

NJ ELA/ESL Curriculum Exemplar
Aligned to the CCSS and 2012 WIDA Standards

Grade Level 12 Unit 2 Overview

Content Area: English Language Arts/English as a Second Language

Unit Title: Grade 12 Unit 2: How do we define one's legacy

Unit Overview: In this unit students will learn what it means to define legacy and how one's legacy impacts generations. Through the use of authentic literature, students will be exposed to rich informational text, poetry, and media that will stimulate their development of language through the engagement of reading, writing, speaking, and listening activities. Students will build their conceptual knowledge and use of academic and content vocabulary in order to communicate ideas and information on this topic with their peers.

The scaffolding within the unit will enable students to engage in discourse while using higher order thinking skills. This interdisciplinary unit uses informational text, poetry, and technology as a means of summarizing, analyzing, and synthesizing information in order to develop critical reading and writing skills. Students will demonstrate their understanding of the readings by completing listening, speaking, reading, and writing activities related to the theme of this unit.

Guiding Questions and Enduring Understandings

Theme Questions

What is a legacy? How do we define one's legacy? What is the legacy you want to leave? How does legacy impact generations?

Guiding Questions

- What language do students need in order to demonstrate comprehension and engage in the topic of defining one's legacy?
- What reading skills are necessary to analyze and evaluate informational text and poetry?
- What reading and writing skills are necessary to summarize an informational text?

Enduring Understandings

- Listening, speaking, reading and writing about legacy require specific academic language.
- Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.
- Speaking requires the ability to present information in a logical manner, pose questions, and challenge listeners.
- Reading text requires the ability to analyze text by citing the relevant information and summarizing key points and details.
- Writing summaries and essays requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text in order to provide supporting evidence.

Key Vocabulary: legacy, creative, freedom, independence, declaration, tyranny

Key Language Forms and Conventions: past, present and future tenses; multiple meaning and compound words; transitional phrases;

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conjunctions; comparing and contrasting (bigger than, the same as); visualizing (descriptive language, conditional tenses); retelling (past tense verbs); predicting (future tense verbs); sequencing (adverbs of time, relative clauses); descriptive words and language (present progressive verbs, prepositional phrases, pronouns); inference (modals, specific vocabulary, complex sentences); discussing author’s purpose and point of view (descriptive language, specific vocabulary)

Performance Task: “How do we define one’s legacy?”

Defining one’s Legacy

Think-Tac-Toe

Directions: Just like the game, Tic-Tac-Toe, student will select 3 activities that are horizontal, vertical or diagonal. Examples of Historical figures: Thomas Jefferson, Mahatma Gandhi, Martin Luther King, Abraham Lincoln, Susan B. Anthony

Create and present a collage of an important historical figure that includes phrases or simple sentences defining his/her legacy	Group: Create a talk show where the host will interview a historical figure about his/her legacy	Group: Write a song about an important historical figure and his/her legacy.
Write a poem about an important historical figure and his/her legacy.	Select an important historical figure and write an essay describing his/her legacy	Dress up as an important historical figure and recite a speech that helped define his/her legacy
Nominate Time’s Man/Woman and/or document of the year by writing a letter to Time Magazine	Write an essay that defines legacy using a quote	Create a timeline that depicts events of an historical figure’s life time

CCSS Assessed in this unit

Reading Literature & Informational:

RL.11-12.1 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.

RL.11-12.2: 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.

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

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the

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text, including determining where the text leaves matters uncertain.

RI.11-12.2: Determine two or more central ideas of a text and analyze their development 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.

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

RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RI.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.8: 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).

RI.11-12.9: 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.

Writing:

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a: 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.

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.

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.

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.

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.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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W.11-12.5: 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

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8: 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.

W.11-12.9.b: Draw evidence from informational texts to support analysis, reflection, and research.

W.11-12.10: Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Language:

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

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.

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).

Speaking and Listening:

SL.11-12.1: 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.

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.

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

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

SL.11-12.3: 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.

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SL.11-12.4: 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.

WIDA ELD Standards

Standard 1: Social and Instructional Language

Standard 2: The Language of Language Arts

Standard 3: The Language of Science

Standard 4: The Language of Mathematics

Standard 5: The Language of Social Studies

Interdisciplinary Connections

Social Studies

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.12.A.2.a: Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.

6.1.12.A.2.b: Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world

6.1.12.D.2.a: Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

Science

HS-ESS3C: The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.

Central Texts

- Poem, *What will be your legacy* by Dr. Margaret Burroughs (texts begins at 600L and progressively gets higher to 870L). This poem is to introduce and expose vocabulary words needed to understand the concept of legacy.
- Quote from Lao Tzu: *"If you know when you have enough, you are wealthy. If you carry your intentions to completion, you are resolute. If you live a long and creative life, you will leave an eternal legacy.* (6th Century BCE), China 730L. This quote is to have students define legacy in general and specifically to their individual lives.
- Excerpts of the *Declaration of Independence* within the article *The Declaration of Independence and Its Legacy*, <http://www.ushistory.org/us/13a.asp> 1290L. These excerpts are meant to illustrate the true essence of the Declaration of Independence and its ultimate goal in the building of a new country. There are also used to introduce Thomas Jefferson and his role in drafting the Declaration of Independence.

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- Blog by Kitty Ferguson (1180L) about the language used in the Declaration of Independence and the influence of science on the choice of words <http://nautil.us/blog/how-science-helped-write-the-declaration-of-independence>
- *Thoughts on Slavery in America: From An Early Work* by Thomas Jefferson 750L. This article is to highlight Thomas Jefferson's struggle with slavery while drafting the Declaration of Independence. This article also serves as a segue to the paradox that is found in both Thomas Jefferson and the words within the Declaration of Independence to that of the realities of that time in history.
- *The Declaration of Independence and Its Legacy*, <http://www.ushistory.org/us/13a.asp> 1290L. This article helps students understand the notion that although *we the people*, as referenced in the Declaration of Independence, are not perfect, the words within the document and its principal writer have left an unforgettable legacy that will forever make this country unlike no other country in the world.

*Lexile levels identified using www.Lexile.com

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Lessons	Title	Overview	Assessment
Lesson 1	What is a legacy?	In this lesson, students will be introduced to the concept of legacy. Students will learn about legacy by reading, listening, writing, and speaking about various historical figures from different fields.	Oral Presentation
Lesson 2	Defining Legacy	During this lesson students will analyze a quote written by Lao Tzu.	Expository Writing
Lesson 3	Thomas Jefferson, drafter of the Declaration of Independence	In this lesson, students will learn about the Declaration of Independence and its writer, Thomas Jefferson. Students will read and watch short videos depicting this important time in American history.	Speech opposing or supporting the signing of the Declaration of Independence
Lesson 4	How Science Helped Write the Declaration of Independence	Students will read about the influence of scientific thought at the time of the Revolutionary War and how science influenced the language used in the Declaration of Independence.	Reading task
Lesson 5	<i>Thoughts on Slavery in America: From An Early Work</i> by Thomas Jefferson	This lesson will present students with the controversial issue of slavery during the writing of the Declaration of Independence.	Debate
Lesson 6	<i>The Declaration of Independence and Its Legacy</i>	This lesson will have students read to identify the criticism and influences of the Declaration of Independence in order to write an essay explaining an author's point of view.	Expository Essay
Lesson 7	Performance Task: "How do we define one's legacy?"	This lesson will allow students to demonstrate their knowledge of legacy through various tasks.	Performance task
<p>Curriculum Development Resources Common Core Standards www.corestandards.org WIDA Proficiency Standards and Can Do Descriptors, www.wida.us NJCCCS Standards www.13.state.nj.us/standards www.13.state.nj.us/NJCCCS/Technologytoolbox Understanding Language www.stanford.edu Engage NY www.engageny.org Teaching Channel www.Teachingchannel.org</p>			

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Lesson Plan #1

Lesson Overview: In this lesson, students will be introduced to the concept of legacy. Students will learn about legacy by reading, listening, writing, and speaking about various historical figures from different fields.

Lesson Title: What is Legacy?

Timeframe: 1 week, 90-minute class period

Lesson Components

Central texts: Poem, *What will be your legacy* by Dr. Margaret Burroughs

Interdisciplinary Connections: Social Studies

Integration of Technology: Images/photographs, Starboard, computer

Equipment needed: computer with internet access

WIDA PERFORMANCE INDICATORS

Listening & Speaking: Students will orally present their knowledge and understanding of an adapted biographical text by summarizing and citing the text. WIDA ELD 2, 5; CCSS ELA SL.11-12.4; NJCCCS SS-6.1.12.D.2.a

ELP 1-2: Use L1, visuals, gestures, single words, and patterned response

ELP 3-4: Use simple and some complex sentences with content-related vocabulary

Reading: After reading an adapted biographical text, students will answer text- dependent questions using highlighted key sentences and multiple resources. WIDA ELD 2, 5; CCSS ELA RL.11-12.2.; NJCCCS SS-6.1.12.D.2.a

ELP 1-2: Use one or two key sentences from the text and native language explanations to answer questions by copying or paraphrasing in native language

ELP 3-4: Use simple and some complex sentences with content-related vocabulary to respond to text- dependent questions

Writing: Students will summarize the concept of legacy. WIDA ELD 2, 5; CCSS ELA W.11-12.2, W.11-12.2.b; NJCCCS SS-6.1.12.D.2.a

ELP 1-2: Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language

ELP 3-4: Paraphrase the text using simple and some complex sentences with content-related vocabulary.

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Goals/Objectives/Standards Differentiation by ELP Level Instructional Focus/Strategies	Building Background and Text Dependent Questions
<p>Key vocabulary for all levels: legacy, inspire, deeds, devoted, honored, accomplishment, handed down, cast off, underground RL.11-12.4</p> <p>Additional Vocabulary for ELP levels 1-2: Cross, escape</p> <p>Additional vocabulary for ELP Levels 3-4: lead, tombstone, mortal coils</p> <p>Key language forms and conventions: Rhetorical questions, summaries, elements of poetry, repetition, question formation, punctuation, imperative, simple present tense, regular and irregular simple past tense, future tense L.11-12.1, L.11-12.2, L.11-12.3</p>	
<p><i>Speaking/Listening</i> Student will listen in order to take notes. SL.11-12.3</p> <p><i>Writing</i> Students will write to demonstrate understanding of new words. W.11-12.2d, L.11-12.1, L.11-12.2, L.11-12.3</p> <p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> Provide students with a hand out that is aligned to the PowerPoint. Handout should include key vocabulary and adjectives that describe each person. Adjectives should include a visual. Allow students to use native language to write notes on the PowerPoint. <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> Provide students with a hand out that is aligned to the PowerPoint. Handout should include key vocabulary and adjectives that describe each person, included a list of cognates. <p>Preparing the Learner <i>Activate Prior Knowledge</i> Create a PowerPoint with images of famous historical and/or present day figures that have impacted our society. PowerPoint should include adjectives that describe the various people.</p> <p><i>Building Background</i> As a class, create a word wall or concept map that focuses on legacy. Provide students with the vocabulary that they will need to speak, read, and write about the concept of legacy. Group students by language proficiency level. Provide students with pictures and have students write</p>	<p>Who is this person? Why are they famous?</p>

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<p>adjectives and/or phrases that describe the people. For ELP level one and two students, provide a list of cognates.</p>	
<p>Reading Students will read and cite explicit evidence. RL.11-12.1, RL.11-12.2, RL.11-12.3 <u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> Select one portion of the poem for students to highlight key words. Allow students to refer back to the PowerPoint <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> Have students circle key terms and underline information relevant to the purpose of the reading <p>Interacting with Text Teacher will read the poem within the article, “What will be your legacy?” While teacher reads, he/she models the thinking process with a think aloud; signal students to stop reading and think periodically. Teacher will also model vocabulary strategies, such as identifying cognates, root words. Teacher should encourage students to imagine, recall, predict, visualize, summarize and make inferences. Once teacher is done reading the poem, divide students into groups of 3 students and assign different parts of the poem. Students will read the section and complete split page note taking: students divide a piece of paper in half and on one side they write questions to preview the topic; while reading, student take notes and answer their questions and provide a summary on the other side. Students will read and explain their part of the poem. Students will end by writing a reflection, “What will your legacy be?”</p>	<p><u>Topic/Main Idea</u> What is the main purpose of the text?</p> <p><u>Key Ideas/Details</u> What details are most important in the poem? How does the author define legacy?</p> <p><u>Structure/Vocabulary</u> How does the question, “What will your legacy be?” connect to the overall structure of the text?</p>
<p>Writing Students will be able to summarize research on a historical figure identifying the most significant facts and details. CCSS ELA - W.11-12.2a, W.11-12.2b, W.11-12.4 <u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> Presentation will consist of visuals and single words and/or phrases describing the historical figure. Provide students with sentence starters. Pair students to create and present the presentation. <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> Presentation will consist of visuals and complex sentences describing the historical figure. <p>Extending Understanding</p>	<p>What is the author of the biography telling the reader about this historical figure? What is the author trying to convince the reader of pertaining to this historical figure? What textual evidence can the reader</p>

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<p>Students will select a historical figure that they can research by either using the internet or teacher provided leveled biographical text. Students will then write a summary of the research by citing the text. Students will present to the class. The teacher can use writing and presentation rubrics to assess student readiness and presentation. Think-write-pair-share Questions:</p> <p>Think about the presentation you just heard, which presentations do you prefer?</p> <p>Write and explain why in the space.</p> <p>Pair up with a partner. Start a discussion with your partner by asking him/her which presentation they preferred. Ask your partner to explain in detail why they preferred one PowerPoint presentation to the other. Combine your ideas and summarize your discussion below:</p> <p>Share with the whole class the most important points from your "Paired" discussion. To prepare for sharing, list below the three most important points you would like to share with the entire class:</p> <p>Additional focus: Identify parts of speech and parts of the sentence; end punctuation, commas; transitions, Wh- question</p>		<p>cite to answer these questions?</p>
<p>Formative Assessment:</p> <p>Writing: Reflection writing- assesses knowledge and understanding of the concept of legacy. W.11-12.2, W.11-12.2b</p>		
<p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> • Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language • Provide students with graphic organizer • Use of bilingual dictionary whenever necessary • Word wall for content/academic vocabulary • Partially completed graphic organizer 	<p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> • Paraphrase the text using simple and some complete sentences with some errors and content-related vocabulary. • Provide students with graphic organizer • Use of bilingual dictionary whenever necessary • Word wall for content/academic vocabulary 	
<p>Speaking: Assess knowledge and understanding of the adapted biographical text by summarizing, citing the text. SL.11-12.4</p>		
<p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> • Presentation will consist of visuals and single words and/or phrases describing the historical figure. • Provide students with sentence starters. Pair students to create and present the presentation. 	<p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> • Presentation will consist of visuals and complex sentences describing the historical figure • Provide students with index cards so that they may use while presenting to the class 	

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Lesson Plan #2

Lesson Overview: This lesson will have students will analyze a quote written by Lao Tzu	
Lesson Title: Defining Legacy	Timeframe: 1 week, 90-minute class period
Lesson Components	
Central texts: Lao Tzu quote, <i>“If you know when you have enough, you are wealthy. If you carry your intentions to completion, you are resolute. If you live a long and creative life, you will leave an eternal legacy. (6th Century BCE),China</i>	
Interdisciplinary Connections: Social Studies, Science	
Integration of Technology: Images/photographs, Starboard, computer	
Equipment needed: computer with internet access	
WIDA PERFORMANCE INDICATORS	
Listening & Speaking: Students will engage in the process of brainstorming with a peer in order to prepare for writing task. During brainstorming, students will listen and speak as a means of supporting or refuting each other’s thoughts. WIDA ELD 2, 5; CCSS ELA – SL.11-12.1.a	
ELP 1-2: Use L1, visuals, gestures, single words and sentence starters	ELP 3-4: Use simple and some complex sentences with some errors and content-related vocabulary
Reading: As students write their expository essay, they will engage in the process of peer editing. During peer editing, students will read and evaluate each other’s written work as a means to ensure that they have cited resources presented in class. WIDA ELD 2, 5; CCSS ELA – RI.11-12.3	
ELP 1-2: Use one or two key sentences from the text and native language explanations to ensure students have cited the text.	ELP 3-4: Use simple and some complex sentences and content-related vocabulary to ensure students have cited the text.
Writing: Write an expository essay explaining Lao Tsu’s quote using graphic organizers. WIDA ELD 2, 5; CCSS ELA – W.11-12.9.b	
ELP 1-2: Use sentence starters and frames to create simple sentences by paraphrasing in their native language	ELP 3-4: Paraphrase the text using content-related vocabulary in simple sentences with emerging complexity.

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Goals/Objectives/Standards Differentiation by ELP Level Instructional Focus/Strategies	Building Background and Text Dependent Questions
<p>Key vocabulary for all levels: wealthy, intentions, creative, eternal, legacy RL.11-12.4</p> <p>Additional vocabulary for ELP levels 1-2: enough, carry,</p> <p>Additional vocabulary for ELP levels 3-4: resolute, carry your intentions</p> <p>Key language forms and conventions: If statements, present tense, future - going to and will, adjectives, metaphors, similes L.11-12.1, L.11-12.2, L.11-12.3</p>	
<p><i>Listening/Speaking</i> Students will listen to and exchange ideas based on research findings relevant to the discussion. SL.11-12.1</p> <p>Students will participate in a variety of cooperative discussion settings. SL.11-12.1c, SL.11-12.3</p> <p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> • For Carousel Brainstorming: Provide sentence starters that will help students engage in a conversation with their peers. Encourage students to use their notes/PowerPoint from lesson 1. • For PowerPoint presentation: Provide students with a hand out that is aligned to the PowerPoint. Handout should include key vocabulary. Allow students to use native language to write notes on the PowerPoint. <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> • For Carousel Brainstorming: Students use their notes/PowerPoint from lesson 1. • For PowerPoint presentations: Provide students with a hand out that is aligned to the PowerPoint. Handout should include key vocabulary. <p>Preparing the Learner: <i>Activate Prior Knowledge</i> Carousel Brainstorming: Students will rotate around the classroom in small groups, stopping at various stations for a certain amount of time. While at each station, student will activate prior knowledge through conversations with peers. Procedure: Generate a certain number of questions on legacy, based on the previous lesson. Write each question on a separate piece of poster board or chart paper and post around the room. Each group will brainstorm, discuss and write their ideas on the poster board. After a few minutes, groups will rotate to the next section. Before leaving the final question station, each group will select the top 3 ideas from their station to share with the entire</p>	<p>Center Questions: What is legacy? How does an individual define his/her own legacy? What is the purpose of having a legacy? Who leaves legacies?</p>

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<p>class. (Lipton, L., & Wellman, B. (1998). <i>Patterns and practices in the learning-focused classroom</i>. Guilford, Vermont: Pathways Publishing.)</p> <p>Building Background: The teacher will present a PowerPoint providing a summary of the Chinese Philosopher Lao Tsu. Presentation should include: Yin and Yang; the importance of nature and the universe.</p>	
<p>Reading/Writing</p> <p>Students will read a quote by Lao Tsu and identify the main idea and cite explicit evidence to support their answer. RL.11-12.1, RL.11-12.2, RL.11-12.3</p> <p>Students will convey complex ideas by answering text dependent questions in writing. W.11-12.4, L.11-12.1</p> <p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> • Focus on the words students highlighted <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> • Using websites such as www.rewordify.com , adapt the text for students, focus on key passages <p>Interacting with Text</p> <p>Present the quote by displaying it on the board. Read the quote. In mixed ELP level pairs, have students underline the words they know and circle the words they do not know. Read the quote again and highlight the words they do and do not understand. With their partner, answer the TDQs in writing.</p>	<p><u>Topic/Main Idea</u> What do we gain from the quote, what is its impact and significance? <u>What is the message?</u> What do we learn, think, and understand about the theme/central concern because of the quote? <u>Key Ideas/Details</u> What details are important in the quote?</p>
<p>Writing</p> <p>Students will write to inform/explain text using precise language, domain specific vocabulary and literary techniques. W.11-12.2, W.11-12.2a, W.11-12.2d, L.11-12.1, L.11-12.2</p> <p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> • Word bank with visuals, sentence stems, partially completed graphic organizer. <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> • Word bank, sentence starters, graphic organizer <p>Extending Understanding:</p> <p>Write an expository essay as a class. As a class, have students discuss and agree upon a thesis. Group students and assign student one part of the graphic organizer- point 1, point 2, point 3. Each group</p>	<p><u>Structure/Vocabulary</u> What does the author mean by “you are</p>

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will develop their point and provide details to support. Once complete, each group will present to the class. Once all groups have presented their point, as a class, develop the conclusion. Use large poster paper in order to create a large class graphic organizer. Ensure that all parts of the graphic organizer are properly labeled.

wealthy”?

Formative Assessment: Students will write an expository essay explaining Lao Tsu’s quote. W.11-12.9.b

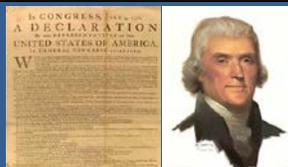
Differentiation for ELP Levels 1-2

- Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language
- Provide students with graphic organizer
- Use of bilingual dictionary whenever necessary.
- Word wall for content/academic vocabulary.
- Partially completed graphic organizer

Differentiation for ELP Levels 3-4

- Paraphrase the text using simple and some complete sentences with some errors and content-related vocabulary.
- Provide students with graphic organizer
- Use of bilingual dictionary whenever necessary.
- Word wall for content/academic vocabulary.

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Lesson Plan #3

Lesson Overview: This lesson will have students learn about the Declaration of Independence and its writer, Thomas Jefferson. Students will read and watch short videos depicting this important time in American history.

Lesson Title: Thomas Jefferson, drafter of the Declaration of Independence

Timeframe: 1 week, 90-minute class period

Lesson Components

Central Texts: *Declaration of Independence*, <http://www.ushistory.org/us/13a.asp> (focus on two parts of the Declaration of Independence quoted within the article)

Interdisciplinary Connections: Social Studies

Integration of Technology: Images/photographs, Starboard, computer

Equipment needed: computer with internet access

WIDA PERFORMANCE INDICATORS

Listening & Speaking: Students will act out their speech explaining why they either support or refute the Declaration of Independence. WIDA ELD 2 and 5; CCSS SL.11-12.3; NJCCCS SS - 6.1.12.A.2.a

ELP 1-2: Use L1, visuals, gestures, single words and patterned response

ELP 3-4: Use content-related vocabulary in simple and complex sentences.

Reading: After reading the Declaration of Independence, students will select relevant and supporting ideas to defend their position. WIDA ELD 2 and 5; CCSS RI.11-12.2; NJCCCS SS - 6.1.12.A.2.a

ELP 1-2: Use one or two key sentences from the text and native language explanations to answer questions by copying or paraphrasing in native language

ELP 3-4: Use content-related vocabulary in simple and complex sentences when responding to text dependent questions.

Writing: Students will write a speech supporting or opposing the intent of the Declaration of Independence. WIDA ELD 2 and 5; CCSS W.11-12.2.e, W.11-12.4; NJCCCS SS - 6.1.12.A.2.a

ELP 1-2: Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language

ELP 3-4: Paraphrase the text using content-related vocabulary in simple sentences with emerging complexity.

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Goals/Objectives/Standards Differentiation by ELP Level Instructional Focus/Strategies	Building Background and Text Dependent Questions
<p>Key vocabulary for all levels:, endowed, tyranny, dissolve, bands, unalienable rights, pursuit, Additional vocabulary for ELP levels 1-2: independence, union, freedom, liberty, mankind Additional vocabulary for ELP levels 3-4: human events, laws of nature, entitle, impel, creator (include science related vocabulary as students describe the landscape presented in the PowerPoint, such as weather related vocabulary)</p> <p>Key language forms and conventions: Present tense, agreement in simple and compound sentences, root words, compound words, adverbs, placement of adverbs, adjectives and placement</p>	
<p><i>Listening/Speaking</i> Students will compose and respond to questions in order to probe reasoning and evidence. SL.11-12.1, SL.11-12.1c, Students will participate in a variety of cooperative discussion settings. SL.11-12.1, SL.11-12.1c</p> <p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> • For the PowerPoint: Provide students with a hand out that is aligned to the PowerPoint. Handout should include key vocabulary and adjectives that describe each image. Adjectives should include a visual. • Allow students to use native language to write notes on the PowerPoint. • For the video: Use a video that contains subtitles and/or provide students with transcripts of the video. <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> • For the PowerPoint: Provide students with a hand out that is aligned to the PowerPoint. Handout should include key vocabulary and adjectives that describe each person, included a list of cognates. • For the video: Use a video that contains subtitles <p>Preparing the Learner <i>Activate Prior Knowledge:</i> Create a PowerPoint with images of 1776: people- founding fathers, landscapes, and battlefield. As</p>	<p>What is the mood in the video?</p>

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students are watching the images, have students write as many descriptive words as possible. As a class, create a concept map using the images to write all the descriptive words students produce. This concept map should be displayed and students should also write new words in a vocabulary notebook. Develop mini-vocabulary lessons based on the outcome of student level of vocabulary.

Building Background:

Select videos that depict the founding fathers writing and discussing the Declaration of Independence. As student watch the clips, stop every few minutes to summarize and review vocabulary. Write new vocabulary on the concept map. <http://www.youtube.com/watch?v=4uE-tqe0xsQ>

What emotions do the characters display in the video?

What outcome does the video portray?

Reading/Writing

Students will read to understand the meanings of figurative, connotative and technical words and phrases as they are used in a text. RI.11-12.3, RI.11-12.4, RI.11-12.5,

Students will read and cite evidence for the text. RI.11-12.1

Student will write to inform/explain by clarify ideas within the text. W.11-12.2, W.11-12.2b, W.11-12.4

Students will cite evidence. RI.11-12.1, W.11-12.9.b

Differentiation for ELP Levels 1-2

- Sentence starters, a word bank, the use of native language, native language support, cognates, and illustrations, student pairs/small groups will choose words/phrases to create simple sentences

Differentiation for ELP Levels 3-4

- Sentence starters, a word bank, and pair or group students to select words/phrases to create complex sentences

Interacting with Text

Use the smart board to display a copy of the Declaration of Independence, if possible, bring in a copy of the document. Provide students with a copy and have them survey the document. Students should think and write down impression of what they see, pair up with a partner and then share out to the class. Again, write any new vocabulary words on the concept map.

The teacher can either use YouTube or read the following parts of the Declaration of Independence:
 "When in the course of human events, it becomes necessary for one people to dissolve the political

Topic/Main Idea

What is the main idea of the Declaration of Independence?

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<p><i>bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation....We hold these truths to be self-evident, THAT ALL MEN ARE CREATED EQUAL; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."</i></p> <p>Have student highlight keywords and from those words, summarize the intent of the Declaration of Independence. Student should first think of the intent, pair with a partner to compare and share with the class.</p> <p>Extending Understanding: Act out the scene where the representatives vote and sign the declaration. Pretend you are a representative from one of the 13 colonies and you have to vote, "nay" or "yea" on the declaration. Write a speech and present to your class.</p> <p>Additional ESL focus: Use the mentor text to identify examples of imperative forms, sequential words and phrases, active and passive voice.</p>	<p><u>Key Ideas/Details</u> Which statement best illustrates the author's purpose?</p> <p><u>Structure/Vocabulary</u> "What does "all men" mean in the context of this excerpt? What is the meaning of the phrase, "They are endowed by their creator with certain unalienable rights...?"</p> <p>What was the motivation to write the Declaration of Independence?</p>
<p>Formative Assessment: Students will summarize the intent of the Declaration of Independence in order to write and orally delivery of a speech supporting or opposing the historical document. W.11-12.2, W.11-12.2b, SL.11-12.4</p>	
<p>Writing</p>	
<p><u>Differentiation for ELP Levels 1-2</u> Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language Provide students with graphic organizer</p> <ul style="list-style-type: none"> • Use of bilingual dictionary whenever necessary • Word wall for content/academic vocabulary • Partially completed graphic organizer 	<p><u>Differentiation for ELP Levels 3-4</u> Paraphrase the text using content-related vocabulary in simple and some complex sentences. Provide students with graphic organizer</p> <ul style="list-style-type: none"> • Use of bilingual dictionary whenever necessary • Word wall for content/academic vocabulary
<p>Speaking</p>	
<p><u>Differentiation for ELP Levels 1-2</u> Presentation will consist of visuals and single words and/or phrases describing the historical figure. Provide students with sentence starters. Pair students to create and present the presentation.</p>	<p><u>Differentiation for ELP Levels 3-4</u> Presentation will consist of visuals and complex sentences describing the historical figure Provide students with index cards so that they may use while presenting to the class.</p>

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Lesson Plan #4

Lesson Overview:

Lesson Title: How Science Influenced the Declaration of Independence **Timeframe:** 2 days, 90-minute class period

Lesson Components

Central texts: Blog by Kitty Ferguson, <http://nautil.us/blog/how-science-helped-write-the-declaration-of-independence>

Interdisciplinary Connections: Science

Integration of Technology: Images/photographs, Starboard, computer

Equipment needed: computer with internet access

WIDA PERFORMANCE INDICATORS

Listening & Speaking: Students will discuss the precise meaning of words and their origins using the text. WIDA ELD 2, 4; CCSS ELA SL.11-12.1.c; HS ESS3C

ELP 1-2: Use L1, visuals, gestures, single words, and patterned response

ELP 3-4: Use simple and some complex sentences with content-related vocabulary

Reading: After reading blog, students will answer text dependent questions using highlighted key sentences and multiple resources. WIDA ELD 2, 4; CCSS ELA RI.11-12.1, RI.11-12.4; HS ESS3C

ELP 1-2: Understand one or two key sentences from the text by answering questions in single words, copying or paraphrasing in native language.

ELP 3-4: Understand content-related vocabulary in simple and some complex sentences by responding to text dependent questions.

Writing: Students will analyze the language used and make connections between scientific thought at that time and the language used in the Declaration of Independence by writing a summary of the blog. WIDA ELD 2, 4, 5; CCSS ELA W.11-12.9.b; HS ESS3C; NJCCCS SS 6.1.12.A.2.a

ELP 1-2: Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language

ELP 3-4: Paraphrase the text using content-related vocabulary in simple sentences with emerging complexity.

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Goals/Objectives/Standards Differentiation by ELP Level Instructional Focus/Strategies	Building Background and Text Dependent Questions
<p>Key vocabulary for all levels: self-evident, axiom, endeavor L. 11-12.4 Additional vocabulary for ELP levels 1-2: unarguable, ignorant, reason Additional vocabulary for ELP levels 3-4: rhetoric, objective truth</p> <p>Key language forms and conventions: L.11-12.1, L.11-12.2 “to be self evident,” relative clauses: that..., conditional clause with “if”</p>	
<p><i>Listening/Speaking</i> Students will compose and respond to questions. SL.11-12.1, SL.11-12.1c, Students will participate in a variety of cooperative discussion settings. SL.11-12.1, SL.11-12.1c <i>Differentiation for ELP Levels 1-2</i> group with peers from same language background, if possible</p> <ul style="list-style-type: none"> • Allow students to use native language to write notes. • Use bilingual dictionary/translator • Have prompts and sentence starters <p><i>Differentiation for ELP Levels 3-4:</i></p> <ul style="list-style-type: none"> • Have prompts • Include a list of cognates. <p>Preparing the Learner <i>Activate Prior Knowledge:</i> Use microscopes to look at a piece of cork. Ask students to describe what they see.</p> <p><i>Building Background:</i> Show pictures of monks and their cells in the 13th century. Have students read the adapted excerpt from the book: <i>Virtual Words: Language on the Edge of Science and Technology</i>: <i>Examining a piece of cork under a primitive microscope, 17th century scientist Robert Hooke saw tiny boxes surrounded by thick walls. They reminded him of the rooms, or cells, of the monks. His description of the cork influenced language that we use today in biology, “Those pores, or cells, were not very deep,” he wrote, “but consisted of a great many little boxes separated out of one ..pore.” Cells still bear Hooke’s monastic name today.</i></p>	<p>Elicit a description of the cork to include tiny boxes, parts, etc.</p> <p>What do they see in the picture of the monks and their “cells?” Describe how the cork and the monks’ cells are similar.</p> <p>After reading excerpt, why do they think that Hooke described the boxes of the cork as cells?</p>

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Reading/Writing

Students will read to understand the meanings of figurative, connotative and technical words and phrases as they are used in a text. RI.11-12.3, RI.11-12.4, RI.11-12.5,

Students will read and cite evidence for the text. RI.11-12.1

Student will write to inform/explain by clarify ideas within the text. W.11-12.2, W.11-12.2b, W.11-12.4

Students will cite evidence. RI.11-12.1, W.11-12.9.b

Differentiation for ELP Levels 1-2

- Sentence starters, a word bank, the use of native language, native language support, cognates, and illustrations, student pairs/small groups will choose words/phrases to create simple sentences
- Teacher support with phrase and sentence citations and visuals.

Differentiation for ELP Levels 3-4

- Sentence starters, a word bank, and pair or group students to select words/phrases to create complex sentences

Interacting with Text

First Close Read: Use the smart board to display a copy of the blog by Kitty Ferguson, if possible, provide a copy of the document for each student. The teacher will read the first seven paragraphs of the blog aloud, stopping for clarification and identification of the meanings of the complex ideas and words.

Students will re-read this section with a partner and answer the text dependent questions. They will highlight terms and words that they still do not understand.

Extending Understanding:

Read aloud the second section of the text and identify the point of view of Jefferson and why he chose the phrase, "We hold these truths to be self-evident."

In pairs, students will re-read this section and answer the TDQs. They should highlight any terms or ideas that are still confusing to them.

Additional ESL focus: Use the mentor text to identify examples of imperative forms, sequential words and phrases, active and passive voice.

What is the difference between "winning" independence and "declaring" independence?

Was the Revolutionary War over when Jefferson declared independence?

Which mathematical term is self-evident connected to?

What does axiom mean?

Therefore, what does self-evident mean?

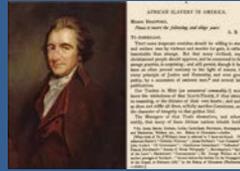
What is the difference in meaning between "These truths are self-evident," and "We hold these truths to be self-evident?"

Whose perspective or point of view is reflected in each?

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		How did science influence the language that Jefferson used in the Declaration of Independence?
Formative Assessment: Students will identify the choice of precise language and recognize the influence of science at the time RI.11-12.4		
Reading		
<u>Differentiation for ELP Levels 1-2</u> <ul style="list-style-type: none">Match the phrase citations to simplified explanation of text.		<u>Differentiation for ELP Levels 3-4</u> <ul style="list-style-type: none">Answer the TDQs in simple sentences with emerging complexity.Cite the sentence citations that support your answers

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Lesson Plan #5

Lesson Overview: This lesson will present students with the controversial issue of slavery during the writing of the Declaration of independence

Lesson Title: *Thoughts on Slavery in America: From An Early Work* by Thomas Jefferson

Timeframe: 1 weeks, 90-minute class period

Lesson Components

Central Texts: *Thoughts on Slavery in America: From An Early Work* by Thomas Jefferson, http://www.pbs.org/wnet/historyofus/web01/segment8_p.html

The First Draft of the Declaration of the Independence, includes a passage condemning slavery which was later removed, <http://www.ushistory.org/us/13a.asp>

Interdisciplinary Connections: Social Studies

Integration of Technology: Images/photographs, Starboard, computer

Equipment needed: computer with internet access

WIDA PERFORMANCE INDICATORS

Listening & Speaking: Students will debate the question, *Does Thomas Jefferson's writing of the Declaration of Independence outweigh the fact that he was a slave owner?* WIDA ELD 2 and 5; CCSS ELA SL.11-12.1.a.c.d; NJCCCS SS 6.1.12.A.2.a

ELP 1-2: Use L1, visuals, gestures, single words and patterned responses.

ELP 3-4: Use content-related vocabulary in simple and some complex sentences.

Reading: From multiples texts, students will select relevant and supporting ideas to defend their position. WIDA ELD 2 and 5; CCSS ELA RI.11-12.1.8; NJCCCS SS 6.1.12.A.2.a

ELP 1-2: Use one or two key sentences from the text and native language explanations to answer questions by copying or paraphrasing in native language

ELP 3-4: Use content-related vocabulary in simple sentences with emerging complexity to respond to text dependent questions

Writing: Students will write supporting or opposing facts for the debate. WIDA ELD 2 and 5; CCSS ELA W.11-12.1.; NJCCCS SS 6.1.12.A.2.a

ELP 1-2: Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language

ELP 3-4: Paraphrase the text using simple and some complete sentences with some errors and content-related vocabulary

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Goals/Objectives/Standards Differentiation by ELP Level Instructional Focus/Strategies	Building Background and Text Dependent Questions
<p>Key vocabulary for all levels: abating, tremble, auspices, emancipation, disposed, conviction (will depend on which part of the text teacher selects to analyze) L. 11-12.4</p> <p>Additional vocabulary for ELP levels 1-2: justice, consent</p> <p>Additional vocabulary for ELP levels 3-4: wrath, mollifying, extirpation</p> <p>Key language forms and conventions: Complex sentences with adverbial clauses of time; adverbial clauses in the present, past, and future, transitional words and phrases L.11-12.1, L.11-12.2</p>	
<p><i>Speaking/Listening</i> Student will listen to take notes. SL.11-12.3 Students will use background knowledge to make a prediction. SL.11-12.1a</p> <p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> • For quick write: Provide students with the presented images so that they may take notes in the native language • For video: Provide students a comparing and contrasting graphic organizer that contains a word bank and phrases. Allow students to use native language to express brainstorming ideas. <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> • For quick write: Sentence starters and a word bank • For video: Provide students with a comparing and contrasting graphic organizer with a word bank <p>Preparing the Learner <i>Activate Prior Knowledge</i> Students complete a quick write on slavery. Teacher will display images of slavery that are labeled with essential vocabulary. Any new words should be added to the class concept map.</p> <p><i>Building Background</i> Student will watch two videos that highlight the notion of “all men are created equal” and the fact that Thomas Jefferson was a slave owner. Stop the video every 2-3 minutes to check for understanding by asking recall and understanding questions. Write questions and answers on the board so that students may take their notes. Present any new vocabulary to students.</p>	<p>Summarize the video.</p> <p>What is the main idea of the video?</p>

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<p>Have students work in heterogeneous groups to predict Thomas Jefferson’s thoughts on slavery. Students must use specific details from the videos to support their prediction.</p>	<p>What ideas/details/images are the most important in the video?</p>
<p><i>Speaking/Listening/Reading/Writing</i> Student will participate in a variety of cooperative discussion settings. SL.11-12.1, SL.11-12.1a, SL.11-12.1c, Student will write, analyze and evaluate the effectiveness of the structure Thomas Jefferson uses in his argument. W.11-12.2, W.11-12.4, W.11-12.9.b, W.11-12.10</p> <p><i>Differentiation for ELP Levels 1-2</i></p> <ul style="list-style-type: none"> • For reading activity: Write definition of cognates and other words in the native language • For writing activity: Word bank of transitional words and phrases, peer and native language support <p><i>Differentiation for ELP Levels 3-4</i></p> <ul style="list-style-type: none"> • For reading activity: Complete a Frayer model for key words, multi-media resources. • For writing activity: Word bank of transitional phrases and peer support <p>Interacting with Text <i>Explain to students that this is an original writing of Thomas Jefferson and the language of the text is very complex. Explain to students that expectation is not to understand every single word but to understand the message found within the text.</i></p> <p>Provide students with an overall written summary of the text. The summary should be a mix of explanation with images and corresponding vocabulary words. The teacher needs to identify the important ideas and vocabulary needed to understand the message. Students should read the summary and discuss in small groups to ensure a basic understanding of the text.</p> <p>Analyze the following quote from the text as a class. Display the following quote on the board and/or starboard, <i>“And can the liberties of a nation be thought secure when we have removed their only firm basis, a conviction in the minds of the people that these liberties are of the gift of God? That they are not to be violated but with his wrath? Indeed I tremble for my country when I reflect that God is just: that his justice cannot sleep for ever...”</i></p> <p>Chunk the quote and assign each part to multiple heterogeneous groups. Have students highlight cognates appropriate for their native language (examples for Spanish/Portuguese: liberties, secure, firm, justice, just, violated, conviction, nation) and write a definition of each word. For words that are</p>	<p><u>Topic/Main Idea</u> What is the main idea of the quote?</p> <p><u>Key Ideas/Details</u> What does the author mean by, “I tremble for my country...”</p> <p><u>Structure/Vocabulary</u> What is the purpose of using questioning with the quote? How does this quote connect to the</p>

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<p>not cognates (wrath, tremble) students will create a Frayer model with their group. Once students have had an opportunity to discuss the vocabulary found within their part of the quote, students will write the meaning of their part of the quote. Jigsaw group students, one representing each section of the quote. Have students share their interpretation of their part of the quote in order to come up with the meaning of the entire quote. Students should be able to answer the text dependent questions. The students will share their meaning of the quote by reading it and providing supporting details for the text. In the end, the teacher will display in written form the meaning of the text. As a class, teacher will have students compare their meaning to that of the teachers.</p>	<p>videos used at the beginning of the lesson? Does it support the main idea of the video?</p>
<p>Writing Students will use multiple resources to develop and debate their position. W.11-12.8; W.11-12.1 Students will write to cite evidence from informational texts to support analysis and reflection. W.11-12.9.b</p> <p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> • Argumentative graphic organizer, word bank of transitional words and phrases, peer and native language support <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> • Argumentative graphic organizer Word bank of transitional and phrases and peer support <p>Extending Understanding: Debate: Does Thomas Jefferson’s writing of the Declaration of Independence outweigh the fact the he was a slave owner?</p> <p>Prepare for the debate by having students create questions to discuss in a fish bowl activity.</p> <p>Brainstorm as a class using a four corners activity during which students will present examples to support their position. Students must cite the text to support their examples. Teacher should listen and provide feedback to students while they are discussing within their groups. Once students have established their examples and supporting evidence, have students debate each other. The teacher can film students debating and view the videos as a means of evaluating students’ orally fluency and the various elements of the debate such as examples and supporting evidence used in the debate.</p> <p>Additional ESL focus: Use mentor text to identify use of pronouns and modifiers, review of present and past tenses</p>	<p>Does Thomas Jefferson’s writing of the Declaration of Independence outweigh the fact the he was a slave owner?</p> <p>Why was Thomas Jefferson a slave owner?</p> <p>How did Thomas Jefferson feel about slavery?</p> <p>How should Thomas Jefferson be remembered?</p>

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Formative Assessment: Writing - Summary writing of thoughts for debate. W.11-12.1, W.11-12.8

Differentiation for ELP Levels 1-2

- Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language
- Provide students with graphic organizer
- Use of bilingual dictionary whenever necessary
- Word wall for content/academic vocabulary
- Partially completed graphic organizer

Differentiation for ELP Levels 3-4

- Paraphrase the text using content-related vocabulary in simple and some complex sentences.
- Provide students with graphic organizer
- Use of bilingual dictionary whenever necessary
- Word wall for content/academic vocabulary

Speaking: Debate SL.11-12.4

Differentiation for ELP Levels 1-2

- Presentation will consist of visuals and single words and/or phrases describing the historical figure.
- Provide students with sentence starters. Pair students to create and present the presentation.

Differentiation for ELP Levels 3-4

- Presentation will consist of visuals and complex sentences describing the historical figure
- Provide students with index cards so that they may use while presenting to the class

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Lesson Plan #6

Lesson Overview: The legacy of the Declaration of Independence

Lesson Title: The Declaration of Independence Legacy

Timeframe: 1 week, 90-minute class period

Lesson Components

Central Texts: *The Declaration of Independence and Its Legacy*, <http://www.ushistory.org/us/13a.asp>

Videos: http://www.youtube.com/watch?v=jYyttEu_NLU , <http://www.youtube.com/watch?v=IMEL1Uo-4SU>

Interdisciplinary Connections: Social Studies

Integration of Technology: Images/photographs, Starboard, computer

Equipment needed: computer with internet access

WIDA PERFORMANCE INDICATORS

Listening & Speaking: After listening and watching a video orally discuss questions about the video using a concept map, sentence starters and working in a small group. WIDA ELD 1, 2, 5; CCSS ELA SL.11-12.1.c.d; NJCCCS SS- 6.1.12.A.2.b

ELP 1-2: Use L1, visual support, sentence starters (patterned responses) or single words and work with a partner. May watch the video more than once.

ELP 3-4: Use simple sentences but include content related vocabulary and work in a small group. May watch the video more than once.

Reading: From multiples texts and the video, students will select relevant and supporting ideas to defend their position.

ELP 1-2: Use one or two key sentences from the text and native language explanations to answer questions by copying or paraphrasing in native language

ELP 3-4: Use simple and some complex sentences with content-related vocabulary to respond to text dependent questions

Writing: Students will write an expository essay

ELP 1-2: Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language

ELP 3-4: Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language

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Goals/Objectives/Standards Differentiation by ELP Level Instructional Focus/Strategies	Building Background and Text Dependent Questions
<p>Key vocabulary for all levels: Human equality, criticism, self-proclaimed, ideals, contradiction, abolish L.11-12.4</p> <p>Additional vocabulary for ELP levels 1-2: instituted, activists</p> <p>Additional vocabulary for ELP levels 3-4: legalistic, pragmatic, endowed, unalienable rights</p> <p>Key language forms and conventions: Present perfect: have/has + past participle, using already and yet, the use of quotations, transitional phrases L.11-12.1, L.11-12.2</p>	
<p><i>Speaking/Listening/Reading/Writing</i></p> <p>Students will create true/false questions based on what they have learned about the Declaration of Independence. W.11-12.4, W.11-12.10, RI.11-12.2</p> <p>Students will listen and speak in order to discuss the different viewpoints of the Declaration of Independence. SL.11-12.3</p> <p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> • Allow students to work with a partner, use native language to brainstorm, a word bank of relevant words and/or phrases <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> • Allow students to work with a partner, a word bank of relevant words and/or phrases <p>Preparing the Learner</p> <p><i>Activate Prior Knowledge:</i></p> <p>Anticipation/Reaction Guide: create true/false or agree/disagree questions based on what they have learned about the Declaration of Independence. Have students predict and answer questions before and after reading; let students explain their answers and discuss how some responses may have changed.</p> <p><i>Building Background</i></p> <p>Go to Your Corner activity: divide students into two groups, group one focuses on criticism of the Declaration of Independence and group two focuses on positive influences of the Declaration of Independence. Students will go to a corner, pair up and share ideas on their given topic.</p>	<p>Students will cite the text in order to justify why and how their responses have changed.</p> <p>Students will cite the text in order to offer criticism and/or positive influences.</p>

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<p>Reading Students will read to understand the meanings of figurative, connotative and technical words and phrases in the text. RI.11-12.4</p> <p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> • Allow students to work with a partner, use native language to brainstorm, a word bank of relevant words and/or phrases <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> • Allow students to work with a partner, a word bank of relevant words and/or phrases <p>Interacting with Text Have students re-read <i>The Declaration of Independence and Its legacy</i> and mark the text for understanding. Students will number the paragraphs, highlight keywords that depict positive influences as well as criticisms of the Declaration, and write a short summary for each paragraph in a chart. Depending on students' language proficiency levels, teachers may assign all paragraphs or divide the paragraphs among the students. Develop text dependent questions that guide students in understanding the main idea, key ideas/details and the structure/vocabulary of the text.</p>	<p><u>Topic/Main Idea</u> What is the main purpose of the text? Which statement best illustrates the author's purpose in the text?</p> <p><u>Key Idea/Details</u> What details does the author select to describe the Declaration of Independence?</p> <p><u>Structure/Vocabulary</u> What does the author mean by, "This ideal of equality has certainly influenced the course of American history?"</p>
<p>Writing Student will write to inform/explain the text using precise language and citing evidence from the video to support analysis. W.11-12.2, W.11-12.2a, W.11-12.8, W.11-12.9.b Students will draft, revise, peer edit and publish a final copy. W.11-12.5</p> <p><u>Differentiation for ELP Levels 1-2</u></p> <ul style="list-style-type: none"> • Graphic organizer, word bank of transitional words and phrases, peer and native language support, script of the video, group work <p><u>Differentiation for ELP Levels 3-4</u></p> <ul style="list-style-type: none"> • Graphic organizer, word bank of transitional words and phrases, script of the video <p>Extending Understanding: Write an expository essay in which the student evaluates the position of the narrator in video and the conclusion the narrator ultimately draws. Prewrite- using a graphic organizer Rough Draft Peer Editing/Conferencing with teacher Final draft</p>	<p>What is the position of the narrator in the video? Which words or phrases support your answer? How could your partner improve his/her draft?</p>

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Additional ESL focus: Using mentor text, identify use of compound and complex sentences, rules of capitalization, punctuation		
Formative Assessment: Summary writing, expository essay about why and how to leave a legacy W.11-12.2, W.11-12.2b		
<u>Differentiation for ELP Levels 1-2</u> <ul style="list-style-type: none">• Use sentence starters and frames to summarize by copying the text or paraphrasing in their native language• Provide students with graphic organizer• Use of bilingual dictionary whenever necessary• Word wall for content/academic vocabulary• Partially completed graphic organizer	<u>Differentiation for ELP Levels 3-4</u> <ul style="list-style-type: none">• Paraphrase the text using simple and some complex sentences with content-related vocabulary.• Provide students with graphic organizer• Use of bilingual dictionary whenever necessary• Word wall for content/academic vocabulary	

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Lesson Plan #7

Lesson Overview:

Students will complete the Performance tasks by choosing three different assignments to demonstrate understanding of one's legacy.

Lesson Title: How do we define one's legacy?

Timeframe: 1 week, 90-minute class period

Lesson Components

Central Texts: Research documents on various historical figures

Interdisciplinary Connections: Social Studies

Integration of Technology: Images/photographs, Starboard, computer

Equipment needed: computer with internet access

PERFORMANCE TASK

Defining one's Legacy

Think-Tac-Toe

Directions: Just like the game, Tic-Tac-Toe, student will select 3 activities that are horizontal, vertical or diagonal. Examples of Historical figures: Thomas Jefferson, Cesar Chavez, Mahatma Gandhi, Martin Luther King, Susan B. Anthony, etc.

Create and present a collage of an important historical figure that includes phrases or simple sentences defining his/her legacy	Group: Create a talk show where the host will interview a historical figure about his/her legacy	Group: Write a song about an important historical figure and his/her legacy.
Write a poem about an important historical figure and his/her legacy.	Select an important historical figure and write an essay describing his/her legacy	Dress up as an important historical figure and recite a speech that helped define his/her legacy
Nominate Time Magazine's Man/Woman and/or document of the year by writing a letter to Time Magazine	Write an essay that defines legacy using a quote	Create a timeline that depicts events of an historical figure's life time

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GRADE Twelve UNIT 2 AT A GLANCE

Key Concepts and Vocab	Content objectives	Language Objectives	Vocab tasks	Reading	Writing	Listening/speaking	Grammar focus	Student learning strategies
Define and explore legacy of people and historical documents. Vocabulary: legacy, creative, freedom, independence, declaration, tyranny, self-evident inalienable rights, pursuit of happiness	Analyze the main ideas and supporting details in primary source documents.	Identify figurative and technical language. Determine the meaning of words and phrases as they are used in a text.	Visual Thinking Strategy Vocabulary template to analyze words and use in context Work with a partner Word bank Support in L1	Analyze the language an author uses to convey specific and precise meanings. Explore connections between language, science and social studies.	Summarize text. Write an essay and how and why a person leaves a legacy.	Engage effectively in a range of collaborative discussions Make oral presentations.	Transitional phrases Dependent clauses Future and past tenses Conditional tense	Using note cards Using graphic organizer Cognates Read aloud/think aloud