

CTECS English Language Development Curriculum
Grade 10

English Language Development for
Multilingual Learners / English Learners



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CTECS – Vision of the Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver	Work Ready
<p><i>Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.</i></p> <p>Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions. Facilitate group discussions and collaborative projects. Use real-world scenarios and hands-on activities. Highlight the importance of effort, persistence, and continuous learning. Provide regular feedback and encourage reflection.</p>	<p><i>To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.</i></p> <p>Set high standards for punctuality, responsibility, professionalism, and task completion. Use project-based learning and collaborative assignments. Emphasize clear written and verbal communication. Offer practical exercises like mock interviews and resume workshops. Integrate technology and teach digital literacy.</p>
Respectful	Skilled Socially
<p><i>Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.</i></p> <p>Demonstrate personal, interpersonal, and professional skills. Show respect for diversity. Model respect through active listening and empathy. Set clear expectations for respectful interactions. Promote collaboration and group discussions. Celebrate respectful behavior. Address disrespect promptly and constructively.</p>	<p><i>Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.</i></p> <p>Show awareness of global responsibility to others and the environment. Participate in community involvement. Design cooperative group projects and team activities. Set expectations for respect and give regular feedback. Facilitate discussions on inclusivity, kindness, and respect. Model positive interactions and recognize strong social skills.</p>
A Critical Thinker	An Effective Communicator
<p><i>Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.</i></p> <p>Encourage critical thinking individually and collaboratively. Design lessons that challenge assumptions and explore diverse viewpoints. Use open-ended questions, rigorous activities, and cross-curricular projects. Integrate project-based learning and real-world problem-solving. Offer reflective opportunities like journaling and discussions. Cultivate an environment that values curiosity and inquiry.</p>	<p><i>Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.</i></p> <p>Communicate effectively using oral, written, visual, artistic, and technical modes. Include group discussions, presentations, and peer reviews. Promote active listening and thoughtful responses. Offer clear guidelines and constructive feedback. Stress clear, respectful, and purposeful communication.</p>

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for the English Language Development (ELD) program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, alongside elements that reflect the unique needs of Multilingual Learners (MLs) within the CTECS system. The curriculum is organized to show what students learn in each course, how linguistic proficiency progresses across proficiency levels, and how instruction supports both academic language development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the ELD course sequence and the progression of language acquisition.
- Reference the Course Map to see the scope and sequence of Priority ELA Standards (e.g., citing evidence and author’s purpose) and their alignment to Connecticut English Language Proficiency (CELP) Standards.
- Use the Priority Standards and Units of Study, to guide daily, weekly, and cycle-based planning.
- Integrate Big Ideas, Essential Questions, and Learning Outcomes (both content and language objectives) during lesson design.
- Identify required linguistic scaffolds, including Tier 2 academic vocabulary, sentence stems, and speaking frames essential for student access.
- Plan and implement formative assessments—such as dialogues, written summaries, and reading fluency checks—to monitor progress and guide instruction.
- Maintain consistency of academic and linguistic instruction across campuses while adapting to the diverse proficiency levels (Levels 1–5) and cultural backgrounds of English learners.
- Embed Vision of the Graduate competencies, ensuring students act as Effective Communicators and Critical Thinkers by grappling with the societal perceptions of intelligence.

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the technical and academic terms students must understand and use accurately to engage in trade-specific learning and demonstrate proficiency on assessments. Vocabulary is foundational to safety, technical precision, and industry communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the CELP Standards.

English Language Development Curriculum Philosophy

The CTECS English Language Development program is grounded in the belief that language acquisition is an ongoing, simultaneous process of developing linguistic competencies alongside content-area knowledge. We honor our Multilingual Learners' Funds of Knowledge, viewing their primary languages and cultural backgrounds as essential resources for navigating academic and community environments. This course rejects the deficit model, instead identifying what a student knows and can do at each stage of English development to ensure full participation in school and professional contexts. By embedding the Vision of a Graduate, we empower MLs to become Effective Communicators and Critical Thinkers who can use academic language accurately and persuasively across all technical and academic disciplines.

Couse Map (Grade 10)

This course map for ELD II outlines the scope and sequence for **Units 5 through 8**, highlighting the thematic focus, priority ELA standards, and corresponding CELP alignments to ensure a progression of linguistic rigor.


Unit	Theme	ELA Priority Standard	CELP Alignment
5	Wisdom of Animals	SL.9-10.1.a / WHST.9-10.7 / L.9-10.6: Participating in collaborative discussions, conducting research projects, and acquiring academic vocabulary.	CELP 2, 5, & 7: Participating in oral/written exchanges, conducting research, and adapting language choices to purpose and audience.
6	Exploration	RL.9-10.1 / RI.9-10.2 / SL.9-10.2: Citing thorough textual evidence, determining central ideas, and integrating multiple sources of information to solve problems.	CELP 4, 5, & 6: Constructing claims with evidence, conducting research, and analyzing/critiquing the arguments of others.
7	The Past	W.9-10.4 / W.9-10.6 / SL.9-10.4: Producing clear and coherent writing, using technology to publish, and presenting findings with a distinct perspective.	CELP 2, 3, & 9: Participating in exchanges, speaking/writing about complex texts, and creating clear/coherent speech and text.
8	Helping Our Planet	RST.9-10.1 / RST.9-10.2 / WHST.9-10.9: Citing technical evidence, summarizing complex processes, and drawing evidence to support research and reflection.	CELP 1, 5, & 10: Constructing meaning from oral/written texts, conducting research, and making accurate use of standard English.

Linguistic Progression & Key Focus Areas

- **Unit 5 (Wisdom of Animals):** Focuses on **integrating science and literacy**, where students analyze point of view and use academic vocabulary to research animal communication.
- **Unit 6 (Exploration):** Emphasizes **critical evaluation**, requiring students to analyze character motivation and evaluate the credibility of diverse media formats.
- **Unit 7 (The Past):** Shifts toward **reflection and narrative**, connecting memory and past mistakes to personal growth and future innovation.
- **Unit 8 (Helping Our Planet):** Centers on **evaluation and advocacy**, where students analyze tone and imagery in poetry and advocate for environmental sustainability through technical research

Priority Standards (Units of Study)

The following outlines the "unwrapped" standards and focuses for **ELD II Units 5, 6, 7, and 8**, highlighting the integration of content skills and language functions:

- **Persuasive Argumentation and Research (Unit 5):** Students research animal intelligence and communication to separate facts from opinions, ultimately constructing **argumentative essays** and participating in **formal debates** that require them to use evidence to persuade an audience and address counterclaims. (SL.9-10.1. a / WHST.9-10.7 / CELP 2 & 5)
 - **Informational Synthesis and Critique (Unit 6):** Students focus on **citing thorough textual evidence** to support analysis of human motivation for exploration while evaluating the credibility and accuracy of diverse media sources to produce informational essays and multimedia presentations. (RI.9-10.1 / SL.9-10.2 / CELP 4 & 6)
 - **Reflective Narrative and Coherent Expression (Unit 7):** Students produce **clear and coherent personal narratives** and oral reports that connect past experiences or historical mistakes to personal growth and innovation, utilizing technology to publish and update their findings. (W.9-10.4 / W.9-10.6 / CELP 9)
 - **Technical Analysis and Creative Advocacy (Unit 8):** Students **cite specific technical evidence** from scientific texts to evaluate environmental solutions, tracing complex processes to construct meaning and advocating for stewardship through creative poems and multimedia messages. (RST.9-10.1 / RST.9-10.2 / CELP 1 & 10)
 - **Academic Vocabulary and Morphology (Across Units 5-8):** Students across all units use academic word lists and morphological strategies—such as analyzing how the **suffix "-ity"** or specific roots modify base words—to acquire and accurately use domain-specific phrases for college and career readiness. (L.9-10.6 / CELP 7 & 10)
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Grade 10 English Language Development Unit 5

Name of the Unit: Wisdom of Animals	Length of the Unit: 15 days 2.5 Cycles
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Purpose of the Unit: (Unit Overview/Summary-Focus - Theme/Topic)

This unit integrates animal science with language arts skills, focusing on how animals use their unique intelligences and communication methods to survive and improve our world. Students will research and analyze animal characteristics while developing critical literacy skills, including figurative language, point of view analysis, vocabulary building with suffixes, and text comprehension strategies. Through oral presentations, creative writing, and text analysis, students will make connections between animal communication, human communication, and diverse cultural perspectives represented in literature.

Common Core State Standards Addressed in this unit:

CELP Standards (Emphasize standards in bold)	CCSS (priority (P) and supporting standards (s)) ELA CELP Standard Connections to ELA	Interdisciplinary Standards CELP Standard Connections to Math/Science/Social Studies
<p>CELP Standard 2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p> <p>CELP Standard 5 Conduct research and evaluate, and communicate findings to answer questions or solve problems.</p> <p>CELP Standard 7 Adapt language choices to purpose, task, and audience when speaking and writing.</p>	<p>SL.1 a. Come to the discussion prepared, having read and researched the 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.</p> <p>WHST. 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.</p> <p>L6. Acquire and use accurately, general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</p>	<p>SP8. Obtain, evaluate, and communicate information.</p> <p>InP5. Determine helpful sources to answer questions.</p> <p>MP6. Attend to precision</p>

	demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
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Vision of the Graduate:

This unit supports the CTECS Vision of the Graduate by fostering the following skills and attributes in our students:

Effective Communicator: Unit 1 lays the groundwork for routines and strategies rooted in all 4 language domains: Speaking, Reading, Writing, and Listening.

Skilled Socially: Unit 5 introduces students to vocabulary learning through structured discourse and shared reading, both of which have been shown to build social patience and empathy when practiced consistently.

Problem Solver: In this Unit, students will research and separate facts from opinions on the subject of animal intelligence. After researching the topic, students use the information to substantiate their point of view on the subject.

Critical Thinker: In this Unit, students are tasked with identifying supporting evidence for their argument regarding animal intelligence. Students also identify and understand counterclaims on the topic and can use all relevant findings to persuade their audience regarding their point of view.

Respectful: Students will begin the process of routine speaking with and listening to partners.

Work Ready: Students begin to think about the strengths, qualities, and wisdom offered by others, including animals, and how their assets can be used in the world of work.

Big Ideas: (What is the value or benefit of learning the concepts in this goal?)

- Communication is essential for survival
- Unique intelligences found in the animal world make the world better
- Stories help us understand ourselves and others
- Observation and research lead to understanding

Essential Questions: How do animals surprise us?

Learning Outcomes	
Students will know: (Content + Skills)	As evidenced by:

	(Student demonstration of Learning: oral, written, or performance)								
<ul style="list-style-type: none"> • Content & Knowledge: Students will understand the six basic animal groups and their scientific characteristics, the impact of point of view on a reader's understanding, and how to identify details of cultural heritage in literature. • Skills (Language & Literacy): Students will learn to combine root words with suffixes (specifically "-ity"), define and utilize similes and metaphors, and respond to complex text-dependent questions involving inference and correlation <p>Students will understand that: (Content Knowledge)</p> <ul style="list-style-type: none"> • Animals use communication and unique intelligences to survive and interact with their environment. • Different forms of intelligence (e.g., problem-solving, social behavior, adaptation) exist in the animal world. • Communication (animal and human) can be verbal, nonverbal, and symbolic. • Stories and informational texts help us understand ourselves, others, and the world. • Figurative language and point of view shape meaning in texts. • Word analysis (suffixes, context clues) supports vocabulary development and comprehension. • Research and observation are tools for building knowledge and understanding. 	<ul style="list-style-type: none"> • Oral: Participating in a formal debate regarding animal intelligence and delivering oral presentations on animal communication. • Written: Drafting an argumentative essay to persuade readers toward a specific opinion and writing creative story endings in the first or third person. • Performance: Planning and performing skits and using Venn diagrams to compare and contrast fiction and nonfiction texts. <p>Summary of Evidence Across Modalities</p> <table border="1" data-bbox="824 842 1463 1182"> <thead> <tr> <th data-bbox="824 842 1032 898">Mode</th> <th data-bbox="1032 842 1463 898">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="824 898 1032 993">Oral</td> <td data-bbox="1032 898 1463 993">Discussions, presentations, partner talk</td> </tr> <tr> <td data-bbox="824 993 1032 1087">Written</td> <td data-bbox="1032 993 1463 1087">Research reports, text analysis, reflections</td> </tr> <tr> <td data-bbox="824 1087 1032 1182">Performance</td> <td data-bbox="1032 1087 1463 1182">Projects, multimedia presentations, visual displays</td> </tr> </tbody> </table>	Mode	Examples	Oral	Discussions, presentations, partner talk	Written	Research reports, text analysis, reflections	Performance	Projects, multimedia presentations, visual displays
Mode	Examples								
Oral	Discussions, presentations, partner talk								
Written	Research reports, text analysis, reflections								
Performance	Projects, multimedia presentations, visual displays								
Students Will Be Able to Do (Skills)									
Reading & Analysis:	Evidence:								

<ul style="list-style-type: none"> • Identify main idea/central idea and supporting details in literary and informational texts • Analyze point of view and how it shapes meaning • Interpret figurative language (similes, metaphors) • Compare animal communication to human communication • Use text evidence to support analysis 	<ul style="list-style-type: none"> • Written responses (short answers, paragraphs) • Oral explanations during discussion • Graphic organizers (main idea charts, comparison charts)
<p>Writing:</p> <ul style="list-style-type: none"> • Write informational and explanatory texts about animal characteristics and communication • Use evidence from research and texts to support ideas • Apply academic vocabulary and suffixes accurately • Use clear organization and cohesive devices (transitions, pronouns) 	<p>Evidence:</p> <ul style="list-style-type: none"> • Research report or paragraph • Written analysis of text or animal behavior • Vocabulary application tasks
<p>Speaking & Listening:</p> <ul style="list-style-type: none"> • Participate in collaborative discussions using academic language • Present information clearly about an animal's communication and intelligence • Compare ideas and respond to peers using discussion frames 	<p>Evidence:</p> <ul style="list-style-type: none"> • Partner or group discussions (Turn-and-Talk, Think-Pair-Share) • Oral presentation (animal research project) • Listening and responding to peer presentations
<p>Research & Inquiry</p> <ul style="list-style-type: none"> • Conduct short research projects on animal intelligence and communication • Gather information from multiple sources (texts, visuals, media) • Organize and present findings clearly 	<p>Evidence:</p> <ul style="list-style-type: none"> • Research notes or graphic organizers • Presentation (oral or multimedia) • Visual project (poster, slides, infographic)

<p>Language & Vocabulary</p> <ul style="list-style-type: none"> • Use context clues and suffixes to determine meaning of new words • Apply academic vocabulary in speaking and writing • Use correct grammar, including pronoun agreement and sentence structure 	<p>Evidence:</p> <ul style="list-style-type: none"> • Writing samples • Oral language use • Vocabulary exercises
<p>Connections & Reflection</p> <ul style="list-style-type: none"> • Explain how animal communication connects to human communication • Reflect on how stories and research help us understand the world • Make connections to diverse cultural perspectives 	<p>Evidence:</p> <ul style="list-style-type: none"> • Reflection writing • Oral sharing • Creative response (story, visual, or project)
<p><u>Key vocabulary/terms:</u></p> <p>Capable (adj.), communicate (v.), conclude (v.), assume (v.), similar (adj.), insight (n.), behavior (n.), conscious (adj.), individual (n.), reason (n.), compatible (adj.), social (adj.), discern (v.), signal (n.), imitate (v.), observe (v.), reasoning (n.), predicament (n.), solution (n.), fluke (n.), reason (v.), species (n.), manipulate (v.), instinctive (adj.)</p> <p>Additional tier 2 vocabulary that may be encountered in texts:</p> <p>Sprawling (v.), quest (n.), deflects (v.), objects (v.), swaggering (v.), nonchalance (n.), confronting (v.), buckles (n.), instilled in (v.), stir (v.), groomed (v.), commended (v.), gussak (n.), dispelled (v.), Plexiglass (n.), fiendish (adj.), captive (adj.), ingenious (adj.) flanked (adj.)</p>	
<p style="text-align: center;">Evidence of Teaching and Learning</p> <p>How will we know when students are learning? What strategies / interventions/ modifications will be applied for non-mastery? How will we enrich proficient students?</p>	
<p>Content Objectives: (What students will learn)</p> <ul style="list-style-type: none"> • Students will analyze how animals use communication and unique intelligences to survive, and explain these ideas using evidence from 	<p>Language Objective: (What students will do with language)</p> <ul style="list-style-type: none"> • Students will use academic vocabulary, sentence frames, and evidence-based language to describe, compare, and explain animal

<p>literary and informational texts and research.</p>	<p>communication and intelligence in speaking and writing.</p> <ul style="list-style-type: none"> • Combine root words with various suffixes to create new words and define their meanings • Identify similes and metaphors in various text selections • Engage in academic discussions using appropriate vocabulary and evidence from texts
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<p>Expanded Objectives by Language Domain (CELP-Aligned)</p> <ul style="list-style-type: none"> • Reading - Students will identify main ideas and supporting details about animal communication and intelligence using texts and visuals. • Writing - Students will write an explanatory paragraph using evidence and academic vocabulary (e.g., communication, intelligence, survive, adapt). • Speaking - Students will discuss and present ideas about how animals communicate using sentence frames and partner/group discussions. • Listening - Students will listen to peer discussions and presentations and respond using academic language.
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<p>Student-Friendly “I Can” Statements:</p> <ul style="list-style-type: none"> • I can explain how animals communicate and survive. • I can identify the main idea and support it with details from the text. • I can analyze how point of view and figurative language affect meaning. • I can research an animal and present my findings clearly. • I can use new vocabulary and suffixes to understand and explain ideas. • I can compare how animals and humans communicate. • I can share my ideas through speaking, writing, and projects. • I can use evidence from a text to support my ideas. • I can use new vocabulary to describe animal intelligence. • I can share my ideas by speaking and writing.
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<p>Content Objectives:</p> <ul style="list-style-type: none"> • Describe specific characteristics that define each animal group • Use scientific knowledge about animals to support written and oral presentations • Analyze point of view in narrative texts and explain how it affects the reader's understanding • Identify and analyze cultural heritage details within literary texts • Make meaningful text-to-self connections that demonstrate comprehension and personal relevance

- Demonstrate deep understanding of texts through summary writing that captures big ideas
- Respond to complex text-dependent questions requiring analysis, inference, correlation, and conclusion
- Apply critical thinking skills to explain, contrast, categorize, and draw connections within and across texts

Unit 5 Assessments, Performance Indicators, and Scoring Rubrics /Proficiency Scales

The unit performance indicators are taught and formatively assessed through all units

<p>Assessment Links:</p> <p>Rubric Links:</p>	<p>Formative Assessments (Ongoing)</p> <ul style="list-style-type: none"> • Exit tickets (main idea, vocabulary, inference) • Annotated texts (highlighting evidence) • Think-Pair-Share discussions • Graphic organizers (main idea, compare/contrast, CER) • Vocabulary checks (suffixes, context clues) • Oral language checks using sentence frames • Reading Fluency Assessments <p>Summative Assessments:</p> <p>1. Research Project (Culminating Task) - Students research an animal and explain:</p> <ul style="list-style-type: none"> • How it communicates • Its unique intelligence • How it survives • Connection to humans <p>Product Options (ML-friendly):</p> <ul style="list-style-type: none"> • Written report • Oral presentation • Poster / infographic • Slides presentation <p>2. Text Analysis Writing</p> <ul style="list-style-type: none"> • Analyze how an author presents animal intelligence or communication • Use text evidence + figurative language + point of view <p>3. Speaking Task</p> <ul style="list-style-type: none"> • Present findings or explain ideas using academic language
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4. Vocabulary & Language Assessment

- Context clues
- Suffixes
- Academic vocabulary application

Performance Task (PT) Links:

Target Skill: Analyze & Explain Animal Communication Using Evidence

Level 5 – Bridging	<ul style="list-style-type: none"> • Analyzes complex ideas across texts • Explains animal communication with strong evidence and reasoning • Uses precise academic language independently
Level 4 – Expanding	<ul style="list-style-type: none"> • ideas clearly with multiple pieces of evidence • Uses academic vocabulary and complete sentences • Makes connections (animal Explains ↔ human communication)
Level 3 – Developing	<ul style="list-style-type: none"> • Identifies and explains ideas with some evidence • Uses sentence frames and developing academic language
Level 2 – Emerging	<ul style="list-style-type: none"> • Identifies basic ideas and details • Uses simple sentences and visuals for support
Level 1 – Entering	<ul style="list-style-type: none"> • Recognizes key vocabulary and concepts • Responds using words, phrases, or visuals

Rubric Links:

Scoring Rubrics (ML-Friendly)

A. Writing Rubric (Research / Analysis)

Criteria	1	2	3	4	5
Content Understanding	Minimal	Basic	Adequate	Clear	Deep/Insightful
Use of Evidence	None	Limited	Some	Strong	Multiple/Integrated
Organization	Unclear	Simple	Organized	Logical	Cohesive/Advanced

Language Use	Words/phrases	Simple sentences	Developing	Clear academic language	Complex, precise language
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B. Speaking Rubric

Criteria	1	2	3	4	5
Clarity of Ideas	Minimal	Basic	Clear	Detailed	Insightful
Use of Academic Language	Limited	Some	Developing	Consistent	Advanced
Participation	Limited	With support	Active	Engaged	Leads discussion
Presentation Skills	Minimal	Emerging	Adequate	Confident	Highly effective

C. Analysis Rubric

Criteria	1	2	3	4	5
Understanding of Text	Minimal	Basic	Adequate	Strong	Deep
Interpretation	Limited	Simple	Developing	Clear	Insightful
Connections	None	Basic	Some	Clear	Strong/complex
Use of Evidence	None	Limited	Some	Strong	Integrated

Common Learning Experiences

Students will:

- Build academic vocabulary (context clues, suffixes, figurative language)
- Read and analyze LIFT (National Geographic) texts (informational + narrative)
- Engage in collaborative discussions using sentence frames
- Use graphic organizers (CER charts, main idea maps, comparison charts)
- Analyze visuals/media (photos, videos of animal behavior)
- Conduct research on animal intelligence and communication
- Write informational and analytical responses
- Present findings through oral and multimedia formats
- Make connections between animal and human communication

Instructional Strategies (ML/EL + NASOT + Marzano + ELLevation)

Language & Vocabulary

- Explicit vocabulary instruction (context clues, suffixes)
- Word walls with visuals
- Sentence frames and structured responses

Reading & Comprehension

- Guided reading (LIFT texts)
- Annotation strategies (highlighting evidence)
- Chunking texts for ML access
- Think-aloud modeling

Speaking & Discourse

- Turn-and-Talk / Think-Pair-Share
- Structured academic conversations
- Discussion stems:
 - “The animal communicates by...”
 - “This shows intelligence because...”

Writing & Analysis

- CER (Claim-Evidence-Reasoning) framework
- Modeled and guided writing
- Use of graphic organizers before writing

Differentiation (ML Focus)

- Multi-level texts (below/on/above)
- Visual supports and multimedia
- Bilingual resources where needed
- Multiple ways to demonstrate learning (oral, written, visual)

Metacognitive & Engagement Strategies

- Preview / predict
- Monitor comprehension
- Reflect on learning
- Connect to real-world and cultural perspectives

Additional strategies:

- Five and/or seven-step Vocabulary instruction (Calderon)
- Partner reading (Calderon)
- Scaffolded instruction using visuals, realia, and graphic organizers
- Modeling and guided practice of sentence frames and academic language
- Use of think-pair-share, peer discussions, and cooperative learning structures
- Integration of culturally relevant texts and media
- Frequent opportunities for oral language practice across domains
- Use of bilingual resources and native language support when appropriate
- Explicit teaching of metacognitive strategies (e.g., paraphrasing, summarizing)
- Differentiated instruction tailored to student proficiency levels and learning needs (SPED/ 504)
- Utilize research based strategies from Marzano (refer to the compendium).

- Implement strategies from ELLevation (refer to ELLevation website)

Resources

- Literary texts about “Animals”
- Informational texts about “Animals”
- Discussion frames - [Discussion Frames ELD II, Unit 5](#)
- Academic word list and vocabulary cards
- Sentence stems and speaking frames
- Graphic organizers (e.g., Venn diagrams, cause/effect charts)
- Visual aids and bilingual glossaries
- Videos on (e.g., TED Talks, Edutopia)

Grade 10 English Language Development Unit 6

Name of the Unit: Exploration- Curiosity, Discovery, and the Human Drive to Explore.	Length of the Unit: 15 days 2.5 Cycles
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Purpose of the Unit: Unit Overview/Summary-Focus- Theme/Topic
In this unit, students will explore the reasons why humans seek out new places, ideas, and technologies. Through the analysis of memoirs, science fiction, persuasive essays, and various media, they will examine the motivations behind exploration and the effects of discovery on individuals and society. Additionally, students will expand their academic vocabulary, improve their grammar and morphology, and practice using evidence to explain and support their ideas about human curiosity and progress.

Common Core State Standards Addressed in this unit:		
CELP Standards (Emphasize standards in bold)	CCSS (priority (P) and supporting standards (s)) ELA CELP Standard Connections to ELA	Interdisciplinary Standards CELP Standard Connections to Math/Science/Social Studies
<p>CELP Standard 4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p> <p>CELP Standard 5: Conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>CELP Standard 6: Analyze and critique</p>	<p>RL.1, RI.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.</p> <p>RI.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.</p>	<p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources</p> <p>InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources</p>

the arguments of others orally and in writing	SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
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Vision of the Graduate

This unit supports the CTECS Vision of the Graduate by fostering the following skills and attributes in our students:

Effective Communicator: Students will explain discoveries and present ideas about exploration through writing and multimedia presentations.

Skilled Socially: Students will work collaboratively to research, debate, and create projects about exploration and innovation.

Problem Solver: Students will examine the challenges explorers face and propose solutions supported by evidence.

Critical Thinker: Students will analyze how exploration contributes to knowledge, progress, and personal growth.

Respectful: Students will appreciate diverse perspectives and the ethical implications of exploration.

Work Ready: Students will apply planning, research, and presentation skills relevant to real-world exploration and innovation.

Big Ideas: (What is the value or benefit of learning the concepts in this goal?)

- Exploration drives innovation and shapes human history and identity.
- People explore to understand the unknown, solve problems, and expand their perspectives.
- Curiosity and creativity fuel scientific, personal, and cultural discovery.

- Language and media allow us to share, analyze, and inspire exploration.
- Exploration requires courage, reflection, and respect for new environments and ideas.

Essential Questions:

- Why do we explore?
- What does it mean to explore?
- How does it feel to make a discovery?
- What motivates people to explore?
- What are the benefits of exploring unfamiliar places?

Learning Outcomes

Students will know: (Content + Skills)	As evidenced by: (Student demonstration of Learning: oral, written, or performance)
<ul style="list-style-type: none"> • Content & Knowledge: Students will analyze the motivations for exploration (social, scientific, and emotional) and evaluate the value and consequences of discovery using textual and visual evidence. • Skills (Language & Literacy): Students will focus on citing thorough textual evidence (RI.1), determining central ideas (RI.2), and using grammar (dashes) and academic vocabulary to communicate complex ideas about human curiosity <p>Students Will Know (Content Knowledge)</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> • Exploration is driven by curiosity, problem-solving, and the desire to understand the unknown. • Exploration shapes human history, innovation, and identity. • People explore for different reasons (scientific, personal, cultural, technological). 	<ul style="list-style-type: none"> • Evidence of Learning: <ul style="list-style-type: none"> ○ Oral: Creating and delivering a multimedia presentation about careers that involve exploration and risk-taking. ○ Written: Composing an informational essay explaining how exploration contributes to new knowledge discovery. ○ Performance: Completing annotated texts, exit slips, and note-taking templates for video analysis of sunken treasures.

<ul style="list-style-type: none"> • Texts (memoirs, science fiction, persuasive essays, media) present different perspectives on exploration. • Discovery impacts individuals and society, both positively and negatively. • Language and media are tools used to communicate and inspire exploration. • Academic vocabulary and morphology (prefixes/suffixes) support comprehension and expression. 	
<p>Students Will Be Able to Do (Skills)</p> <p>Reading & Analysis</p> <ul style="list-style-type: none"> • Identify central idea/theme and supporting details across genres (memoir, sci-fi, persuasive texts) • Analyze author's purpose and point of view about exploration • Compare different perspectives on exploration • Interpret figurative language and tone • Make inferences about motivations and outcomes of exploration 	<p>Evidence:</p> <ul style="list-style-type: none"> • Written responses (short answer, paragraph) • 🗣️ Oral discussion (text-based responses) • 📊 Graphic organizers (compare/contrast, POV charts)
<p>Writing</p> <ul style="list-style-type: none"> • Write analytical and explanatory responses about why people explore • Use textual evidence to support claims • Apply academic vocabulary and morphology (prefixes/suffixes) • Organize ideas using cohesive devices and clear structure 	<p>Evidence:</p> <ul style="list-style-type: none"> • Analytical paragraph/essay • Persuasive or reflective writing • Planning organizers
<p>Speaking & Listening</p>	<p>Evidence:</p>

<ul style="list-style-type: none"> Engage in collaborative discussions about exploration and discovery Present ideas clearly using academic language and evidence Respond to others using discussion frames 	<ul style="list-style-type: none"> Group discussions (Turn-and-Talk, Socratic Seminar) Oral presentations Listening and responding tasks
<p>Research & Inquiry</p> <ul style="list-style-type: none"> Investigate historical or modern examples of exploration Gather and organize information from texts and media Explain motivations and impacts of exploration 	<p>Evidence:</p> <ul style="list-style-type: none"> Research notes Presentation or multimedia project Visual representation (timeline, infographic)
<p>Reflection & Connections</p> <ul style="list-style-type: none"> Explain why humans explore Reflect on personal curiosity and discovery Connect exploration to real-world issues and innovation 	<p>Evidence:</p> <ul style="list-style-type: none"> Reflection writing Oral sharing Creative response (journal, visual, narrative)

<p><u>Key vocabulary/terms:</u></p>
<p>Accept, accessible, accomplish, actually, advancement, among, application, appreciation, asset, astonished, atmosphere, background, candidate, character, chosen, clues, commerce, commit, continent, creature, deserves, detective, deter, ensure, explore, global, habitat, historical, humanity, ignorance, key, landing, located, marine, neglect, objective, odds, opportunity, perspective, potential, program, pump, qualification, rainforest, record, represent, selection, skill set, survive, temperatures, tributary, unexpected, whole.</p>
<p align="center">Evidence of Teaching and Learning</p> <p>How will we know when students are learning? What strategies / interventions / modifications / will be applied for non-mastery? How will we enrich proficient students?</p>

Content Objectives:

1. Students will analyze texts to identify motivations for exploration and their social, scientific, and emotional impacts.
2. Students will evaluate arguments about the value and consequences of exploration using textual and visual evidence.

Language Objectives:

1. Students will use academic vocabulary and context clues to explain reasons for exploration in writing and discussion.
 2. Students will write an informational essay that explains how exploration contributes to the discovery and understanding of new knowledge.
 3. Students will **use academic vocabulary, morphology (prefixes/suffixes), and evidence-based sentence structures to explain, compare, and support ideas about exploration in speaking and writing.**
-

Expanded Language Objectives (CELP-Aligned)**Reading**

- Students will **identify central ideas and analyze perspectives** about exploration across multiple texts.

Writing

- Students will **write an evidence-based paragraph or essay** explaining why people explore.

Speaking

- Students will **discuss and present ideas about exploration** using structured sentence frames and academic language.

Listening

- Students will **listen to and respond to peers' ideas** using evidence and appropriate academic language.

Student-Friendly "I Can" Statements

- I can explain why people explore.
- I can identify the main idea and support it with evidence.
- I can compare different perspectives about exploration.
- I can use vocabulary and word parts to understand new words.

- I can explain my ideas using speaking and writing.
- I can connect exploration to real life and my own experiences

Unit Assessments, Performance Indicators, and Scoring Rubrics /Proficiency Scales
The unit performance indicators are taught and formatively assessed through all units

Unit 6

Assessment Links:

Common Assessments

- Annotated texts and exit slips on motivations for exploration.
- Reading comprehension guides and assignments
- Graphic organizers about exploration
- Reading quizzes and tests.
- Vocabulary and grammar quizzes
- Note-taking templates for video analysis
- Discussion notes and debate rubrics.
- Interview preparation outlines and reflections
- Peer review and revision checkpoints for essays.

Rubric Links:

Summative Assessments

1. Analytical Writing Task

Prompt: Why do humans explore? Use evidence from texts and media.

Indicators:

- Clear claim
- Textual evidence
- Explanation/analysis
- Academic language use

2.Oral Presentation / Research Task

Task: Research an explorer, innovation, or discovery and present:

- Motivation
- Impact

Level	Description
4 – Exceeds	Clear, well-developed claim; multiple pieces of evidence; strong analysis; precise academic vocabulary; few errors
3 – Meets	Clear claim; relevant evidence; adequate explanation; appropriate vocabulary; minor errors
2 – Developing	Partial claim; limited evidence; basic explanation; inconsistent vocabulary; noticeable errors
1 – Beginning	Unclear claim; little/no evidence; minimal explanation; limited vocabulary; frequent errors

Speaking Rubric

Level	Description
4 – Exceeds	Fluent, clear, well-organized; strong use of academic language; responds to others effectively
3 – Meets	Clear ideas; some academic language; participates appropriately
2 – Developing	Limited clarity; relies on supports; minimal vocabulary
1 – Beginning	Very limited speech; difficulty communicating ideas

Analysis Rubric (Reading/Thinking)

Level	Description
4 – Exceeds	Deep analysis; multiple perspectives; strong evidence integration
3 – Meets	Identifies central idea; uses relevant evidence
2 – Developing	Partial understanding; limited evidence
1 – Beginning	Minimal comprehension; no clear evidence

CELP-Aligned Proficiency Scale (Simplified)

Level	Student Can...
Bridging	Explain and justify ideas with evidence in extended discourse
Expanding	Describe and support ideas using sentence frames and some independence
Developing	Express basic ideas with support and visuals
Emerging	Use words/phrases; rely heavily on scaffolds

Common Learning Experiences

- Launch academic vocabulary through visuals and word maps.
- Read and annotate *New Ways of Seeing* to visualize and interpret exploration experiences.
- Analyze *Destined for Mars* for character motivation and plot development.
- Watch *Sunken Treasure* and identify viewpoints using multimedia evidence.
- Read *The Next Wave of Ocean Exploration* to evaluate arguments about innovation.
- Write and revise informational essays using evidence from multiple texts.
- Present multimedia projects on exploration (speaking performance task).
- Reflect on how exploration expands understanding of the world.

Common Learning Experiences (ML-Focused)

Text Interaction (LIFT National Geographic)

- Read aloud + guided reading
- Chunked texts with annotation
- Identify central idea & key details

Collaborative Learning

- Turn-and-Talk (structured frames)
- Socratic Seminar (scaffolded)
- Small group discussions

Writing Development

- Modeled writing (I Do → We Do → You Do)
- Sentence frames & paragraph scaffolds
- Use of cohesive devices

Research & Inquiry

- Explore real-world explorers (NG resources)

- Use multimedia (videos, maps, articles)
- Create visual representations

Media Analysis

- Analyze videos/images (exploration, innovation)
- Connect visuals to text meaning

Vocabulary Development

- Context clues
- Morphology (prefixes/suffixes)
- Word walls + vocabulary notebooks

Instructional Strategies

- Five and/or seven-step Vocabulary instruction (Calderon)
- Partner reading (Calderon)
- Guided reading and annotation of memoirs, science fiction, and persuasive essays.
- Think-aloud modeling of argument analysis and inference.
- Structured debates on the ethics and benefits of exploration.
- Multimedia analysis (videos, graphics, infographics).
- Explicit grammar and morphology instruction (use of dashes, word categories).
- Peer collaboration in research and writing workshops.
- Scaffolded instruction using visuals, realia, and graphic organizers
- Modeling and guided practice of sentence frames and academic language
- Use of think-pair-share, peer discussions, and cooperative learning structures
- Integration of culturally relevant texts and media
- Frequent opportunities for oral language practice across domains
- Use of bilingual resources and native language support when appropriate
- Explicit teaching of metacognitive strategies (e.g., paraphrasing, summarizing)
- Differentiated instruction tailored to student proficiency levels and learning needs (SPED/ 504)
- Utilize Marzano's strategies (refer to the compendium).
- Implement ELLevation strategies (refer to ELLevation website)

Instructional Strategies (Aligned to Marzano + ELLevation)

1. Explicit Vocabulary Instruction

- Teach word parts (prefix/suffix)
- Use visuals, gestures, and examples

- Reinforce through speaking & writing

2. Gradual Release of Responsibility

- I Do (model analysis/writing)
- We Do (guided practice)
- You Do (independent work)

3. Scaffolded Academic Discourse

- Sentence frames:
 - “One reason people explore is...”
 - “The text shows...”
- Accountable talk structures

4. Use of Visuals & Graphic Organizers

- Concept maps
- Cause/effect charts
- POV comparison charts

5. Differentiation (Multi-Level Supports)

- Leveled texts (LIFT provides this)
- Sentence frames by CELF level
- Choice in assessments

6. Marzano High-Yield Strategies

- Nonlinguistic representations (visuals, models)
- Summarizing & note-taking
- Cooperative learning
- Setting objectives & providing feedback

7. ELLevation Strategies

- Language objectives posted and referenced
- Structured interaction (speaking routines)
- Explicit modeling of academic language
- Frequent checks for understanding

Resources:

- Lift 1 Teacher’s and Student’s Books and Lift 1 Language Companion
- *New Ways of Seeing* by Sy Montgomery

- *Destined for Mars* by Katie Slivensky
- *The Next Wave of Ocean Exploration* by Ray Dalio and Marc Benioff
- Video: *Sunken Treasure*
- National Geographic Explorer: R. Isai Madriz — *Service as Action*
- Academic vocabulary lists and cards
- Sentence stems and speaking frames
- Graphic organizers (cause/effect, compare/contrast)
- Visual aids and bilingual glossaries
- Videos on innovation and exploration (e.g., TED-Ed, National Geographic)

Draft

Grade 10 English Language Development Unit 7

Name of the Unit: The Past	Length of the Unit: 15 days / 2.5 Cycles
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Purpose of the Unit: Unit Overview/Summary- Focus Theme/Topic

In this unit, students will explore why remembering the past is important and how learning from past experiences shapes our present and future. Through fiction, essays, and science articles, students analyze how memory, mistakes, and innovation are interconnected. They practice narrative and analytical writing, strengthen grammar and vocabulary, and use evidence to explain how reflection fosters learning and growth.

Common Core State Standards Addressed in this unit:

CELP Standards (Emphasize standards in bold)	CCSS (priority (P) and supporting standards (s)) ELA CELP Standard Connections to ELA	Interdisciplinary Standards CELP Standard Connections to Math/Science/Social Studies
<p>CELP Standard 2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>CELP Standard 3 Speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>CELP Standard 9 Create clear and coherent grade-</p>	<p>W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>SL.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</p>	<p>InP.11. Construct and critique explanations.</p> <p>InP.12-14. Communicate and critique conclusions.</p> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.</p>

appropriate speech and text.	to purpose, audience, and a range of formal and informal tasks. W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
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Vision of the Graduate:

This unit supports the CTECS Vision of the Graduate by fostering the following skills and attributes in our students:

Effective Communicator: Students will reflect on and present insights about the past through oral reports and personal narratives, showcasing their understanding of the past through their reflections.

Skilled Socially: Students will engage in collaborative discussions and peer reviews to reflect on lessons learned from history and their own experiences.

Problem Solver: Students will use reflection on past challenges to propose better solutions for future decisions.

Critical Thinker: Students will analyze how authors and scientists use memory, error, and reflection to explain progress.

Respectful: Students will appreciate diverse perspectives on history, memory, and innovation.

Work Ready: Students will apply research, organization, and presentation skills to communicate effectively in academic and professional contexts.

Big Ideas: (What is the value or benefit of learning the concepts in this goal?)
(Big ideas help students make connections among disciplines or units of study within a content area)

- Remembering the past helps individuals and societies learn, grow, and avoid repeating mistakes.
- Reflection and innovation are connected; new ideas often emerge from understanding past experiences.
- Literature, science, and history reveal how memory shapes identity and progress.
- Mistakes are valuable opportunities for learning and discovery.
- Grammar and vocabulary help us clearly express lessons drawn from past experiences.

Essential Questions:

(engaging, open-ended questions to spark student interest and sharply focus instruction and assessment)

- Why should we remember the past?
- How have changes to schools affected us?
- How can learning about the past help us improve the world?
- How does the past teach us to improve the present?
- How can past mistakes help us learn a new skill?

Learning Outcomes

Students will know:
(Content + Skills)

As evidenced by:

(Student demonstration of Learning: oral, written, or performance)

Content & Knowledge: Students will analyze how **reflection on past experiences** promotes innovation and growth, and evaluate how authors use evidence to connect mistakes with learning.

Students Will Know (Content Knowledge)


Students will understand that:

- Remembering the past helps individuals and societies learn, grow, and avoid repeating mistakes.
- Reflection leads to innovation and improvement in personal and societal contexts.
- Memory shapes identity, decision-making, and progress across literature, science, and history.
- Mistakes are valuable opportunities for learning and discovery.

Evidence of Learning:

- **Oral:** Presenting an **oral report** that connects historical or personal past experiences to concepts of innovation or growth.
- **Written:** Writing a **personal narrative** that links a past experience to a lesson learned or a future goal.
- **Performance:** Engaging in **photo analysis** to connect emotion with memory and maintaining discussion journals

Skills (Language & Literacy): Students will learn to explain how authors use **theme and memory** to teach lessons, master **possessive and pronoun usage**, and use prefixes and roots to express reflections about the past

<p>Reading & Analysis</p> <ul style="list-style-type: none"> • Identify central idea/theme related to memory, reflection, and growth • Analyze how authors show the impact of past experiences • Compare different perspectives across genres (fiction, informational, scientific texts) • Make inferences about how past events influence present decisions • Interpret figurative language and tone Interpret figurative language and tone related to reflection and memory 	<p>As evidenced by:</p> <ul style="list-style-type: none"> • Oral responses during discussion • Written text analysis (constructed responses) • Graphic organizers (cause/effect, theme tracking, comparison charts)
<p>Writing</p> <ul style="list-style-type: none"> • Write narrative pieces reflecting on personal or historical experiences • Write analytical responses explaining how the past influences the present • Use textual evidence to support claims • Apply grammar (e.g., verb tense consistency, pronoun use) and academic vocabulary • Organize ideas using cohesive devices and clear structure 	<p>As evidenced by:</p> <ul style="list-style-type: none"> • Narrative writing (personal reflection or story) • Analytical paragraph/essay • Drafts showing revision and editing
<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Engage in collaborative discussions about lessons from the past • Use discussion frames to explain and support ideas • Present ideas clearly using academic language and evidence • Respond to peers by building on or questioning ideas 	<p>As evidenced by:</p> <ul style="list-style-type: none"> • Turn-and-Talk / group discussions • Oral presentations • Listening and responding tasks
<p> Research & Inquiry</p> <ul style="list-style-type: none"> • Investigate historical events, scientific discoveries, or personal experiences 	<p>As evidenced by:</p> <ul style="list-style-type: none"> • Research notes and organizers • Presentation or report

<ul style="list-style-type: none"> • Explain how past mistakes or innovations led to change • Gather and organize evidence from multiple sources 	<ul style="list-style-type: none"> • Visual product (timeline, infographic, concept map)
<p>Reflection & Application</p> <ul style="list-style-type: none"> • Explain why remembering the past is important • Reflect on how past experiences shape future decisions • Make connections between past, present, and future 	<p>As evidenced by:</p> <ul style="list-style-type: none"> • Reflective writing • Oral explanations • Creative responses (journal, narrative, multimedia)

<p><u>Key vocabulary/terms:</u></p>
<p>Absorb, adjust, almost, ancient, apart, attempt, attractive, becoming, brain, brilliant, century, challenge, comfortable, connection, create, cursor, data, delay, disappointed, dispute, efficiency, enough, experiment, fact, fantastic, forever, instead, invent, local, mechanical, model, monitor, participant, passed on, pattern, plenty, probably, progress, public, regular, resilient, rotate, situation, software, strange, supposed, sustainable, target, technology, traditional, trust, urban, vulnerable, whether.</p>

<p align="center">Evidence of Teaching and Learning</p> <p>How will we know when students are learning? What strategies / interventions/ modifications will be applied for non-mastery? How will we enrich proficient students?</p>	
<p>Content Objective</p> <ol style="list-style-type: none"> 1. Students will analyze how remembering the past influences personal growth, decision-making, and societal progress, using evidence from LIFT National Geographic literary, informational, and scientific texts. 	<p>Language Objective</p> <ol style="list-style-type: none"> 1. Students will use academic vocabulary, verb tenses, grammar (possessives, pronouns, prefixes/roots), and evidence-based sentence structures to explain, reflect, and support ideas about how past experiences shape the present and future in speaking and writing. 2. Students will write a personal narrative connecting a past

Performance Indicators (Formative)

- Identifies **central idea about memory and growth**
- Uses **sentence frames to explain thinking**
- Demonstrates **understanding of past → present connections**
- Uses **academic vocabulary and correct verb tense**

Summative Assessments

1. Analytical Writing Task

Prompt: How does remembering the past help people grow and improve the future?

Indicators:

- Clear claim
- Use of textual evidence (LIFT texts)
- Explanation of ideas (analysis)
- Use of academic vocabulary and grammar

2. Narrative Writing Task

Task: Write a narrative about a mistake or past experience and what was learned.

Indicators:

- Clear sequence (beginning, middle, end)
- Reflection on learning
- Use of descriptive and academic language
- Correct grammar (verb tense consistency)

3. Oral Presentation / Research Task

	<p>Task: Research a historical/scientific example where learning from the past led to change.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Explanation of past event • Impact on present/future • Use of academic vocabulary • Clear speaking and organization 												
<p>Performance Task (PT) Links:</p> <p>PT Rubric Links:</p>	<ol style="list-style-type: none"> 1. Writing: Personal Narrative - Students write a personal narrative about a lesson learned from the past. Speaking: 2. Oral Report- Students create an oral report connecting past experiences to growth or innovation. 3. Take action Project: Exploration (Student’s Choice) <ol style="list-style-type: none"> a. Writing Performance Assessment Rubric Lift 1 b. Speaking Performance Assessment Rubric Lift 1 4. Performance Task (Culminating Project) Choice-Based (ML differentiation): <ul style="list-style-type: none"> • Multimedia presentation • Reflective essay • Infographic (past → present → future impact) • Persuasive speech: <i>“Why we must learn from the past”</i> <p>Indicators:</p> <ul style="list-style-type: none"> • Understanding of unit concepts • Evidence-based reasoning • Language development (CELP aligned) • Clarity and creativity 												
<p>Scoring Rubrics / Proficiency Scales</p>													
<p>Writing Rubric</p>													
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3 – Meets	Clear claim, relevant evidence, adequate explanation, appropriate vocabulary												

2 – Developing	Partial claim, limited evidence, basic explanation, inconsistent language
1 – Beginning	Unclear ideas, little/no evidence, minimal language use

Speaking Rubric

Level	Description
4 – Exceeds	Fluent, organized, strong academic language, clear explanation
3 – Meets	Clear ideas, some academic language, understandable
2 – Developing	Limited clarity, relies on supports
1 – Beginning	Minimal communication, difficulty expressing ideas

Analysis Rubric

Level	Description
4 – Exceeds	Deep understanding of how past influences present; strong evidence
3 – Meets	Identifies central idea and supports with evidence
2 – Developing	Partial understanding; limited support
1 – Beginning	Minimal comprehension

CELP-Aligned Proficiency Scale

Level	Student Can...
Bridging	Explain and justify ideas with detailed evidence and extended language
Expanding	Describe and support ideas using structured sentences
Developing	Express ideas using simple sentences with support
Emerging	Use words/phrases and visuals to communicate ideas

Common Learning Experiences

- Launch vocabulary through visuals and root-based word studies.
- Read *The Fun They Had* and discuss how technology affects memory and education.
- Analyze *The Case for Low-tech Cities* for the author's argument about innovation and simplicity.
- View *The Playful Wonderland Behind Great Inventions* to examine creativity through mistakes.
- Read *Mistakes: A Key to Learning* to evaluate how science values experimentation and failure.
- Conduct a photo analysis to visually connect emotion and memory.
- Write and present personal narratives about lessons learned from the past.
- Participate in oral reports summarizing findings and reflections.

Common Learning Experiences (Using LIFT National Geographic)

Text Engagement

- Read-aloud + guided reading of LIFT texts
- Chunked reading with annotation
- Identify central idea and key details

Collaborative Discussions

- Turn-and-Talk with sentence frames
- Small group discussions
- Socratic Seminar (scaffolded)

Writing Development

- Modeled writing (I Do → We Do → You Do)
- Narrative and analytical writing practice
- Use of graphic organizers (planning charts, idea webs)

Research & Inquiry

- Investigate historical/scientific examples (LIFT resources)
- Explore how mistakes led to innovation
- Create timelines or cause/effect charts

Media & Visual Analysis

- Analyze videos/images (historical events, scientific discoveries)
- Connect visuals to text meaning

Vocabulary Development

- Context clues
- Word study (prefixes, suffixes)
- Academic vocabulary notebooks

Instructional Strategies

- Five and/or seven-step Vocabulary instruction (Calderon)
- Partner reading (Calderon)
- Scaffolded instruction using visuals, realia, and graphic organizers
- Modeling and guided practice of sentence frames and academic language
- Use of think-pair-share, peer discussions, and cooperative learning structures
- Integration of culturally relevant texts and media
- Frequent opportunities for oral language practice across domains
- Use of bilingual resources and native language support when appropriate
- Explicit teaching of metacognitive strategies (e.g., paraphrasing, summarizing)
- Differentiated instruction tailored to student proficiency levels and learning needs (SPED/ 504)
- Utilize Marzano's strategies (refer to the compendium).
- Implement ELLevation strategies (refer to ELLevation website)

Instructional Strategies (Marzano + ELLevation Aligned)

1. Explicit Vocabulary Instruction

- Teach academic vocabulary in context
- Use visuals, gestures, and real-world examples

2. Gradual Release of Responsibility

- I Do (model reflection/analysis)
- We Do (guided practice)
- You Do (independent work)

3. Structured Academic Discourse

- Sentence frames:
 - “One lesson from the past is...”
 - “This shows that...”
- Accountable talk routines

4. Graphic Organizers & Visual Supports

- Cause/effect (past → present)
- Timeline of change
- Reflection charts

5. Differentiation (ML Focus)

- Leveled texts (LIFT provides differentiation)
- Sentence frames by proficiency level
- Choice in assessments

6. Marzano High-Yield Strategies

- Summarizing and note-taking
- Nonlinguistic representations
- Cooperative learning
- Feedback and goal setting

7. ELLevation Strategies

- Clear content + language objectives
- Structured student talk
- Modeling academic language
- Frequent checks for understanding

Resources

- Lift 1 Teacher's and Student's Books and Lift 1 Language Companion
- *The Fun They Had* by Isaac Asimov
- *The Case for Low-tech Cities* by Amy Fleming
- *Mistakes: A Key to Learning* by Alison Pearce Stevens
- Photograph: *Annie Griffiths*
- Video: *The Playful Wonderland Behind Great Inventions*
- National Geographic Explorer: Gabriel Prieto — *Service as Action*
- Academic vocabulary and grammar cards
- Sentence stems and narrative frames
- Graphic organizers (timeline, cause/effect, compare/contrast)
- Visual aids and bilingual glossaries
- Videos and articles on innovation, memory, and learning (TED Talks, Edutopia)

Grade 10 English Language Development Unit 8

Name of the Unit: Helping Our Planet	Length of the Unit: 15days 2.5 Cycles
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Purpose of the Unit: Unit Overview/Summary-Focus – Theme/Topic

In this unit, students explore how individuals and communities can protect and improve the environment. Through poetry, informational texts, science articles, and media, they analyze environmental issues, evaluate solutions, and express their ideas through speaking and writing. Students will strengthen their academic language, grammar, and morphology skills while crafting arguments, interpretations, and creative responses about environmental responsibility and climate action.

Common Core State Standards Addressed in this unit:

CELP Standards (Emphasize standards in bold)	CCSS (priority (P) and supporting standards) ELA CELP Standard Connections to ELA	Interdisciplinary Standards CELP Standard Connections to Math/Science/Social Studies
<p>CELP Standard 1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p> <p>CELP Standard 5 Conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>CELP Standard 10 Make accurate use of standard English to communicate in gradeappropriate speech and writin</p>	<p>RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>InP.9. Develop claims and counterclaims using evidence.</p> <p>InP.10. Construct and critique valid arguments.</p> <p>InP.11. Construct and critique explanations.</p> <p>SP1. Ask questions and define problems.</p> <p>MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure.</p>

	SL.4* Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task	
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Vision of the Graduate

This unit supports the CTECS Vision of the Graduate by fostering the following skills and attributes in our students:

Effective Communicator: Students will share ideas about environmental responsibility through poetry and multimedia presentations.

Skilled Socially: Students will collaborate and present environmental messages respectfully and confidently.

Problem Solver: Students will evaluate actions that individuals and societies can take to reduce environmental harm.

Critical Thinker: Students will analyze the causes and effects of environmental challenges, using evidence to support their conclusions.

Respectful: Students will demonstrate responsibility and care for the environment and community.

Work Ready: Students will meet deadlines, conduct responsible research, and utilize digital tools to advocate for sustainability.

Big Ideas: (What is the value or benefit of learning the concepts in this goal?)
(Big ideas help students make connections among disciplines or units of study within a content area)

- Small and large actions can protect and restore the planet.
- Literature and informational texts help us understand the importance of environmental stewardship.
- Critical thinking and collaboration are essential to addressing environmental challenges.
- Vocabulary and grammar support precise communication about scientific and environmental concepts.

- Taking action builds agency, responsibility, and hope for a sustainable future.

Essential Questions:

(engaging, open-ended questions to spark student interest and sharply focus instruction and assessment)

- How can we best help our planet?
- What responsibility do individuals have for improving the environment?
- Why is it challenging to make changes that benefit the environment?
- How can we offset environmental impact?
- How can we protect vital ecosystems as the human population grows?

Learning Outcomes

Students will know:

(Content + Skills)

As evidenced by:

(Student demonstration of Learning: oral, written, or performance)

Content & Knowledge:

Students will evaluate **environmental solutions** and their impacts using multiple sources, while analyzing poetry and informational texts to identify the author's purpose and themes.


Students Will Know (Content Knowledge)

Students will understand that:

- Individuals and communities can take actions to protect and improve the environment.
- Environmental challenges (e.g., climate change, pollution, resource use) **impact ecosystems and human life.**

Evidence of Learning:

- **Oral:** Performing a **recitation of an original poem** or presenting a multimedia message advocating for environmental action.
- **Written:** Composing an **original poem** that reflects personal feelings and responsibility toward environmental stewardship.
- **Performance:** Utilizing **poem analysis graphic organizers** and participating in a "Take Action" project of the student's choice.

<ul style="list-style-type: none"> • Small and large actions contribute to environmental sustainability and restoration. • Literary and informational texts (poetry, science articles, media) provide perspectives on environmental responsibility. • Solutions to environmental problems require critical thinking, collaboration, and innovation. • Language (vocabulary, grammar, morphology) helps communicate scientific and environmental ideas clearly and precisely. • Taking action builds responsibility, agency, and hope for the future. 	
<p>Skills (Language & Literacy): Students will master citing specific technical evidence (RST.1), tracing complex scientific processes (RST.2), and using cause-and-effect structures and nonrestrictive clauses to explain environmental issues.</p> <p>Students Will Be Able to Do (Skills)</p> <p>Reading & Analysis</p> <ul style="list-style-type: none"> • Identify central idea/theme in literary 	<p>As evidenced by:</p> <ul style="list-style-type: none"> • Oral discussion responses • Written analysis (constructed responses, paragraphs)

<p>and informational environmental texts</p> <ul style="list-style-type: none"> • Analyze author’s purpose and perspective on environmental issues • Evaluate proposed solutions and their effectiveness • Interpret figurative language in poetry related to nature/environment • Make connections between texts and real-world environmental issues 	<ul style="list-style-type: none"> • Graphic organizers (problem/solution charts, cause/effect maps)
<p>Writing</p> <ul style="list-style-type: none"> • Write argumentative pieces about environmental issues and solutions • Write informational/explanatory texts about environmental topics • Create creative responses (poetry, narrative, reflection) about nature and responsibility • Use textual evidence and scientific information to support ideas • Apply academic vocabulary, morphology (prefixes/suffixes), and grammar 	<p>As evidenced by:</p> <ul style="list-style-type: none"> • 🖋️ Argumentative essay or paragraph • 📄 Informational writing (report/explanation) • 🎨 Creative writing (poem, narrative, reflection)
<p>Speaking & Listening</p>	<p>As evidenced by:</p>

<ul style="list-style-type: none"> • Participate in collaborative discussions about environmental issues • Use discussion frames to present and support ideas • Present solutions and action plans clearly • Respond to peers by agreeing, disagreeing, and building on ideas 	<ul style="list-style-type: none"> • Turn-and-Talk / group discussions • Oral presentations or debates • Listening and responding tasks
<p>Research & Inquiry</p> <ul style="list-style-type: none"> • Investigate environmental issues and possible solutions • Analyze data, media, and scientific sources • Evaluate impact of human actions on ecosystems • Propose realistic solutions or action steps 	<p>As evidenced by:</p> <ul style="list-style-type: none"> • Research notes and organizers • Presentation or report • Visual project (infographic, poster, campaign plan)
<p>Action & Application (Real-World Connection)</p> <ul style="list-style-type: none"> • Develop and propose environmental action plans • Explain how individual and collective actions impact the environment • Reflect on personal responsibility and environmental stewardship 	<p>As evidenced by:</p> <ul style="list-style-type: none"> • Presentation of action plan • Reflective writing • Performance task (campaign, project, multimedia)

Key vocabulary/terms:

According to, advantage, along, alternative, amount, area, argue, avoid, because of, breakthrough, catastrophic, clutch, commitment, convince, daily, development, diet, double, drawback, either, everything, extensive, fade, generate, harness, harsh, heave, heavily, inspection, irreversible, limit, litter, nonetheless, opponent, own, perhaps, previous, priority, products, promising, rehabilitate, renewable, restoration, sapling, shore, space, spoil, style, suddenly, suggests, support, threaten, worse, zones.

Evidence of Teaching and Learning Marzano's Taxonomy

How will we know when students are learning? What strategies / interventions / modifications/ will be applied for non-mastery? How will we enrich proficient students?

Content Objectives:

1. Students will analyze poetry and informational texts to identify the author's purpose and environmental themes.
2. Students will evaluate environmental solutions and their impact using evidence from multiple sources.
3. Students will **analyze environmental challenges and evaluate solutions** by using evidence from **literary, informational, and scientific texts (LIFT National Geographic)** to explain how individuals and communities can protect the environment.

Language Objectives:

1. Students will utilize academic vocabulary and cause-and-effect structures to explain environmental issues and their corresponding solutions.
2. Students will compose and present poetry or multimedia messages advocating for environmental action.
3. Students will use academic vocabulary, morphology (prefixes/suffixes), and evidence-based sentence structures to argue, explain, and present ideas about environmental responsibility in speaking and writing.

Student-Friendly "I Can" Statements

- I can explain how people can help the environment.

- I can identify environmental problems and possible solutions.
- I can support my ideas with evidence from texts and research.
- I can write an argument about how to protect the planet.
- I can use academic vocabulary to explain environmental ideas.
- I can share my ideas in discussions and presentations.
- ☑ I can take action to help the environment.

Sentence Frames by CELP Level

Emerging	<ul style="list-style-type: none"> • The problem is _____. • We can help by _____. • This is important because _____.
Developing	<ul style="list-style-type: none"> • One environmental problem is _____. • A solution is _____ because _____. • The text shows _____.
Expanding	<ul style="list-style-type: none"> • One important environmental issue is _____ because _____. • A possible solution is _____. This would help because _____. • According to the text, _____ which shows _____.
Bridging	<ul style="list-style-type: none"> • One significant environmental challenge is _____, which impacts _____. • An effective solution would be _____ because _____. • Evidence from the text suggests _____, demonstrating that _____. • This highlights the importance of _____ in addressing environmental issues.

Unit Assessments, Performance Indicators, and Scoring Rubrics /Proficiency Scales

The unit performance indicators are taught and formatively assessed through all units

Unit 8

Assessment Links:

Rubric Links:

Common Assessments

- Vocabulary quizzes (connotation, nuance, climate terms)
- Annotated readings and exit tickets
- Poem analysis graphic organizers
- Paraphrase practice and grammar checks
- Speaking rehearsal rubrics
- Reading comprehension guides and assignments
- Graphic organizers for the reading and writing assignments.
- Reading quizzes and tests.
- Vocabulary and grammar quizzes
- Note-taking templates for video analysis
- Class Discussions

Formative Assessments

- Exit tickets (*How can we help the environment?*)
- Vocabulary practice (context clues, morphology)
- Turn-and-Talk (discussion frames)
- Graphic organizers (problem/solution, cause/effect)
- Quick writes (claim + evidence)

Performance Indicators (Formative)

- Identifies **environmental issue + solution**
- Uses **academic vocabulary appropriately**
- Explains ideas using **sentence frames**
- Participates in **collaborative discussions**

Summative Assessments

1. Argumentative Writing Task

Prompt: What is the most effective way to protect the environment?

Indicators:

- Clear claim
- Evidence from texts/research
- Explanation of reasoning

	<ul style="list-style-type: none"> • Academic vocabulary + grammar <hr/> <p>2. Oral Presentation</p> <p>Task: Present an environmental issue and propose a solution.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Clear explanation of issue • Evidence-based solution • Academic language use • Speaking clarity
<p>Performance Task (PT) Links:</p> <p>PT Rubric Links:</p>	<p>Performance Task (Culminating Project)</p> <ol style="list-style-type: none"> 1. Writing: Poem - Students write a poem that reflects their feelings about the environment. 2. Speaking: Poem Presentation - Students present a recitation of the poem they wrote, reflecting their feelings about the environment. 3. Take action Project: Helping the Environment (Student's Choice) <ul style="list-style-type: none"> ○ Writing Performance Assessment Rubric Lift 1 ○ Speaking Performance Assessment Rubric Lift 1 <p>Choice-Based (ML differentiation):</p> <ul style="list-style-type: none"> • Environmental campaign (poster/video) • Infographic (problem → solution → impact) • Persuasive speech • Action plan (school/community) <p>Indicators:</p> <ul style="list-style-type: none"> • Understanding of environmental issue • Feasible solution • Use of evidence • Language development

Scoring Rubrics / Proficiency Scales

Writing Rubric

Level	Description
4 – Exceeds	Strong claim, multiple relevant evidence, clear reasoning, precise vocabulary, minimal errors
3 – Meets	Clear claim, relevant evidence, adequate explanation, appropriate vocabulary
2 – Developing	Partial claim, limited evidence, basic explanation, inconsistent vocabulary
1 – Beginning	Unclear claim, little/no evidence, minimal language

Speaking Rubric

Level	Description
4 – Exceeds	Fluent, organized, strong academic language, clear explanation
3 – Meets	Clear ideas, some academic vocabulary, understandable
2 – Developing	Limited clarity, relies on supports
1 – Beginning	Minimal communication

Analysis Rubric

Level	Description
4 – Exceeds	Deep analysis of issue + solution with strong evidence
3 – Meets	Identifies issue and supports with evidence
2 – Developing	Partial understanding, limited support
1 – Beginning	Minimal understanding

CELP-Aligned Proficiency Scale

Level	Student Can...
Bridging	Argue and justify ideas with detailed evidence and academic language
Expanding	Explain and support ideas using structured sentences
Developing	Express ideas using simple sentences with support

Emerging	Use words/phrases and visuals to communicate
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Student-Facing Rubrics (Simplified)

Writing (Student-Friendly)

Level	I Can...
4	I can clearly state my opinion, use strong evidence, and explain my ideas in detail.
3	I can state my opinion and use some evidence to explain my ideas.
2	I can share my opinion but need help with evidence and explanation.
1	I can share a basic idea but need support to explain it.

Speaking (Student-Friendly)

Level	I Can...
4	I can clearly explain my ideas using academic words and full sentences.
3	I can share my ideas using some academic vocabulary.
2	I can share simple ideas with help.
1	I can say a few words or phrases about my idea.

Analysis (Student-Friendly)

Level	I Can...
4	I can deeply explain the problem and solution using strong evidence.
3	I can explain the problem and give some evidence.
2	I can identify the problem but need help with evidence.
1	I can name a problem with support.

Common Learning Experiences

- Academic vocabulary launch with visual supports
- Read and annotate poems to identify environmental themes and tone
- Analyze the wind energy essay for pros/cons and the author's stance
- Watch the climate-neutrality video and take structured notes
- Read a science article on mangroves and climate action; analyze sidebars

- Create original poems or recitations advocating environmental protection
- Prepare and deliver a multimedia environmental message
- Reflect and write responses connecting texts and real-world action
- Read and analyze LIFT National Geographic texts (poetry, science, informational)
- Engage in collaborative discussions (Turn-and-Talk, debates)
- Use graphic organizers (problem/solution, cause/effect)
- Conduct research on environmental issues
- Create multimedia or action-based projects
- Practice argumentative and explanatory writing

Instructional Strategies

- Five and/or seven-step Vocabulary instruction (Calderon)
- Partner reading (Calderon)
- Scaffolded instruction using visuals, realia, and graphic organizers
- Modeling and guided practice of sentence frames and academic language
- Use of think-pair-share, peer discussions, and cooperative learning structures
- Integration of culturally relevant texts and media
- Frequent opportunities for oral language practice across domains
- Use of bilingual resources and native language support when appropriate
- Explicit teaching of metacognitive strategies (e.g., paraphrasing, summarizing)
- Differentiated instruction tailored to student proficiency levels and learning needs (SPED/ 504)
- Utilize Marzano's strategies (refer to the compendium).
- Implement ELLevation strategies (refer to ELLevation website)

Vocabulary Development

- Context clues, morphology (prefix/suffix)
- Visuals + word walls

Gradual Release

- Model → Guided → Independent

Structured Discourse

- Sentence frames
- Accountable talk

Scaffolds

- Graphic organizers
- Chunked texts
- Leveled supports

Differentiation

- Choice in tasks
- Tiered supports by CELP level

Resources

- Lift 1 Teacher's and Student's Books and Lift 1 Language Companion
- Poems: *Choices* (Gallagher) & *Earth Day on the Bay* (Soto)
- Informational Essay: *The Pros and Cons of Wind Energy*
- Video: *Become Climate Neutral Now!*
- Article: *Mangroves and the Fight Against Climate Change*
- National Geographic Explorer: Patricia Medici
- Academic word lists and vocabulary cards
- Sentence stems and speaking frames
- Graphic organizers (cause/effect, argument analysis)
- Visual aids and bilingual glossaries
- Environmental videos (TED-Ed, National Geographic, UN Climate education)