

Norwalk Public Schools

# High School ESL Curriculum: Level 2



English Language Learner (ELL)

Education Department

2011



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**ESL Level 2 Curriculum Outline**

**Core Textbook: *Edge Level A (Unit 1, pp. 1-83)***

PACING: Approximately 5 weeks including projects. Suggested time frame: September 1 – October 4

**The Power of Reflection**

**Essential Question: *What influences how you act?***

<p><b>UNIT 1: THINK AGAIN</b></p> <ul style="list-style-type: none"> <li>• How beliefs can affect people</li> <li>• How people get to where they want to go</li> <li>• How easily people can be fooled</li> </ul>	<b>Reading Genres</b>	Short Story (fiction and non-fiction) Options: Magazine article, memoir, folktale
	<b>Reading Objective</b>	Preview and predict Literary analysis (characters, plot, setting) Options: Non-fiction text features
	<b>Vocabulary Objective</b>	Morphemic analysis Prefixes and suffixes
	<b>Grammar Objective</b>	Complete sentences Plural nouns Subject-verb agreement
	<b>Writing Objective</b>	Personal narrative Options: Opinion statement, narrative paragraph, journal entry, chart, comparison paragraph
	<b>Listening &amp; Speaking Objective</b>	Role play activities to ask and answer questions Options: Oral report (Health superstitions)
	<b>Workplace Connection</b>	<ul style="list-style-type: none"> <li>• Learn about jobs in the media (radio and TV)</li> <li>• <b>Career Chart:</b> Use <a href="http://www.hbedge.net">www.hbedge.net</a> to click on “Discover What You Would Be Good At” (p. 49). Play the Career Game; work with a partner who has a similar interest. Prepare a class chart with the 6 work environments. Have students research several categories of information: job category, earnings, preparation, etc.</li> </ul>
	<b>Technology Connection</b>	<ul style="list-style-type: none"> <li>• Use the resources at: <a href="http://www.hbedge.net">www.hbedge.net</a> (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups)</li> <li>• <b>Survey:</b> See more results on the survey on Celebrity Influence (p. 2). Go to Full Results to find the 16 questions asked on the survey. Create an anticipation guide/survey for students to fill out. Compare information between the teen survey and the class information by creating a class graph.</li> </ul>
<b>Suggested Activities</b>	<p><b>The Experiment</b> (p. 11)</p> <ul style="list-style-type: none"> <li>• <b>Pre-reading:</b> Houdini Rope Escape video (<a href="http://www.youtube.com/watch?v=EbVZZsYZmEY">http://www.youtube.com/watch?v=EbVZZsYZmEY</a>) Preview the video with: “The following video clip is of the famous escape artist Harry Houdini. Houdini volunteers for a rope experiment.” Have students write their prediction about Houdini. Before, during and after the video clip ask students questions using vocabulary they will encounter in the story. “Do you think he can escape? Is he clever? Will he fail or succeed? Was he straining to get out of the ropes?” Review the character, setting and plot from the video. Repeat this with the story. Students can orally sequence the action. Later, students can compare and contrast the video and the story. Have students write their prediction of what they think will happen in the story.</li> <li>• <b>During-reading Sequencing:</b> Students can sequence the</li> </ul>	

		<p>events in the story using the SmartBoard or with strips which outline the action. Stop the reading at various points and write what has happened so far.</p> <ul style="list-style-type: none"> <li>• <b>After-reading:</b> Have students work in groups to come up with the moral of the story by using idioms. Have students discuss the idioms to describe the character in the story. “Sometimes the solution is right under your nose.” “Don’t jump to conclusions.” “Look before you leap.” “He is just an Average Joe.” “He is sharp as a tack.” “Sometimes simpler is better.” “He’s not the sharpest tool in the shed.” “Less is more.” Have students come up with the moral of the story or the universal theme.</li> </ul> <p><b>Sayings &amp; Superstitions:</b> Have students brainstorm proverbs and sayings from various cultures. Make a chart with the various sayings in each language represented. Compare the examples. Examples for luck and health: Breaking a mirror, knocking on wood, throwing salt over your shoulder, eating an apple a day, black cat crossing your path, killing a spider, walking under a ladder, Friday the 13<sup>th</sup>, etc. Check out: <a href="http://www.corsinet.com/trivia/scary.html">http://www.corsinet.com/trivia/scary.html</a> for more information. Use the information at <a href="http://www.associatedcontent.com/article/368460/popularsuperstitionsandtheirorigins.html">http://www.associatedcontent.com/article/368460/popularsuperstitionsandtheirorigins.html</a> to put on cards. Have each group share their information about the origin of popular superstitions.</p> <p><b>Career Line Up:</b> (Use with p. 49 Career Game) Students choose a career they are interested in. Have students line up alphabetically by the first letter of their chosen career. Starting with “A” students share out their career choices.</p> <p><b>College &amp; Career Card Sort:</b> Use the card sort activity to have students practice vocabulary regarding the qualities necessary to be successful in college and in a career.</p> <p><b>Read Hodia Stories:</b> Find more stories at: <a href="http://u.cs.biu.ac.il/~schiff/Net/front.html">http://u.cs.biu.ac.il/~schiff/Net/front.html</a>. Have students work with partners to discuss the stories and share their analysis (p. 64 for ways to analyze) with another pair. Student then move to another pair to form a new quad and explain their story. Alternatively, the teacher could have students discuss their stories using a Conversation Circle.</p>
	<p><b>Content &amp; Standards Connections</b></p>	<p>Language Arts: Standards 1-4            Health: Standard 4            Math: Standard 2            ELL Standards: 1.2.1., 1.2.3., 2.1.1, 2.1.2., 2.1.3., 2.2.1., 2.2.2, 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1</p>

**ESL Level 2 Curriculum Outline**

**Core Textbook: *Edge Level A (Unit 2, pp. 84-169)***

PACING: Approximately 5 weeks including projects. Suggested time frame: October 5 - November 10

**The Importance of Family**

**Essential Question: *How do families affect us?***

<p><b>UNIT 2: FAMILY MATTERS</b></p> <ul style="list-style-type: none"> <li>• The science behind family resemblances</li> <li>• The impact of family meals</li> <li>• How the behavior of parents makes a difference</li> </ul>	<b>Reading Genres</b>	Non-fiction texts Options: Science articles, lab procedures, research reports, anecdote, memoir, news commentaries, surveys
	<b>Reading Objective</b>	Ask questions Interpret visuals Options: Analyze author’s purpose and style, analyze descriptive language
	<b>Vocabulary Objective</b>	Context clues
	<b>Grammar Objective</b>	Tenses: Present, Present progressive Subject pronouns Action and helping verbs/modals
	<b>Writing Objective</b>	News article Options: Opinion, expository, critical review, biographical sketch, informational brochure, chart
	<b>Listening &amp; Speaking Objective</b>	Interview Options: Role play, oral report
	<b>Workplace Connection</b>	Learn about jobs in medical laboratories
	<b>Technology Connection</b>	<ul style="list-style-type: none"> <li>• Use the resources at: <a href="http://www.hbedge.net">www.hbedge.net</a> (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups)</li> <li>• <b>African Americans:</b> Start with the Time Line on African American 2 website at <a href="http://www.hbedge.net">www.hbedge.net</a> for Unit 2. Do a jigsaw activity so that different groups examine different time periods. Students create sentence strips with the most important information from their section. Students line up in order and read their sentences. Explain why African Americans might want to search for their roots. Pair up students to listen to and read about African Americans. Students share what they learned about their person.</li> <li>• <b>On-line Exhibits on Genetics:</b> Have students calculate their eye color at “What Color Eyes Will Your Children Have?”</li> <li>• <b>Debate:</b> Have students go to the On-line Exhibit under “Ethics and Issues” and choose one of the issues for a debate: Genetically Modified Foods, Stem Cell Research, or Genetic Screening and Designer Babies. Students can complete the on-line surveys.</li> <li>• <b>Health 411</b> (from How Stuff Works—Food). Students listen to Dr. Lydie Hazan on various health topics. (Scroll down on View Information About How Fast Food is Made.) The teacher can pass out cards with the questions on them. Students read</li> </ul>

	<p><b>Suggested Activities</b></p>	<p>out their questions and the teacher plays the Dr.'s response.</p> <p><b>Debate:</b> To conduct a debate, complete the following. Clear the desks and set up chairs in three sections. Students in the audience start by sitting in the middle section. Team One (Pro Arguments) gives a speech. Students who are sitting can move their seats to sit in front of Team One if they agree with the ideas presented. Team Two (Arguments Against) presents their ideas. Students can sit in front of Team Two if they agree with the arguments presented. Students in the audience, especially those in the middle who are undecided can ask questions. All students need to choose a side to sit on once the questioning is completed.</p> <p><b>“Eat This Not That” Food Collages</b> (p. 116) Use the nutrition data on fast foods at <a href="http://www.hbedge.net">www.hbedge.net</a>. Put students in groups. Have students create posters, illustrating the less healthy choices and more healthy choices.</p> <p><b>Do Family Meals Matter?</b> (p. 117)  <ul style="list-style-type: none"> <li>• <i>Before Reading:</i> Complete an anticipation guide. Eating meals together helps people feel connected to one another. Eating family meals together helps teens get better grades. Teens who eat dinner with their family are more likely to have tried alcohol. The majority of teens who have dinner with their families have tried smoking. Family meals are more common among adolescents than among younger children.</li> <li>• <i>After Reading:</i> Have students show where in the article the evidence comes from for the correct answer.</li> </ul> </p> <p><b>Interview a Classmate About a Typical Weekday Meal</b> Students use the information on pp. 132-133 to plan and conduct their interviews. Ask who, what, where, when, and why questions. Students can write up their interviews, comparing and contrasting their own typical weekday meal with their classmate’s. Use the information on p. 133 to download the rubric.</p> <p><b>Write a News Article</b> (p. 156) Students write in the third person about an important family event that happened to them.</p>
	<p><b>Content &amp; Standards Connections</b></p>	<p>Language Arts: Standards 1-4            Science: Strand 4, 10.1; Strand 5, 10.4            Health: Standards 1, 4, 5            ELL Standards: 1.1.1., 1.2.2., 1.2.3, 2.1.1, 2.1.2., 2.1.3., 2.2.1., 2.2.2, 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.</p>

**ESL Level 2 Curriculum Outline**

**Core Textbook: *Edge Level A (Unit 3, pp. 170-263)***

PACING: Approximately 5 weeks including projects. Suggested time frame: November 11 – December 20

**Finding Yourself**

**Essential Question: *Do we find or create our true selves?***

<p><b>UNIT 3: TRUE SELF</b></p> <ul style="list-style-type: none"> <li>• Whether or not appearance matters</li> <li>• People who put themselves in categories</li> <li>• Struggles that people must face about their identity</li> </ul>	<p><b>Reading Genres</b></p>	<p>Fiction and non-fiction texts Options: Short story, comic strip, informative article, poetry</p>
	<p><b>Reading Objective</b></p>	<p>Making inferences Comprehension and critical thinking Options: Interpret point of view, analyze elements of poetry and style</p>
	<p><b>Vocabulary Objective</b></p>	<p>Word families Latin and Greek roots</p>
	<p><b>Grammar Objective</b></p>	<p>Verb tenses (present, past, past progressive , future) Pronouns</p>
	<p><b>Writing Objective</b></p>	<p>Short story Options: Explanation, opinion statement, comparison/contrast, cause-effect paragraph</p>
	<p><b>Listening &amp; Speaking Objective</b></p>	<p>Retell a story Options: Role play, dramatic reading, critique</p>
	<p><b>Workplace Connection</b></p>	<p>Learn about jobs in the fitness industry</p>
	<p><b>Technology Connection</b></p>	<ul style="list-style-type: none"> <li>• Use the resources at: <a href="http://www.hbedge.net">www.hbedge.net</a> (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups)</li> <li>• <b><u>Abovetheinfluence.com</u></b> Have students go to the website to take the quizzes on Peer Pressure and Knowing the Facts to preview the unit. Students can watch the video. Have students create their own two minute “talk” on what pressures they face and how they deal with them. Students can explore this website.</li> <li>• <b><u>David Yoo</u></b> (p. 179) Have students read more about David Yoo. Students can view book trailers to choose other books by this author.</li> </ul>
<p><b>Suggested Activities</b></p>	<p><b><u>Personal Clothing Collage</u></b> (p. 172) Students can create a clothing collage with the styles and brands they prefer using magazines and catalogs. Students should think about how the clothing reflects their personal style. Have students share with each other.</p> <p><b><u>Gallery Walk</u></b> Post pictures of people around the room. Post an adjective next to the picture. Give students a few adjectives to post for themselves. Students can label in L1 also.</p> <p><b><u>Identity Ideas</u></b> Choose any of the activities to support and supplement the readings in this unit. (Yesterday poem can connect to p. 215.)</p>	

		<p><b><u>Cross the Line</u></b>                  Students stand in a line. The teacher calls out an adjective (happy, formal, messy, etc.). Students who can relate, “cross the line.” Allow for students to choose an adjective by calling out student names to be “It” or asking for volunteers.</p> <p><b><u>Speed Names</u></b>                  Think of a word that describes you, that starts with the first letter of your name. Write it down on a card (but not your name). Go around the group saying your name and the adjective. Put all the cards on the table. How fast can you go through the cards and say everyone’s name?</p> <p><b><u>The Pale Mare</u></b> (p. 225 ff)  <ul style="list-style-type: none"> <li>• <b>Somebody Wanted...But...So...</b> : Have students complete the sentence to comprehend the story from different points of view. See handout.</li> <li>• <b>Write a Letter:</b> Have some students write a letter to the parents of Consuela and some write a letter to the girl about letting her follow her dreams. (Use cause/effect language.)</li> </ul> </p> <p><b><u>Caged Bird</u></b> (p. 242)  <ul style="list-style-type: none"> <li>• <b>Cage Graphic Organizer:</b> Give students a page with a cage on it. Have students write down words that represent freedom on the outside (i.e., responsibility, ideals, dreams, etc.) and words that represent being caged on the inside (i.e., roots, security, etc.). See handout.</li> </ul> </p>
	<p><b><i>Content &amp; Standards Connections</i></b></p>	<p>Language Arts: Standards 1-4                  Health: Standards 1, 3, 4                  ELL Standards: 1.2.1., 1.2.2., 1.2.3., 2.1.1, 2.1.2., 2.1.3., 2.2.1., 2.2.2, 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.</p>

**ESL Level 2 Curriculum Outline**

**Core Textbook: *Edge Level A (Unit 4, pp. 264-345)***

PACING: Approximately 5 weeks including projects. Suggested time frame: January 2 – February 4

**Community Service**

**Essential Question: *How much should people help each other?***

<p><b>UNIT 4: GIVE AND TAKE</b></p> <ul style="list-style-type: none"> <li>• Helpful and harmful relationships</li> <li>• What families do for each other in special situations</li> <li>• People who can barely survive on their own</li> </ul>	<b>Reading Genres</b>	Fiction and non-fiction texts Options: Song, poetry, informational text, essay, autobiography, memoir, eulogy
	<b>Reading Objective</b>	Determining importance Comprehension and critical thinking Options: Analyze information, uncover main ideas in non-fiction, relate main ideas and supporting details, summarize non-fiction
	<b>Vocabulary Objective</b>	Use of context clues for unfamiliar words: multiple meaning words
	<b>Grammar Objective</b>	Prepositions Possessive words Object pronouns
	<b>Writing Objective</b>	Response to literature Options: Write a paragraph to express an idea, journal entry, personal essay
	<b>Listening &amp; Speaking Objective</b>	Oral report Options: Respond to audience questions, evaluate classmates' reports using a rubric
	<b>Workplace Connection</b>	Learn jobs in a mental health center Exploring community service
	<b>Technology Connection</b>	<ul style="list-style-type: none"> <li>• Use the resources at: <a href="http://www.hbedge.net">www.hbedge.net</a> (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups)</li> <li>• <b><u>Volunteer.gov/gov Website</u></b> Students find out about volunteer opportunities around the US and in CT.</li> <li>• <b><u>www.dosomething.org</u></b> Students click on the Act Now section to choose a volunteer idea to carry out as a class.</li> </ul>
<b>Suggested Activities</b>	<p><b><u>The Enabler</u></b> (p. 275)</p> <ul style="list-style-type: none"> <li>• Vocabulary: Students match pictures with vocabulary in small groups. Students create sentences and explain how picture illustrates the definition</li> <li>• Anticipation Guide (see handout)</li> <li>• After Reading: Divide students into small groups. Give each group one vignette from the story. Students can create a skit, flow chart, cartoon, poem, or rap to illustrate their section of the reading. Share out.</li> </ul> <p><b><u>Find a Cause</u></b> Have students pick a local cause and use the internet to find out more information about the issue (i.e., homelessness, veterans, cancer, diabetes, meals on wheels, soup kitchen, etc.). Students can interview someone who works with a cause</p>	

		<p>(i.e., Red Cross, American Cancer Society, Goodwill Industries, etc.). Students prepare a “proposal” to get others involved. They should prepare a poster with graphs and photos, and clips from their interviews.</p> <p><b>Brother Ray</b> (p. 293) Students listen to Ray Charles’s music and visit his website found at <a href="http://hbadge.net">hbadge.net</a>.</p> <p><b>Class Timeline</b> Students create a timeline about the people and events they are reading about (Ray Charles, Helen Keller, when the American Cancer Society was founded, the beginnings of jazz music, etc.).</p> <p><b>PTSD</b> (p. 315) Students watch a video clip from <a href="http://hbadge.net">hbadge.net</a> on a veteran with PTSD. Have students compare the veteran in the video clip with the man in the story.</p> <p><b>Chronological Writing</b> (p. 311) Students choose a person or organization (can use <a href="http://www.disabled-world.com/artman/publish/article_0060.shtml">http://www.disabled-world.com/artman/publish/article_0060.shtml</a>) to create a timeline and create a poster and write a paper on the subject in chronological order.</p>
	<p><b>Content &amp; Standards Connections</b></p>	<p>Language Arts: Standards 1-4 Health: Standards 1, 3, 8 ELL Standards: 1.1.1., 1.1.2., 1.2.1., 1.2.2., 1.2.3., 2.1.1, 2.1.2., 2.1.3., 2.2.1., 2.2.2, 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.</p>

**ESL Level 2 Curriculum Outline**

**Core Textbook: *Edge Level A (Unit 5, pp. 346-437)***

PACING: Approximately 5 weeks including projects. Suggested time frame: February 5 – March 25

**Respecting Yourself and Others**

**Essential Question: *Do people get what they deserve?***

<p><b>UNIT 5: FAIR PLAY</b></p> <ul style="list-style-type: none"> <li>• How people deal with bullies</li> <li>• How people respond to violence in their communities</li> <li>• What happens to people who insult others</li> </ul>	<b>Reading Genres</b>	Short stories Options: Magazine article, suspense
	<b>Reading Objective</b>	Make connections Comprehension and critical thinking Options: Analyze theme, mood, tone, suspense, irony, and flashback
	<b>Vocabulary Objective</b>	Synonyms and antonyms Options: Use a thesaurus or dictionary
	<b>Grammar Objective</b>	Modifiers (adjectives and adverbs)
	<b>Writing Objective</b>	Response to literature Options: Opinion statement, expressive paragraph, letter to the editor, character sketch, letter of advice
	<b>Listening &amp; Speaking Objective</b>	Panel discussion Options: Think-Pair-Share, dramatization, participate in a discussion, role-play (counseling session)
	<b>Workplace Connection</b>	Learn about jobs in education/schools
	<b>Technology</b>	<ul style="list-style-type: none"> <li>• Use the resources at: <a href="http://www.hbedge.net">www.hbedge.net</a> (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups)</li> <li>• <b>Youth Violence</b> View the presentations on preventing youth violence at hbedge.net.</li> <li>• <b>EL Civics for ESL Students</b> Use the website <a href="http://www.elcivics.com/constitution_civics_1.html">http://www.elcivics.com/constitution_civics_1.html</a> to find simplified information about the constitution and the law.</li> <li>• <b>Espousing the Cause of the Wrongfully Convicted</b> View the slide show presented by a 17-year old high school student at hbedge.net or <a href="http://truthinjustice.org/welles/welles1.htm">http://truthinjustice.org/welles/welles1.htm</a>.</li> </ul>
<b>Suggested Activities</b>	<p><b><u>Espousing the Cause of the Wrongfully Convicted</u></b> (p. 346)</p> <ul style="list-style-type: none"> <li>• Quotes: Start with the quotes on p. 346 as an example of quotes. The teacher cuts the quotes (see handout) and gives a strip (half a quote) to each student. Students find their match. Students discuss what they think the quote means and share out.</li> <li>• Slide Show: View the slide show presented by a 17-year old high school student at hbedge.net or <a href="http://truthinjustice.org/welles/welles1.htm">http://truthinjustice.org/welles/welles1.htm</a> where the quotes come from. Students can look for the author of the quotes.</li> </ul>	

		<ul style="list-style-type: none"> <li>• <b>Cultural Perspectives:</b> Students should share out (using sentence frames from page T347) information from their backgrounds. Next, learn about the law in the USA. (Can use information from <a href="http://www.truthinjustice.org/">http://www.truthinjustice.org/</a>)</li> </ul> <p><b>Getting Started as a Writer</b> (p. 356)                  After reading the story “Jump Away” and the information about the author, and the story about Eva Ali, students use their own life as a model and write a personal narrative to be read by 4<sup>th</sup> graders. Use a life a experience to make the point (i.e., a time they did something they now regret, so don’t do something you know is wrong like steal, tell a lie, bully others, etc. because you can’t undo the wrong but I can tell you now not to do something wrong because you will regret it).</p> <p><b>Class Magazine Project</b>                  After reading the magazine articles (p. 390 ff), students use their writings to create a class magazine. Students can add photos and write other articles for the magazine. (Several websites list ideas for creating a class magazine.)</p>
	<p><b>Content &amp; Standards Connections</b></p>	<p>Language Arts: Standards 1-4                  Health: Standards 4, 5                  ELL Standards: 1.1.1., 1.1.2., 1.2.1., 1.2.2., 1.2.3., 2.1.1, 2.1.2., 2.1.3., 2.2.1., 2.2.2, 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.</p>

**ESL Level 2 Curriculum Outline**

**Core Textbook: *Edge Level A (Unit 6, pp. 438-515)***

PACING: Approximately 5 weeks including projects. Suggested time frame: March 26 – May 24

**Becoming an Adult**

**Essential Question: *What rights and responsibilities should teens have?***

<p><b>UNIT 6: COMING OF AGE</b></p> <ul style="list-style-type: none"> <li>• Whether or not teens are mature enough to vote</li> <li>• What people think about teen curfews</li> <li>• The reality of adult responsibilities</li> </ul>	<b>Reading Genres</b>	Non-fiction texts Options: Persuasive non-fiction, expository non-fiction, functional documents (job application)
	<b>Reading Objective</b>	Synthesizing Options: Drawing conclusions, comparing arguments, forming generalizations Comprehension and critical thinking Options: Analyze and compare information, analyze arguments and evidence, analyze text structure, evaluate author’s purpose and perspective and tone, analyze support for an argument, analyze emotional appeal, analyze persuasive techniques, analyze appeal to logic
	<b>Vocabulary Objective</b>	Analogies Options: Use references to understand specialized vocabulary and multiple meaning words
	<b>Grammar Objective</b>	Sentence variety Indefinite pronouns Word order Simple and compound sentences
	<b>Writing Objective</b>	Essay Options: Analysis, letter to the editor, argument, letter of persuasion, expository essay
	<b>Listening &amp; Speaking Objective</b>	Persuasive Speech Options: Think-Pair-Share, questions about arguments and evidence, role play (job interview)
	<b>Workplace Connection</b>	Learn about jobs with the postal service Learn about getting a job (classified ads, applications, cover letters, letters of recommendation, resumes) Options: Write resumes and cover letters
	<b>Technology Connection</b>	<ul style="list-style-type: none"> <li>• Use the resources at: <a href="http://www.hbedge.net">www.hbedge.net</a> (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups)</li> <li>• <b>Human Rights</b> (from hbedge.net) For Communications p. 461. Ask students to either Turn &amp; Talk, or do a FreeWrite, on what they think the definition of Humans Rights is. Show the videos from this website starting with What Are Human Rights?</li> </ul>
	<b>Suggested Activities</b>	<p><b>Unit Launch</b> (p. 438) (from hbedge.net) The teacher divides the class into pairs or small groups to read one section about privacy rights. Each group shares out to the rest of the class.</p> <p><b>Take a Stand</b> (after readings in Cluster 1) Students read both texts: voting at 16 and the teen brain. Giving arguments for or against, students debate (using</p>

		<p>evidence from the texts) whether or not the voting age should be changed to 16.</p> <p><b><u>Public Service Announcements &amp; Teaching Tolerance</u></b> (p. 461)</p> <ul style="list-style-type: none"> <li>• Postcards: Have students evaluate the postcards on drug abuse found at hbedge.net. Use information from the Teaching Tolerance website to analyze photos. For example, for gender bias view <a href="http://www.tolerance.org/activity/using-photographs-teach-social-justice-exposing-gender-bias">http://www.tolerance.org/activity/using-photographs-teach-social-justice-exposing-gender-bias</a></li> </ul> <p><b><u>Curfews</u></b></p> <p>Use hbedge.net on curfews in the USA. Have students complete an Anticipation Guide, then check their responses with the website. (See handout.)</p> <p><b><u>Famous First Jobs</u></b> (p. 484)</p> <p>Have students visit the interviews at hbedge and choose one person to read and report on. Students can use a teacher-created speaking frame for their presentations.</p>
	<p><b><i>Content &amp; Standards Connections</i></b></p>	<p>Language Arts: Standards 1-4            Social Studies: Standards 1.1, 2            ELL Standards: 1.1.1., 1.1.2., 1.2.1., 1.2.2., 1.2.3., 2.1.1, 2.1.2., 2.1.3., 2.2.1., 2.2.2, 2.2.3., 2.3.1., 2.3.2., 2.3.3., 3.1.1., 3.1.2., 3.1.3.</p>

**ESL Level 2 Curriculum Outline**

**Core Textbook: *Edge Level A (Unit 7, pp. 516-586)***

PACING: Approximately 5 weeks including projects. Suggested time frame: May 25 – June 25

**Impressions**

**Essential Question: *What do you do to make an impression?***

<p><b>UNIT 7: MAKING IMPRESSIONS</b></p> <ul style="list-style-type: none"> <li>• Teens who are nervous on a first date</li> <li>• People who gain confidence in themselves</li> <li>• People who are or who want to be unforgettable</li> </ul>	<b>Reading Genre</b>	Fiction drama and poetry Options: Poetry, drama, biographical poem
	<b>Reading Objective</b>	Literary analysis: Analyze drama and poetry Options: Analyze sound in poetry (rhythm and rhyme), analyze narrative poetry, analyze style and figurative language in poetry, analyze alliteration and consonance analyze characters and plot in drama, recognize dramatic elements Recognize genre: Drama, poetry, biography
	<b>Vocabulary Objective</b>	Interpretive figurative language: Idioms Words related to music
	<b>Grammar Objective</b>	Connotations and denotations
	<b>Writing Objective</b>	Response to Literature Options: Opinion statement, writing a script, writing a dialog and a theme analysis, creating a comic strip
	<b>Listening &amp; Speaking Objective</b>	Poetry Slam Options: Choral reading, create an ending (evaluate performances, change words, compare responses), recite song lyrics
	<b>Workplace Connection</b>	Learn about jobs in a restaurant Option: Fill out job application
	<b>Technology Connection</b>	<ul style="list-style-type: none"> <li>• Use the resources at: <a href="http://www.hbedge.net">www.hbedge.net</a> (Choose student text; go to Learn and Explore; choose desired unit and unit resources; select from box at left: EQ and Selection Links and Workshops and Wrap-Ups)</li> <li>• <b>Research</b> Students look up a person who has made an impression on them. They share out using a 3-2-1. 3 Contributions the person has made to the world 2 Things that make the person unforgettable 1 Connection you make with the person</li> </ul>
<b>Suggested Activities</b>	<p><b><u>Icebreaker JigSaw</u></b> (p. 516) Divide students into small groups. Give students the instructions to icebreakers (found at hbedge.net launch). Have them read and practice their activity, then teach the rest of the class.</p> <p><b><u>Lasting Impression</u></b> (p. 570) Students imagine the impression they will make at the end of their lives. Have students write the speech that someone will give about them and the mark they have made on the world. Students can include the goals they imagine they will have accomplished.</p>	
<b>Content &amp; Standards Connections</b>	Language Arts: Standards 1-4 The Arts:	

		Music: Standard 6 Theater: Standards 1-8 Mathematics: Standard 2 ELL Standards: 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3, 3.1.1, 3.1.2, 3.1.3.
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## **APPENDIX A: Standards Connections**

### **Language Arts**

#### Standard 1: Reading and Responding

Students will read and respond in individual, literal, critical, and evaluative ways to literary, information, and persuasive texts.

#### Standard 2: Producing Texts (Writing)

Students will produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

#### Standard 3: Applying Standard English

Students will apply the conventions of standard English language in oral and written communication.

#### Standard 4: Exploring and Responding to Literature

Students will use language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.

### **Health**

#### Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

#### Standard 3: Self-management of Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

#### Standard 4: Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

#### Standard 5: Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

#### Standard 8: Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

### **Science**

#### Strand IV: Cell Chemistry and Biotechnology

10.1 Fundamental life processes depend on the physical structure and the chemical activities of the cell.

#### Strand V: Genetics, Evolution, and Biodiversity

10.4. In sexually reproducing organisms, each offspring contains a mix of characteristics inherited from both parents.

### **Social Studies**

- 1 Content Knowledge  
Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.
  - 1.1 Demonstrate an understanding of specific events and themes in United States history.
- 2 History/Social Studies Literacy Skills  
Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

### **The Arts**

#### **Music**

**6. Analysis:** Students will listen to, describe and analyze music.

#### **Theatre**

- 1. Creating:** Students will create theatre through improvising, writing and refining scripts.
- 2. Acting:** Students will act by developing, communicating and sustaining characters.
- 3. Technical Production:** Students will design and produce the technical elements of theatre through artistic interpretation and execution.
- 4. Directing:** Students will direct by planning or interpreting works of theatre and by organizing and conducting rehearsals.
- 5. Researching and Interpreting:** Students will research, evaluate and apply cultural and historical information to make artistic choices.
- 6. Connections:** Students will make connections between theatre, other disciplines and daily life.
- 7. Analysis, Criticism and Meaning:** Students will analyze, critique and construct meanings from works of theatre.
- 8. History and Cultures:** Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures and historical periods.

### **Mathematics**

- 2 Numerical and Proportional Reasoning  
Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.



## **APPENDIX B: Connecticut State Department of Education: English Language Learner Framework**