer's strategies for solving problems involving formulas or equations

ELL.9-12.3. S.5.1 - [Performance Indicator] - Explain to peers, with details, strategies for solving problems

ELL.9-12.3. R - Reading

ELL.9-12.3. R.1 - [Level] - Entering

ELL.9-12.3. R.1.1 - [Performance Indicator] - Organize graphically displayed data from written directions and models (e.g., rank sports teams based on statistics) in small groups

ELL.9-12.3. R.2 - [Level] - Beginning

ELL.9-12.3. R.2.1 - [Performance Indicator] - Organize graphically displayed data sets from newspapers or magazines (e.g., stock market trends) in small groups

ELL.9-12.3. R.3 - [Level] - Developing

ELL.9-12.3. R.3.1 - [Performance Indicator] - Display data sets in charts, tables or graphs according to written directions in small groups

ELL.9-12.3. R.4 - [Level] - Expanding

ELL.9-12.3. R.4.1 - [Performance Indicator] - Interpret data presented in charts, tables or graphs in small groups

ELL.9-12.3. R.5 - [Level] - Bridging

ELL.9-12.3. R.5.1 - [Performance Indicator] - Predict impact of changes in data displayed in charts, tables or graphs

ELL.9-12.3. W - Writing

ELL.9-12.3. W.1 - [Level] - Entering

ELL.9-12.3. W.1.1 - [Performance Indicator] - Draw and compare dimensions (e.g., width, length, depth) of figures or real-life objects to scale

ELL.9-12.3. W.2 - [Level] - Beginning

ELL.9-12.3. W.2.1 - [Performance Indicator] - Describe differences in figures or real-life objects based on scale and proportion

ELL.9-12.3. W.3 - [Level] - Developing

ELL.9-12.3. W.3.1 - [Performance Indicator] - Compare/contrast figures or real-life objects based on scale and proportion

ELL.9-12.3. W.4 - [Level] - Expanding

ELL.9-12.3. W.4.1 - [Performance Indicator] - Give detailed examples from diagrams of the use of scale and proportion (e.g., in various occupations)

ELL.9-12.3. W.5 - [Level] - Bridging

ELL.9-12.3. W.5.1 - [Performance Indicator] - Report on designing models to scale and proportion (e.g., "If you were an architect…")

ELL.9-12.4 - [Standard] - The Language of Science

ELL.9-12.4. L - Listening

ELL.9-12.4. L.1 - [Level] - Entering

ELL.9-12.4. L.1.1 - [Performance Indicator] - Collect and prepare real-life materials needed for scientific investigation based on oral directions with a partner

ELL.9-12.4. L.1.1 - [Performance Indicator] - Collect and share real-life examples of elements and compounds based on oral directions and models

ELL.9-12.4. L.2 - [Level] - Beginning

ELL.9-12.4. L.2.1 - [Performance Indicator] - Replicate scientific investigation using real-life materials based on oral directions with a partner

ELL.9-12.4. L.2.1 - [Performance Indicator] - Distinguish between elements and compounds described orally with visual support or real-life examples with a partner

ELL.9-12.4. L.3 - [Level] - Developing

ELL.9-12.4. L.3.1 - [Performance Indicator] - Build different hypotheses based on use of materials and oral descriptions of scientific investigation with a partner

ELL.9-12.4. L.3.1 - [Performance Indicator] - Build hypotheses from oral descriptions based on use of elements and compounds and share with a partner

ELL.9-12.4. L.4 - [Level] - Expanding

ELL.9-12.4. L.4.1 - [Performance Indicator] - Match different oral explanations of results of scientific investigation based on use of materials with a partner

ELL.9-12.4. L.4.1 - [Performance Indicator] - Follow multi-step oral directions with specific and some technical language to test hypotheses about elements and compounds and check with a partner

ELL.9-12.4. L.5 - [Level] - Bridging

ELL.9-12.4. L.5.1 - [Performance Indicator] - Conduct scientific investigation using materials based on oral input

ELL.9-12.4. L.5.1 - [Performance Indicator] - Draw conclusions regarding results of scientific investigation involving elements and compounds based on oral explanations

ELL.9-12.4. S - Speaking

ELL.9-12.4. S.1 - [Level] - Entering

ELL.9-12.4. S.1.1 - [Performance Indicator] - Create and present collages or depictions of conservation or ecology from models in small groups

ELL.9-12.4. S.2 - [Level] - Beginning

ELL.9-12.4. S.2.1 - [Performance Indicator] - Brainstorm ideas about conservation or ecology that affect everyday life (e.g., "What are some examples of pollution?") based on illustrations in small groups

ELL.9-12.4. S.3 - [Level] - Developing

ELL.9-12.4. S.3.1 - [Performance Indicator] - Suggest ways to resolve issues related to conservation or ecology using visuals or graphic organizers (e.g., "How can we reduce pollution?") in small groups

ELL.9-12.4. S.4 - [Level] - Expanding

ELL.9-12.4. S.4.1 - [Performance Indicator] - Discuss pros and cons of issues related to conservation or ecology using visuals or graphic organizers in small groups

ELL.9-12.4. S.5 - [Level] - Bridging

ELL.9-12.4. S.5.1 - [Performance Indicator] - Engage in debates on issues related to conservation or ecology (e.g., global warming, solar heating)

ELL.9-12.4. R - Reading

ELL.9-12.4. R.1 - [Level] - Entering

ELL.9-12.4. R.1.1 - [Performance Indicator] - Match pictures or visuals with symbols, words or phrases (e.g., ♀ and females) with a partner

ELL.9-12.4. R.2 - [Level] - Beginning

ELL.9-12.4. R.2.1 - [Performance Indicator] - Sort pictures and phrases into categories (e.g., recessive and dominant traits) with a partner

ELL.9-12.4. R.3 - [Level] - Developing

ELL.9-12.4. R.3.1 - [Performance Indicator] - Predict traits of individuals or groups based on visually supported text (e.g., combination of genes) with a partner

ELL.9-12.4. R.4 - [Level] - Expanding

ELL.9-12.4. R.4.1 - [Performance Indicator] - Analyze and identify reasons for genetic alterations based on visually supported text (e.g., mutation) with a partner

ELL.9-12.4. R.5 - [Level] - Bridging

ELL.9-12.4. R.5.1 - [Performance Indicator] - Evaluate theories and practices related to genetics based on grade-level materials

ELL.9-12.4. W - Writing

ELL.9-12.4. W.1 - [Level] - Entering

ELL.9-12.4. W.1.1 - [Performance Indicator] - Answer WH- questions (e.g., on lab reports) based on experiments involving chemical or physical change using drawings, words and phrases in L1 or L2

ELL.9-12.4. W.2 - [Level] - Beginning

ELL.9-12.4. W.2.1 - [Performance Indicator] - Answer questions on lab reports based on experiments involving chemical or physical change using phrases and sentences in L1 or L2

ELL.9-12.4. W.3 - [Level] - Developing

ELL.9-12.4. W.3.1 - [Performance Indicator] - Complete lab reports following step-by-step procedures based on experiments involving chemical or physical change using a series of sentences

ELL.9-12.4. W.4 - [Level] - Expanding

ELL.9-12.4. W.4.1 - [Performance Indicator] - Produce lab reports from outlines or learning logs based on experiments involving chemical or physical change in paragraph form

ELL.9-12.4. W.5 - [Level] - Bridging

ELL.9-12.4. W.5.1 - [Performance Indicator] - Create narrative lab reports based on science experiments involving chemical or physical change

ELL.9-12.5 - [Standard] - The Language of Social Studies

ELL.9-12.5. L - Listening

ELL.9-12.5. L.1 - [Level] - Entering

ELL.9-12.5. L.1.1 - [Performance Indicator] - Identify resources or products in supply or demand on maps or graphs from oral statements

ELL.9-12.5. L.2 - [Level] - Beginning

ELL.9-12.5. L.2.1 - [Performance Indicator] - Indicate availability of resources or products in supply or demand from maps or graphs and oral statements

ELL.9-12.5. L.3 - [Level] - Developing

ELL.9-12.5. L.3.1 - [Performance Indicator] - Compare resources or products in supply or demand from maps or graphs and oral statements

ELL.9-12.5. L.4 - [Level] - Expanding

ELL.9-12.5. L.4.1 - [Performance Indicator] - Analyze oral scenarios related to resources or products in supply or demand from maps or graphs

ELL.9-12.5. L.5 - [Level] - Bridging

ELL.9-12.5. L.5.1 - [Performance Indicator] - Interpret cause and effect of resources or products in supply or demand from oral discourse

ELL.9-12.5. S - Speaking

ELL.9-12.5. S.1 - [Level] - Entering

ELL.9-12.5. S.1.1 - [Performance Indicator] - State current events or figures using visual support in L1 or L2

ELL.9-12.5. S.1.1 - [Performance Indicator] - Name major social issues or inequities depicted in illustrations (e.g., war) in L1 or L2

ELL.9-12.5. S.2 - [Level] - Beginning

ELL.9-12.5. S.2.1 - [Performance Indicator] - Describe current or past events or figures using visual support in L1 or L2

ELL.9-12.5. S.2.1 - [Performance Indicator] - Characterize major social issues or inequities depicted in illustrations (e.g., slavery) in L1 or L2

ELL.9-12.5. S.3 - [Level] - Developing

ELL.9-12.5. S.3.1 - [Performance Indicator] - Discuss current or past events, situations, or figures and their personal impact using visual support

ELL.9-12.5. S.3.1 - [Performance Indicator] - Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons

ELL.9-12.5. S.4 - [Level] - Expanding

ELL.9-12.5. S.4.1 - [Performance Indicator] - Analyze current or past events, situations, or issues related to historical figures using visual support

ELL.9-12.5. S.4.1 - [Performance Indicator] - Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives

ELL.9-12.5. S.5 - [Level] - Bridging

ELL.9-12.5. S.5.1 - [Performance Indicator] - Critique current or past events, situations, issues, or policies giving pros and cons

ELL.9-12.5. S.5.1 - [Performance Indicator] - Discuss and pose solutions to social issues or inequities depicted in illustrations or political cartoons

ELL.9-12.5. R - Reading

ELL.9-12.5. R.1 - [Level] - Entering

ELL.9-12.5. R.1.1 - [Performance Indicator] - Locate visually supported information on social issues (e.g., from photographs, headlines, and bylines in newspapers, magazines, or on the Internet)

ELL.9-12.5. R.1.1 - [Performance Indicator] - Locate visually supported information on behavior of individuals & groups (e.g., from photographs, headlines and bylines in newspapers or magazines)

ELL.9-12.5. R.2 - [Level] - Beginning

ELL.9-12.5. R.2.1 - [Performance Indicator] - Locate visually supported information on social issues (e.g., in newspaper, magazine, or website articles)

ELL.9-12.5. R.2.1 - [Performance Indicator] - Locate visually supported information on behavior of individuals & groups (e.g., in newspaper, magazine or website articles)

ELL.9-12.5. R.3 - [Level] - Developing

ELL.9-12.5. R.3.1 - [Performance Indicator] - Compare and contrast visually supported information on social issues or inequities from various news sources

ELL.9-12.5. R.3.1 - [Performance Indicator] - Compare/contrast visually supported information on behavior of individuals & groups from various news sources

ELL.9-12.5. R.4 - [Level] - Expanding

ELL.9-12.5. R.4.1 - [Performance Indicator] - Interpret visually supported information on social issues or inequities from various news sources

ELL.9-12.5. R.4.1 - [Performance Indicator] - Interpret visually supported information on behavior of individuals & groups from various news sources

ELL.9-12.5. R.5 - [Level] - Bridging

ELL.9-12.5. R.5.1 - [Performance Indicator] - Evaluate authenticity of information on social issues or inequities from various news sources

ELL.9-12.5. R.5.1 - [Performance Indicator] - Evaluate authenticity of information on behavior of individuals & groups from various news sources

ELL.9-12.5. W - Writing

ELL.9-12.5. W.1 - [Level] - Entering

ELL.9-12.5. W.1.1 - [Performance Indicator] - Answer yes/no or choice questions in visually supported surveys with a partner

ELL.9-12.5. W.2 - [Level] - Beginning

ELL.9-12.5. W.2.1 - [Performance Indicator] - Formulate WH- questions for visually supported survey research from models with a partner

ELL.9-12.5. W.3 - [Level] - Developing

ELL.9-12.5. W.3.1 - [Performance Indicator] - Describe how to compile and state results of visually supported survey research in small groups

ELL.9-12.5. W.4 - [Level] - Expanding

ELL.9-12.5. W.4.1 - [Performance Indicator] - Describe how to compile and state results of visually supported survey research in small groups

ELL.9-12.5. W.5 - [Level] - Bridging

ELL.9-12.5. W.5.1 - [Performance Indicator] - Interpret results of survey research and pose questions for further study

ELL.9-12.1 - [Standard] - Social and Instructional Language

ELL.9-12.1. L - Listening

ELL.9-12.1. L.1 - [Level] - Entering

ELL.9-12.1. L.1.1 - [Performance Indicator] - Follow simple commands pertaining to classroom routines using illustrations (e.g., "Close your book.")

ELL.9-12.1. L.2 - [Level] - Beginning

ELL.9-12.1. L.2.1 - [Performance Indicator] - Carry out multi-step, descriptive instructions pertaining to classroom routines using illustrations (e.g., "Open your book to page 46 and find the table that shows population growth.")

ELL.9-12.1. L.3 - [Level] - Developing

ELL.9-12.1. L.3.1 - [Performance Indicator] - Respond non-verbally to multi-step, descriptive commands pertaining to classroom routines using realia or illustrations

ELL.9-12.1. L.3.1 - [Performance Indicator] - Match idiomatic or slang expressions pertaining to classroom routines with illustrations

ELL.9-12.1. L.4 - [Level] - Expanding

ELL.9-12.1. L.4.1 - [Performance Indicator] - Respond non- verbally to idiomatic expressions pertaining to classroom routines using realia or illustrations

ELL.9-12.1. L.4.1 - [Performance Indicator] - Identify figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors)

ELL.9-12.1. L.5 - [Level] - Bridging

ELL.9-12.1. L.5.1 - [Performance Indicator] - Respond non-verbally to figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors)

ELL.9-12.1. L.5.1 - [Performance Indicator] - Select relevant information from complex oral discourse related to classroom routines

ELL.9-12.1. S - Speaking

ELL.9-12.1. S.1 - [Level] - Entering

ELL.9-12.1. S.1.1 - [Performance Indicator] - Answer WH- questions that express likes and dislikes from visuals

ELL.9-12.1. S.2 - [Level] - Beginning

ELL.9-12.1. S.2.1 - [Performance Indicator] - Reply to a range of questions that express personal preferences from visuals

ELL.9-12.1. S.3 - [Level] - Developing

ELL.9-12.1. S.3.1 - [Performance Indicator] - Express personal preferences and give reasons for selection from visuals

ELL.9-12.1. S.4 - [Level] - Expanding

ELL.9-12.1. S.4.1 - [Performance Indicator] - Explain, elaborate and defend personal preferences from visuals

ELL.9-12.1. S.5 - [Level] - Bridging

ELL.9-12.1. S.5.1 - [Performance Indicator] - Discuss and support changes in personal preferences over time

ELL.9-12.1. R - Reading

ELL.9-12.1. R.1 - [Level] - Entering

ELL.9-12.1. R.1.1 - [Performance Indicator] - Identify text features or web resources used for in-class or homework assignments (e.g., titles or authors)

ELL.9-12.1. R.1.1 - [Performance Indicator] - Identify words and phrases associated with the workplace from visually supported material (e.g., newspaper ads)

ELL.9-12.1. R.2 - [Level] - Beginning

ELL.9-12.1. R.2.1 - [Performance Indicator] - Match use of text features or web resources with assignments (e.g., Table of Contents or home pages to find topics)

ELL.9-12.1. R.2.1 - [Performance Indicator] - Glean information from workplace related forms supported visually or graphically (e.g., job applications)

ELL.9-12.1. R.3 - [Level] - Developing

ELL.9-12.1. R.3.1 - [Performance Indicator] - Match types of books, references, or web resources with information needed for assignments

ELL.9-12.1. R.3.1 - [Performance Indicator] - Compare information from workplace related forms supported visually or graphically (e.g., workplace versus school rules)

ELL.9-12.1. R.4 - [Level] - Expanding

ELL.9-12.1. R.4.1 - [Performance Indicator] - Use text features or web resources to confirm information for assignments (e.g., indexes or glossaries)

ELL.9-12.1. R.4.1 - [Performance Indicator] - Interpret information about situations in the workplace supported visually or graphically

ELL.9-12.1. R.5 - [Level] - Bridging

ELL.9-12.1. R.5.1 - [Performance Indicator] - Scan entries in books, references, or websites to locate information for assignments

ELL.9-12.1. R.5.1 - [Performance Indicator] - Evaluate information about the workplace and its personal relevance

ELL.9-12.1. W - Writing

ELL.9-12.1. W.1 - [Level] - Entering

ELL.9-12.1. W.1.1 - [Performance Indicator] - Complete forms read orally with identifying information or produce facts about self

ELL.9-12.1. W.2 - [Level] - Beginning

ELL.9-12.1. W.2.1 - [Performance Indicator] - Complete real-life forms from models (e.g., job applications)

ELL.9-12.1. W.3 - [Level] - Developing

ELL.9-12.1. W.3.1 - [Performance Indicator] - Respond to personal or business correspondence from models (e.g., announcements, invitations)

ELL.9-12.1. W.4 - [Level] - Expanding

ELL.9-12.1. W.4.1 - [Performance Indicator] - Produce personal or business correspondence from models (e.g., social letters, autobiographical paragraphs)

ELL.9-12.1. W.5 - [Level] - Bridging

ELL.9-12.1. W.5.1 - [Performance Indicator] - Compose extended personal or business correspondence (e.g., editorials, reviews or narrative resumes)

ELL.9-12.2 - [Standard] - The Language of Language Arts

ELL.9-12.2. L - Listening

ELL.9-12.2. L.1 - [Level] - Entering

ELL.9-12.2. L.1.1 - [Performance Indicator] - Identify information from sources with opposing views based on oral directions and visual support (e.g., from magazines or newspapers)

ELL.9-12.2. L.1.1 - [Performance Indicator] - Identify examples of comedic situations based on oral statements and visual scenes

ELL.9-12.2. L.1.2 - [Performance Indicator] - Identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner table, Table of Contents)

ELL.9-12.2. L.2 - [Level] - Beginning

ELL.9-12.2. L.2.1 - [Performance Indicator] - Sort information from sources with opposing views based on oral descriptions and visual support (e.g., pro or con statements) as a precursor for identifying bias

ELL.9-12.2. L.2.1 - [Performance Indicator] - Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms as in literal depiction of 'honeymoon')

ELL.9-12.2. L.2.2 - [Performance Indicator] - Pair examples of use of words or phrases with multiple meanings from visuals (e.g., "Which one shows what table means in math class? Which one shows what table means in English class?")

ELL.9-12.2. L.3 - [Level] - Developing

ELL.9-12.2. L.3.1 - [Performance Indicator] - Compare and contrast information from various sources to detect bias based on oral discourse and visual or graphic support

ELL.9-12.2. L.3.1 - [Performance Indicator] - Apply oral descriptions that contain double meanings to visual representations to depict comedy

ELL.9-12.2. L.3.2 - [Performance Indicator] - Sort examples of words, phrases or sentences with multiple meanings from visuals according to context

ELL.9-12.2. L.4 - [Level] - Expanding

ELL.9-12.2. L.4.1 - [Performance Indicator] - Analyze information from various sources to identify bias based on oral discourse with or without visual or graphic support

ELL.9-12.2. L.4.1 - [Performance Indicator] - Identify subtle comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony or satire)

ELL.9-12.2. L.4.2 - [Performance Indicator] - Distinguish between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support

ELL.9-12.2. L.5 - [Level] - Bridging

ELL.9-12.2. L.5.1 - [Performance Indicator] - Evaluate information from various sources to determine extent of bias based on oral discourse

ELL.9-12.2. L.5.1 - [Performance Indicator] - Match subtle comedic elements from oral discourse to intended meanings

ELL.9-12.2. L.5.2 - [Performance Indicator] - Infer nuances from oral discourse containing multiple meanings

ELL.9-12.2. S - Speaking

ELL.9-12.2. S.1 - [Level] - Entering

ELL.9-12.2. S.1.1 - [Performance Indicator] - Name examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner table, Table of Contents)

ELL.9-12.2. S.1.1 - [Performance Indicator] - Give examples of literature from native cultures using visuals or graphic organizers

ELL.9-12.2. S.1.2 - [Performance Indicator] - State information using visual support as a precursor for identifying symbolism or analogies

ELL.9-12.2. S.2 - [Level] - Beginning

ELL.9-12.2. S.2.1 - [Performance Indicator] - Give examples of use of words or phrases with multiple meanings from visuals (e.g., ""Use the word 'table' as in math and English classes."")

ELL.9-12.2. S.2.1 - [Performance Indicator] - Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines)

ELL.9-12.2. S.2.2 - [Performance Indicator] - Restate or paraphrase information that contains symbolism or analogies using visual support

ELL.9-12.2. S.3 - [Level] - Developing

ELL.9-12.2. S.3.1 - [Performance Indicator] - Apply examples of words, phrases, or sentences with multiple meanings from visuals to various contexts

ELL.9-12.2. S.3.1 - [Performance Indicator] - Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers

ELL.9-12.2. S.3.2 - [Performance Indicator] - Relate analogies or symbolism using visual support (e.g., cartoons) to personal experiences

ELL.9-12.2. S.4 - [Level] - Expanding

ELL.9-12.2. S.4.1 - [Performance Indicator] - Explain examples of words, phrases, or sentences with multiple meanings from oral input with or without visual support

ELL.9-12.2. S.4.1 - [Performance Indicator] - Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers

ELL.9-12.2. S.4.2 - [Performance Indicator] - Discuss or extend analogies or symbolism within familiar contexts using visual support

ELL.9-12.2. S.5 - [Level] - Bridging

ELL.9-12.2. S.5.1 - [Performance Indicator] - Discuss inferences or nuances from oral discourse containing multiple meanings

ELL.9-12.2. S.5.1 - [Performance Indicator] - Discuss how different views in multicultural literature represent global perspectives

ELL.9-12.2. S.5.2 - [Performance Indicator] - Explain meaning of analogies or symbolism within familiar contexts

ELL.9-12.2. R - Reading

ELL.9-12.2. R.1 - [Level] - Entering

ELL.9-12.2. R.1.2 - [Performance Indicator] - Identify words and phrases related to author's perspective in visually supported sentences

ELL.9-12.2. R.1.1 - [Performance Indicator] - Associate people with their acts or contributions using visuals and word or phrase level text

ELL.9-12.2. R.2 - [Level] - Beginning

ELL.9-12.2. R.2.2 - [Performance Indicator] - Identify main ideas related to author's perspective in visually supported series of related sentences

ELL.9-12.2. R.2.1 - [Performance Indicator] - Identify influences on people's lives using visuals and sentence-level text

ELL.9-12.2. R.3 - [Level] - Developing

ELL.9-12.2. R.3.2 - [Performance Indicator] - Identify main ideas and supporting details related to author's perspective in visually supported paragraphs

ELL.9-12.2. R.3.1 - [Performance Indicator] - Match cause of influences on people's lives with effect using visuals and multi-sentence text

ELL.9-12.2. R.4 - [Level] - Expanding

ELL.9-12.2. R.4.2 - [Performance Indicator] - Interpret author's perspective in visually supported literary text

ELL.9-12.2. R.4.1 - [Performance Indicator] - Interpret impact of people's lives on others or society using visuals and paragraph-level text

ELL.9-12.2. R.5 - [Level] - Bridging

ELL.9-12.2. R.5.2 - [Performance Indicator] - Apply author's perspective in literary text to other contexts

ELL.9-12.2. R.5.1 - [Performance Indicator] - Predict people's reactions to living in different time periods or circumstances using grade-level text

ELL.9-12.2. W - Writing

ELL.9-12.2. W.1 - [Level] - Entering

ELL.9-12.2. W.1.2 - [Performance Indicator] - Produce literal words or phrases from illustrations or cartoons and word/phrase banks

ELL.9-12.2. W.1.1 - [Performance Indicator] - Reproduce critical statements on various topics from illustrated models or outlines

ELL.9-12.2. W.2 - [Level] - Beginning

ELL.9-12.2. W.2.2 - [Performance Indicator] - Express ideas using literal language from illustrations or cartoons and word/phrase banks

ELL.9-12.2. W.2.1 - [Performance Indicator] - Produce critical comments on various topics from illustrated models or outlines

ELL.9-12.2. W.3 - [Level] - Developing

ELL.9-12.2. W.3.2 - [Performance Indicator] - Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks

ELL.9-12.2. W.3.1 - [Performance Indicator] - Summarize critical commentaries on issues from illustrated models or outlines

ELL.9-12.2. W.4 - [Level] - Expanding

ELL.9-12.2. W.4.2 - [Performance Indicator] - Elaborate on examples of literal and figurative language with or without illustrations

ELL.9-12.2. W.4.1 - [Performance Indicator] - Respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines

ELL.9-12.2. W.5 - [Level] - Bridging

ELL.9-12.2. W.5.2 - [Performance Indicator] - Compose narratives using literal and figurative language

ELL.9-12.2. W.5.1 - [Performance Indicator] - Provide critical commentary on a wide range of issues commensurate with proficient peers

ELL.9-12.3 - [Standard] - The Language of Mathematics

ELL.9-12.3. L - Listening

ELL.9-12.3. L.1 - [Level] - Entering

ELL.9-12.3. L.1.1 - [Performance Indicator] - Identify angles from figures and oral commands (e.g., ""A triangle has three angles; find an angle."")

ELL.9-12.3. L.1.1 - [Performance Indicator] - Identify language of basic components of coordinate planes, graphs or equations from figures and oral statements (e.g., x-axis, y-axis, coefficients, variables)

ELL.9-12.3. L.2 - [Level] - Beginning

ELL.9-12.3. L.2.1 - [Performance Indicator] - Compare angles from figures and oral commands (e.g., ""Find the smallest or acute angle."")

ELL.9-12.3. L.2.1 - [Performance Indicator] - Create or change graphs, equations or points on coordinate planes from figures and general oral descriptions (e.g., "Shift the graph up by two.")

ELL.9-12.3. L.3 - [Level] - Developing

ELL.9-12.3. L.3.1 - [Performance Indicator] - Select angles from figures and detailed oral descriptions

ELL.9-12.3. L.3.1 - [Performance Indicator] - Match specific language of complex graphs, equations or coordinate planes with figures and detailed oral descriptions (e.g., zeros, y-intercept, slope, rise, run, change in x)

ELL.9-12.3. L.4 - [Level] - Expanding

ELL.9-12.3. L.4.1 - [Performance Indicator] - Choose angles formed under various conditions from figures and oral scenarios (e.g., angles formed from slopes of lines)

ELL.9-12.3. L.4.1 - [Performance Indicator] - Compare/contrast graphs, equations or coordinate planes from figures and oral scenarios using some technical language (e.g., trends, logarithmic/ exponential growth, periodic motion)

ELL.9-12.3. L.5 - [Level] - Bridging

ELL.9-12.3. L.5.1 - [Performance Indicator] - Identify change in angles under various conditions from oral reading of grade level material (e.g., ""If a right angle is rotated, then..."")

ELL.9-12.3. L.5.1 - [Performance Indicator] - Analyze graphing techniques, graphical models or equations from oral reading of grade-level material (e.g., best fit lines, connections between multiple representations)

ELL.9-12.3. S - Speaking

ELL.9-12.3. S.1 - [Level] - Entering

ELL.9-12.3. S.1.1 - [Performance Indicator] - Name variables from illustrations and notation

ELL.9-12.3. S.2 - [Level] - Beginning

ELL.9-12.3. S.2.1 - [Performance Indicator] - Relate functions of two variables from illustrations and notation

ELL.9-12.3. S.3 - [Level] - Developing

ELL.9-12.3. S.3.1 - [Performance Indicator] - Give examples of representations of functions of two variables from illustrations and notation

ELL.9-12.3. S.4 - [Level] - Expanding

ELL.9-12.3. S.4.1 - [Performance Indicator] - Interpret representations of functions of two variables with or without visual support

ELL.9-12.3. S.5 - [Level] - Bridging

ELL.9-12.3. S.5.1 - [Performance Indicator] - Analyze functions of one variable in relation to another (e.g., rates of change, intercepts, zeros, asymptotes)

ELL.9-12.3. R - Reading

ELL.9-12.3. R.1 - [Level] - Entering

ELL.9-12.3. R.1.1 - [Performance Indicator] - Identify numbers involving powers or roots within visually supported words or phrases

ELL.9-12.3. R.1.1 - [Performance Indicator] - Identify basic components of multidimensional shapes from visually supported words or phrases (e.g., segment, angle, side, diagonal)

ELL.9-12.3. R.2 - [Level] - Beginning

ELL.9-12.3. R.2.1 - [Performance Indicator] - Match numbers involving powers or roots with visually supported sentences

ELL.9-12.3. R.2.1 - [Performance Indicator] - Pair descriptions of multi-dimensional shapes or their components with visually supported sentences (e.g., prism, cube, sphere, cylinder)

ELL.9-12.3. R.3 - [Level] - Developing

ELL.9-12.3. R.3.1 - [Performance Indicator] - Classify examples and non-examples of powers or roots within visually supported text

ELL.9-12.3. R.3.1 - [Performance Indicator] - Compare/contrast multi-dimensional shapes or arguments within visually supported text (e.g., based on angles, parallel/perpendicular sides or diagonals, "At least one pair of…")

ELL.9-12.3. R.4 - [Level] - Expanding

ELL.9-12.3. R.4.1 - [Performance Indicator] - Compare/contrast use of powers or roots in word problems with or without visual support

ELL.9-12.3. R.4.1 - [Performance Indicator] - Match specific and some technical language associated with components of geometric arguments, constructions or shapes to visually supported text (e.g., ray, alternate interior angles, corresponding sides)

ELL.9-12.3. R.5 - [Level] - Bridging

ELL.9-12.3. R.5.1 - [Performance Indicator] - Analyze reasons for use of powers or roots in grade level text

ELL.9-12.3. R.5.1 - [Performance Indicator] - Analyze and defend geometric arguments, theorems or shapes (e.g., examples v. proofs)

ELL.9-12.3. W - Writing

ELL.9-12.3. W.1 - [Level] - Entering

ELL.9-12.3. W.1.1 - [Performance Indicator] - Produce elements of equations or formulas from word/phrase banks and models (e.g., labeling diagrams)

ELL.9-12.3. W.2 - [Level] - Beginning

ELL.9-12.3. W.2.1 - [Performance Indicator] - Describe equations or formulas using figures and notation from word/phrase banks and models (e.g., factors, terms)

ELL.9-12.3. W.3 - [Level] - Developing

ELL.9-12.3. W.3.1 - [Performance Indicator] - Sequence steps for solving problems involving equations or formulas using figures, notation and sequential language (e.g., "First, put an x in the top half or numerator")

ELL.9-12.3. W.4 - [Level] - Expanding

ELL.9-12.3. W.4.1 - [Performance Indicator] - Explain uses of equations or formulas using figures, notation and complex sentences (e.g., "Give examples of when you would use …")

ELL.9-12.3. W.5 - [Level] - Bridging

ELL.9-12.3. W.5.1 - [Performance Indicator] - Summarize procedures for solving problems involving formulas and equations (e.g., geometry problems involving algebra)

ELL.9-12.4 - [Standard] - The Language of Science

ELL.9-12.4. L - Listening

ELL.9-12.4. L.1 - [Level] - Entering

ELL.9-12.4. L.1.1 - [Performance Indicator] - Locate components of elements or compounds from diagrams and oral statements (e.g., atomic structure)

ELL.9-12.4. L.2 - [Level] - Beginning

ELL.9-12.4. L.2.1 - [Performance Indicator] - Identify types or properties of elements or compounds from diagrams and oral statements (e.g., weight of electrons & protons)

ELL.9-12.4. L.3 - [Level] - Developing

ELL.9-12.4. L.3.1 - [Performance Indicator] - Distinguish between types or properties of elements or compounds from diagrams and oral descriptions (e.g., isotopes, ions)

ELL.9-12.4. L.4 - [Level] - Expanding

ELL.9-12.4. L.4.1 - [Performance Indicator] - Compare/contrast functions of atomic or molecular structures or models from diagrams and oral descriptions

ELL.9-12.4. L.5 - [Level] - Bridging

ELL.9-12.4. L.5.1 - [Performance Indicator] - Analyze processes involving atomic or molecular structures from oral descriptions of grade-level material (e.g., radioactive decay)

ELL.9-12.4. S - Speaking

ELL.9-12.4. S.1 - [Level] - Entering

ELL.9-12.4. S.1.1 - [Performance Indicator] - Identify components of food chains or life cycles from diagrams or graphic organizers

ELL.9-12.4. S.2 - [Level] - Beginning

ELL.9-12.4. S.2.1 - [Performance Indicator] - Give examples of components or functions of food chains or life cycles from diagrams or graphic organizers

ELL.9-12.4. S.3 - [Level] - Developing

ELL.9-12.4. S.3.1 - [Performance Indicator] - Describe sequence within food chains or life cycles from diagrams or graphic organizers

ELL.9-12.4. S.4 - [Level] - Expanding

ELL.9-12.4. S.4.1 - [Performance Indicator] - Explain the importance or impact of the iterative nature of food chains or life cycles

ELL.9-12.4. S.5 - [Level] - Bridging

ELL.9-12.4. S.5.1 - [Performance Indicator] - Explain and give examples of the iterative nature of chains or cycles

ELL.9-12.4. S.5.1 - [Performance Indicator] - Discuss how food chains or life cycles within ecosystems are interdependent

ELL.9-12.4. R - Reading

ELL.9-12.4. R.1 - [Level] - Entering

ELL.9-12.4. R.1.1 - [Performance Indicator] - Identify data from scientific research from tables, charts or graphs

ELL.9-12.4. R.2 - [Level] - Beginning

ELL.9-12.4. R.2.1 - [Performance Indicator] - Match sources of data depicted in tables, charts or graphs from scientific studies with research questions

ELL.9-12.4. R.3 - [Level] - Developing

ELL.9-12.4. R.3.1 - [Performance Indicator] - Describe use of data from scientific research presented in tables, charts or graphs with text

ELL.9-12.4. R.4 - [Level] - Expanding

ELL.9-12.4. R.4.1 - [Performance Indicator] - Interpret data from scientific research presented in text and tables

ELL.9-12.4. R.5 - [Level] - Bridging

ELL.9-12.4. R.5.1 - [Performance Indicator] - Infer significance of data presented in grade-level text on scientific research

ELL.9-12.4. W - Writing

ELL.9-12.4. W.1 - [Level] - Entering

ELL.9-12.4. W.1.1 - [Performance Indicator] - Label examples from different taxonomies using illustrations and word/phrase banks (e.g., one-cell plants and animals)

ELL.9-12.4. W.2 - [Level] - Beginning

ELL.9-12.4. W.2.1 - [Performance Indicator] - Describe in sentences features of taxonomies depicted in illustrations or graphic organizers

ELL.9-12.4. W.3 - [Level] - Developing

ELL.9-12.4. W.3.1 - [Performance Indicator] - Summarize in a series of related sentences features of taxonomies depicted in illustrations or graphic organizers

ELL.9-12.4. W.4 - [Level] - Expanding

ELL.9-12.4. W.4.1 - [Performance Indicator] - Compare/contrast in paragraph form features of taxonomies depicted in illustrations or graphic organizers

ELL.9-12.4. W.5 - [Level] - Bridging

ELL.9-12.4. W.5.1 - [Performance Indicator] - Integrate information about taxonomic systems into essays or reports

ELL.9-12.5 - [Standard] - The Language of Social Studies

ELL.9-12.5. L - Listening

ELL.9-12.5. L.1 - [Level] - Entering

ELL.9-12.5. L.1.1 - [Performance Indicator] - Identify products related to economic trends of regions or countries from oral statements and maps or charts (e.g., "Oil is part of the world's economy. Find countries with oil.")

ELL.9-12.5. L.2 - [Level] - Beginning

ELL.9-12.5. L.2.1 - [Performance Indicator] - Match regions or countries to economic trends from oral descriptions and maps or charts

ELL.9-12.5. L.3 - [Level] - Developing

ELL.9-12.5. L.3.1 - [Performance Indicator] - Find examples of regions or countries with similar economic trends from descriptive oral scenarios and maps or charts

ELL.9-12.5. L.4 - [Level] - Expanding

ELL.9-12.5. L.4.1 - [Performance Indicator] - Compare/contrast economic trends of regions or countries from oral discourse and maps or charts

ELL.9-12.5. L.5 - [Level] - Bridging

ELL.9-12.5. L.5.1 - [Performance Indicator] - Evaluate impact of economic trends on regions or countries from oral reading of grade-level material

ELL.9-12.5. S - Speaking

ELL.9-12.5. S.1 - [Level] - Entering

ELL.9-12.5. S.1.1 - [Performance Indicator] - Name elements of major social issues or inequities depicted in illustrations (e.g., war)

ELL.9-12.5. S.1.1 - [Performance Indicator] - Give examples of federal, civil or individual rights in U.S. or native country using visual support

ELL.9-12.5. S.2 - [Level] - Beginning

ELL.9-12.5. S.2.1 - [Performance Indicator] - Characterize major social issues or inequities depicted in illustrations (e.g., slavery)

ELL.9-12.5. S.2.1 - [Performance Indicator] - Describe federal, civil or individual rights in U.S. or native country using visual support

ELL.9-12.5. S.3 - [Level] - Developing

ELL.9-12.5. S.3.1 - [Performance Indicator] - Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons

ELL.9-12.5. S.3.1 - [Performance Indicator] - Compare federal, civil or individual rights in U.S. to native or other countries using visual support

ELL.9-12.5. S.4 - [Level] - Expanding

ELL.9-12.5. S.4.1 - [Performance Indicator] - Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives

ELL.9-12.5. S.4.1 - [Performance Indicator] - Discuss federal, civil or individual rights in U.S. or native country and their personal impact using visual support

ELL.9-12.5. S.5 - [Level] - Bridging

ELL.9-12.5. S.5.1 - [Performance Indicator] - Discuss and pose solutions to social issues or inequities depicted in illustrations or political cartoons

ELL.9-12.5. S.5.1 - [Performance Indicator] - Critique federal, civil or individual rights in U.S. or native country giving pros and cons

ELL.9-12.5. R - Reading

ELL.9-12.5. R.1 - [Level] - Entering

ELL.9-12.5. R.1.1 - [Performance Indicator] - Match people or places to periods in world history through illustrations, words/phrases and timelines

ELL.9-12.5. R.2 - [Level] - Beginning

ELL.9-12.5. R.2.1 - [Performance Indicator] - Identify features of periods in world history from phrases or sentences and timelines

ELL.9-12.5. R.3 - [Level] - Developing

ELL.9-12.5. R.3.1 - [Performance Indicator] - Classify features of periods in world history from descriptive sentences and timelines (e.g., government before and after French revolution)

ELL.9-12.5. R.4 - [Level] - Expanding

ELL.9-12.5. R.4.1 - [Performance Indicator] - Compare/contrast features of periods in world history based on paragraphs and timelines

ELL.9-12.5. R.5 - [Level] - Bridging

ELL.9-12.5. R.5.1 - [Performance Indicator] - Interpret features of periods in world history from grade-level text

ELL.9-12.5. W - Writing

ELL.9-12.5. W.1 - [Level] - Entering

ELL.9-12.5. W.1.1 - [Performance Indicator] - Label significant individuals or historical times in politics, economics or society using illustrations or photographs and models

ELL.9-12.5. W.2 - [Level] - Beginning

ELL.9-12.5. W.2.1 - [Performance Indicator] - Outline contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models

ELL.9-12.5. W.3 - [Level] - Developing

ELL.9-12.5. W.3.1 - [Performance Indicator] - Describe contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models

ELL.9-12.5. W.4 - [Level] - Expanding

ELL.9-12.5. W.4.1 - [Performance Indicator] - Discuss how significant individuals or historical times have impacted politics, economics or society using illustrations or photographs

ELL.9-12.5. W.5 - [Level] - Bridging

ELL.9-12.5. W.5.1 - [Performance Indicator] - Explain and evaluate contributions of significant individuals or historical times in politics, economics or society