

# **ESL Level 1 (Grades 6-8) Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

**DENISE CLEARY  
ACTING SUPERINTENDENT**

**Kevin LaMastra  
SUPERVISOR OF BILINGUAL, ESL & WORLD LANGUAGES**

**The Linden Board of Education adopted the Curriculum Guide on:**

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**August 25, 2022**  
**Date**

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**Education - Item #10**  
**Agenda Item**

## **Rationale**

**Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2022-2023 school year. All curricula are aligned to the New Jersey Student Learning Standards.**

## **Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

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## **Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

## **Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

# **LINDEN PUBLIC SCHOOLS**

## **Bilingual/ESL K-12**

### **Mission Statement**

The mission of the Linden Public Schools Bilingual/ESL Program is to provide our English Language Learners (ELLs) with standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to their needs. We seek to provide world class language instruction that will help our English Language Learners (ELLs) to attain high levels of proficiency, resulting in their abilities to find success in both social and academic contexts. Linking English language instruction to content area studies, English Language Learners will empower themselves through critical thought, reflection, and action to become active participants in their school and local community.

Students will meet rigorous standards that will prepare them for success in content area studies, preparing them for college, the workplace and beyond. The program also honors linguistic pluralism, whereby the first languages and cultures of ELL's are highly valued, and acknowledged as an essential foundation supporting the development of literacy and academic skills across the content areas. Above all, the Linden Public Schools will strive to help each student develop a sense of dignity, self-worth, responsibility, respect for others, and the skills to make a significant contribution to our diverse society.

In addition, the department seeks to fulfill its mission through dedication to continuous improvement and professional development that promotes effective, research based second language methodologies.

### **PROGRAM GOALS**

The goals of the **Bilingual Education** program are to ensure that English language learners are provided with content area support in the native language and in English which will allow them to develop academic skills while acquiring English language skills. The aim of the program is to prepare the students to communicate in social settings, to achieve success in academic settings, and to meet graduation requirements.

The Bilingual Education program builds upon the cultural background of the students in the program while also introducing the students to the culture of the United States. Developmental ESL instruction is an integral part of the Bilingual Education program. The Bilingual Education curriculum develops communicative competence in listening comprehension, speaking, reading, and writing in the English language

The goal of the **ESL program** is to provide a daily developmental second language program where English is acquired through comprehensible immersion in context of content area studies. Its aim is to facilitate acquisition of English so that ELLs students will meet NJ Learning

Standards, the objectives of the standard English instruction program as well as the WIDA standards.

ESL is designed to enable ELLs to access mainstream curriculum and to achieve their personal best in the school setting as well as becoming responsible citizens in local, national, and worldwide community. Learners can best meet these goals through a standards-based curriculum which integrates a Cognitive Academic Language Learning Approach (CALLA) and Sheltered Instruction Observation Protocol (SIOP) approach. Furthermore, learning strategies infused into this program enable students to become lifelong learners. Language learning through meaningful context in an academic setting improves the education and language acquisition of the ELL.

The World-Class Instruction Design and Assessment (WIDA) ESL Standards for Pre-K12 Students and the state and district standards provide the academic framework for instruction. Learners receive direct instruction using realia, vocabulary, concrete based materials, background instruction, graphic organizers, practice, and other appropriate strategies. The ESL course is flexible based on the needs of the learners in the program.

### **Biliteracy and Guiding Principles of Language Development**

Our guiding principles of Language Development reflect our commitment to build upon the home language and cultural knowledge that students bring to our schools and emphasize the importance of language in learning.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguage practices, to enrich their language development and learning.

10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.

### Foundational Concepts

The Linden Public Schools ESL Curriculum has been designed for congruency with the four “Big Idea” outlined in the WIDA Standards. Like the “Can Do” philosophy, they support the design of standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to multi-lingual learners’ strengths and needs.

<b>EQUITY</b> of Opportunity and Access	<b>INTERGRATION</b> Of Content and Language
<b>Collaboration</b> Among Stakeholders	<b>Functional Approach</b> To language development

### EQUITY OF OPPORTUNITY AND ACCESS

Multilingual learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. Increasing avenues of access, agency, and equity for all multilingual learners—including newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TEs), students with disabilities, and gifted and talented English learners—requires educators to be knowledgeable, skillful, imaginative, and compassionate.

The Linden Public Schools ESL curriculum seeks to guide educators to:

- Set high expectations for all students
- Provide access for multilingual learners to rich, standards-based, grade-level content including by scaffolding up (see the WIDA website for resources about scaffolding)
- Enact linguistically and culturally sustainable pedagogies
- Create opportunities for multilingual learners to:
- engage actively with each other in deep learning

- access and use multiple languages, including through translanguaging

When designing and delivering standards-based curriculum, instruction, and assessment, educators should consider multilingual learners’:

- Previous personal and educational experiences
- Recency of arrival in the United States, if applicable
- Diverse cognitive and behavioral strengths, needs, and abilities
- Home and community
- Languages and cultures

Drawing on students’ linguistic and cultural resources is essential to helping them navigate life in a diverse world, in addition to supporting them in meeting demands of academic content areas as they advance through school.

### **Integration of Language and Content:**

Multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content.

While acquiring language proficiency, learners employ “multimodality”, the use of multiple means of communication. This is an essential way that for all students to access and engage in the content areas. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means.

Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. All students are able to both interpret and express ideas with greater flexibility when using multimodal resources, including multiple languages. Multimodality allows all students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. For example, as students read, they also might refer to illustrations or diagrams, and as students write, they might also represent their ideas numerically or graphically.

The integration of content and language for multilingual learners promotes:

- Understanding the connections between content and language
- Making meaning within and across content areas (disciplines)
- Interaction of students with each other in challenging content activities
- Coordination of design and delivery of curriculum, instruction, and assessment

### **Collaboration among Stakeholders**

Collaboration between school leaders, content and language teachers, specialists, support personnel, students and families, is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive.

It is crucial for the academic success of multilingual learners that both language and content teachers and administrators see themselves as responsible for fostering the language development of multilingual learners, and for systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development.

Although different classrooms may have different instructional foci, all classrooms with multilingual learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for multilingual learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of multilingual learners.

Content and language teachers can work together to:

- Plan and deliver grade-level standards-based instruction
- Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas
- Support one another
- Share unique fields of expertise

In this way, multilingual learners and their families benefit from a coherent and shared understanding of expectations and common goals for learning.

### **Functional Approach to Language Development**

To understand what is meant by a “functional approach to language,” WIDA uses the metaphor of the tool box to describe language. We use different linguistic tools to communicate, to develop relationships, and to act upon the world. Like any good toolbox, the language toolbox contains various tools that function for different needs. Particular linguistic tools achieve certain purposes. For example, we make choices with language to reflect the topic at hand, the social roles and identities of those involved (am I talking to a college admissions interviewer or to my best friend?), and the needs of our listeners and readers. We make choices with language to organize our ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help multilingual learners expand what they can do with language, thereby growing their language toolbox. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts.

## **Strategies to Promote Biliteracy Development in the Classroom**

Linden Public Schools seeks to foster the academic success of English/multi-language learners through improving our capacity to use our students' home languages as a resource and bridge to biliteracy. Our goal is to help students' sustain and build their first language literacy, using it as the foundation upon which their English academic skills are developed toward the ultimate goal of helping students to graduate from high school bilingual, biliterate, high achieving and globally competent.

When teachers use biliteracy strategies to support students they deliver instruction that:

- \* Helps students to transfer academic content from one language to another
- \* Engages in Contrastive Analysis
- \* Develops students' academic language in both languages across the content areas
- \* Develops metalinguistic awareness
- \* Connects to curriculum that reflects a global perspective

The following strategies are examples of effective ways that teachers can promote authentic biliteracy development in their classrooms:

### **1. Strategic Use of Group Work:**

One of the best approaches that teachers can take includes the strategic use of group work. Students have an opportunity to work with others who don't come from the same language background, community, or culture. So, the next time you create groups in the classroom, think about how to structure them to help expose your monolingual students to new languages and cultures as they practice collaborating and communicating across languages. Allow your students to feel confident in their culture and identity when sharing it with their peers.

### **2. Content-based Language Instruction**

This is a very effective teaching strategy that incorporates both content area objectives and language into the lesson. You can have objectives for your content area that are different from your language objectives. Just make sure that your students know the language and content goals for each lesson so that they can self-regulate their learning.

### **3. Allow them to Express Themselves**

Students in dual language classes sometimes want to express themselves in their native language. Allow your students to feel confident doing this, don't make them feel as though using one language is "appropriate" or "bad". To truly make students feel confident in authentic biliteracy, they must feel like they can be themselves in your classroom.

### **4. Allow Translanguage**

Children from bilingual homes sometimes strategically make use of words from two different languages to help them communicate effectively. For instance, they might say one sentence in

English and the next in Spanish, or even mixing the two in one sentence. By allowing students to engage in this natural process of speaking in your classroom, they can draw from those two languages as a useful resource to help them better express themselves and explore difficult academic content.

### **5. Provide Culturally Sensitive Content and Assessment**

Each child's culture shapes and guides their awareness and perspective of the world, and it's vital to consider that when it comes to dual language education. When you create or select learning content or assessments, keep in mind that some of the things that you, as an educator, find familiar might not be familiar to a child. This could influence that student's recorded learning outcome but not show an accurate representation of what they know.

### **6. Incorporate Families into Your Learning Community**

Some bilingual learners have monolingual parents who may not be fluent in English. One way of helping to guarantee your student's full engagement is by engaging parents. You can do this by providing school communications such as announcements and notes in different languages, even if your translation is not perfect.

### **Earning the NJ Seal of Biliteracy**

The Seal of Biliteracy was an initiative started by Californians Together in 2008 to acknowledge and award bilingual and multilingual students. In 2011, it officially became legislation in California and now multiple states throughout the nation have implemented a statewide Seal of Biliteracy. On January 19, 2016, New Jersey became the 17th state to implement a legislated statewide Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, comprehend and write in two or more languages at a high level of proficiency.



The Seal of Biliteracy seeks to:

- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community

The Seal of Biliteracy opens up opportunities for those pursuing higher education or joining the workforce. As the world increasingly becomes more global, the need for employees with bilingual and multilingual skills has increased.

Employers seek bilingual or multilingual individuals for reasons such as:

- Accessing expanding markets;
- Better serving customer needs;
- Reaching particular and wider ranges of audiences; or
- Opening a channel of communication with customers.

### **Linden's Multiple Pathways to Biliteracy**

A long-term goal of the Linden Public Schools is to enable all students to graduate with high levels of language proficiency in at least two languages.

As described earlier in this document, having high levels of skills in at least two languages will equip our students to meet the demands and challenges of our interconnected, global world, and to play an active role as global citizens. At the secondary level, students have the opportunity to study a wide variety of World Languages: Chinese, French, German, Italian, Russian and Spanish.

As a district, we value of the linguist and cultural diversity of our students, families and community. We understand the language and culture that our ELLs bring to our schools are the foundation that all further literacies will be built upon. We strive to provide culturally sustaining pedagogy, encouraging students to maintain and expand their home languages, while also achieving high levels of English language proficiency.

For this reason, the Bilingual, ESL & World Languages department encourages and facilitates testing for all qualifying 12<sup>th</sup> grade students so that they may have an opportunity to attain the NJ Seal of Biliteracy. In general, it is anticipated that all students who study a World Language in grades 9-12, will have attained or exceeded the intermediate-mid level of proficiency required to earn the NJ Seal of Biliteracy.

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# ESL: Proficiency Level 1 Grades 6-8

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## Unit 1: Getting Started

This unit is designed to help newly arrived non-English speaking students to acquire the foundational vocabulary that will help them to communicate and navigate everyday life, as well as connect to content area studies. The lessons will focus on foundational vocabulary, with a focus on the most used words in everyday English. While talking about their own lives, and learning about the lives of their peers, students will begin their journey towards the acquisition of English. As students develop the vocabulary needed to discuss their home, school and recreational lives, they will also begin to learn how culture is reflected within the topics, and begin to appreciate cultural similarities and differences.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
45 Classes (9 weeks) Marking Period 1	Middle School ESL classes meet every day for a 50 minute period.	Level 1

### Stage 1: Identify Desired Results

#### WIDA Standards

<b>Standard 1</b>	<b>Language for Social and Instructional Purposes</b> English language learners communicate for social and instructional purposes within the school setting.
<b>Vocabulary Usage</b>	<b>ELP 1</b> - Most common vocabulary <b>ELP 2</b> - High frequency vocabulary
<b>Language Forms and Conventions</b>	<b>ELP 1</b> - Memorized language <b>ELP 2</b> - Language with errors where meaning is obscured.
<b>Linguistic Complexity</b>	<b>ELP 1</b> - Single words <b>ELP 2</b> - Phrases, short sentences
<b>NJSLS</b>	See <a href="#">What will Students do?</a> for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
Where am I?	Wherever I am is home to me.
How is Linden different from the other places I lived in?	Moving to another country can be overwhelming, but it doesn't have to be.
What do I look like?	Describing people and things can help me navigate my world.
Who are the people who can help me?	To solve my problems, it is important to know who can help me when I am confused or upset.
Where can I go if I need help?	There are many different people in different places who can help me solve my problems.
Why is following directions important?	Following directions saves time and reduces frustration.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Physical: <ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Class polls</li> <li>Performance tasks</li> <li>Listening comprehension tasks</li> </ul> Computer-based: <ul style="list-style-type: none"> <li>Quizizz, Kahoot, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Various chapter/unit quizzes</li> <li>Comprehensive cumulative challenges</li> </ul>
Unit Projects / Assessments	
In addition to the core topics of body parts and description, the school, parts of a home, and community members, there are many different potential topics to address depending on student needs and interests. The unit projects will vary depending on the units covered.	

Stage 3: Learning Plan
The curricular units of the Middle School ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Middle School Level 1 ESL curriculum is to advance students from Level 1 proficiency to Level 2 or beyond.

Activities	Methodologies
<ul style="list-style-type: none"> <li>Visualize</li> <li>Generalize</li> <li>Copy</li> <li>Categorize</li> <li>Alphabetize</li> <li>Use the Verb Be</li> <li>Answer Yes/No Questions</li> <li>Ask for Personal Information</li> <li>Give Personal Information</li> </ul>	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching  Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

What will Students know?
<ul style="list-style-type: none"> <li>How to physically navigate our school</li> <li>Locations of important spaces in our school</li> <li>Identities of important people in our school</li> <li>Our school's procedures and practices</li> <li>Classroom behaviors, etiquette, and norms</li> <li>Names of classmates and teachers</li> </ul>

What will Students do?
Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks: <ul style="list-style-type: none"> <li>Organize vocabulary words in alphabetical order</li> </ul>

- Use a dictionary to locate unknown words
- Use a bilingual dictionary to translate unknown words
- Describe their basic daily routine
- Ask for help
- Follow a class schedule
- Give their address, phone number and other essential information

### Unit 1 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSLS	College and Career Readiness Anchor Standards for Reading
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Related NJSLS	College and Career Readiness Anchor Standards for Writing
CCSS.ELA-LITERACY.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Related NJSLS	College and Career Readiness Anchor Standards for Speaking and Listening
CCSS.ELA-LITERACY.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Related NJSLS	College and Career Readiness Anchor Standards for Language
CCSS.ELA-LITERACY.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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### Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

### Resources and Materials

**Text Resources** National Geographic Inside series, Shining Star (selections)

**Everyday English** 1 & 2 (selections)

**Culturally Authentic Media:** Videos, Newspapers, Realia

**Games, Quizzes, and Flashcards:** *Quia*

**Music, Songs:** *LyricsTraining*

**Audio and Video Recording:** *Flipgrid, GarageBand*

**Supplemental Reading:** *Guided Reading books*

### Helpful Resources for ESL Lesson Planning and Material Creation

Word Frequency Guides in all languages	Search: Wictionary.org – Frequency Lists
New Jersey Department of Education	<a href="https://www.state.nj.us/education/bilingual/">https://www.state.nj.us/education/bilingual/</a>
Teacher Effectiveness for Language Learning Project	<a href="http://www.tellproject.org/framework/">http://www.tellproject.org/framework/</a>
Masters in ESL	<a href="https://mastersinesl.org/teaching-esl/free-esl-lesson-plans/">https://mastersinesl.org/teaching-esl/free-esl-lesson-plans/</a>
FluentU	<a href="https://www.fluentu.com/blog/educator-english/esl-lesson-plans/">https://www.fluentu.com/blog/educator-english/esl-lesson-plans/</a>
Bridge Universe	<a href="https://bridge.edu/tefl/blog/free-esl-lesson-plans/">https://bridge.edu/tefl/blog/free-esl-lesson-plans/</a>
National Geographic EDGE	<a href="http://www.myngconnect.com">www.myngconnect.com</a>

**Interdisciplinary Connections**

Connect to grade level College and Career, 21<sup>st</sup> Century Life and Careers, and a content area(s) (science, social studies, etc.) relevant to your unit. Make sure you use latest NJSLS updated version.

<b>Indicator Number</b>	<b>Reading History and Social Studies Indicator</b>
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

<b>Indicator Number</b>	<b>Reading Science and Technical Subjects Indicator</b>
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
RST.6-8.6	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

<b>Indicator Number</b>	<b>Writing History, Science, and Technical Subjects Indicator</b>
WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

<b>Indicator Number</b>	<b>College and Career Ready Practices Indicator</b>
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

## Unit 2: Journeys

Students explore the essential question that asks us to reflect on how travel can shape and enrich us. Students explore this topic through reading, writing, and discussion. Students will embrace this topic through simple stories, plays, music, and poetry. Each of the three clusters in this unit focuses on a specific aspect of the larger question.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
45 Classes (9 weeks) Marking Period 2	Middle School ESL classes meet every day for a 50-minute period.	Level 1

### Stage 1: Identify Desired Results

#### WIDA Standards

<b>Standard 1</b>	<b>Language for Social and Instructional Purposes</b> English language learners communicate for social and instructional purposes within the school setting.
<b>Standard 2</b>	<b>Language for Language Arts</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<b>Standard 3</b>	<b>Language for Mathematics</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<b>Standard 4</b>	<b>Language for Science</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<b>Standard 5</b>	<b>Language for Social Studies</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<b>Vocabulary Usage</b>	<b>ELP 1</b> - Most common vocabulary <b>ELP 2</b> - High frequency vocabulary
<b>Language Forms and Conventions</b>	<b>ELP 1</b> - Memorized language <b>ELP 2</b> - Language with errors where meaning is obscured
<b>Linguistic Complexity</b>	<b>ELP 1</b> - Single words <b>ELP 2</b> - Phrases, short sentences
<b>NJSLS</b>	See <a href="#">What will Students do?</a> for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
How can travel enhance our understanding of the world?	Culture plays an important role in how we perceive reality. Travel can serve to broaden our life perspectives.
How do we form and shape our identities?	Identities are formed through a combination of social interactions, cultural background and personal belief.
What does it mean to be an American?	American identity has evolved over time to reflect the struggles of citizens in their national and international historical contexts.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Physical: <ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Class polls</li> <li>Performance tasks</li> <li>Listening comprehension tasks</li> </ul> Computer-based: <ul style="list-style-type: none"> <li>Quizizz, Kahoot, etc.</li> <li>EDGE activities</li> </ul>	<ul style="list-style-type: none"> <li>Cluster 1 Quiz</li> <li>Cluster 2 Quiz</li> <li>Cluster 3 Quiz</li> <li>End of Unit Test</li> <li>End of Unit Project</li> </ul>
Unit Projects / Assessments	
In addition to the summative assessments, an end-of-unit project may be used to further measure student language proficiency. As this unit encourages students to consider their identities, they should be encouraged to describe who they are. Alternatively, students might be encouraged to interview peers and family members about their how travel experiences have changed them and share their interviews to the class.	

Stage 3: Learning Plan
The curricular units of the Grade 6-8 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Level 1 ESL curriculum is to advance students from Level 1 proficiency to Level 2 or beyond.

Activities	Methodologies
<b>Cluster 1</b> <ul style="list-style-type: none"> <li>Visualize: Form Mental Images</li> <li>Generalize</li> <li>Explain</li> <li>Analyze</li> <li>Recognize Characters in a Play</li> <li>Analyze Characters in a play</li> <li>Relate words: Word Categories</li> <li>Phrasing in Fluency</li> <li>Accuracy and Rate in Fluency</li> <li>Practice Short Vowel Sounds</li> <li>Write a Postcard</li> <li>Give Information</li> <li>Use the Verb Be</li> <li>Use Complete Sentences</li> <li>Listen to a Conversation</li> <li>Research and Speaking</li> </ul>	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching  Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.
<b>Cluster 2</b> <ul style="list-style-type: none"> <li>Visualize: Form Mental Images</li> <li>Interpret</li> <li>Make Comparisons</li> </ul>	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching

<ul style="list-style-type: none"> <li>• Make Generalizations</li> <li>• Identify Sequence</li> <li>• Elements of Poetry: Patterns</li> <li>• Relate Words: Concept Clusters</li> <li>• Intonation in Fluency</li> <li>• Accuracy and Rate in Fluency</li> <li>• Practice Initial and Final Blends</li> <li>• Write an Interview</li> <li>• Ask and Answer Questions</li> <li>• Use the Verb Do</li> <li>• Listen to a Conversation</li> </ul>	<p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.</p>
<p><b>Cluster 3</b></p> <ul style="list-style-type: none"> <li>• Visualize: Form Mental Images</li> <li>• Identify Text Structure: Sequence</li> <li>• Summarize</li> <li>• Speculate</li> <li>• Explain</li> <li>• Make a Timeline</li> <li>• Relate Words: Synonyms and Antonyms</li> <li>• Intonation in Fluency</li> <li>• Accuracy and Rate in Fluency</li> <li>• Practice Long Vowels</li> <li>• Write an Explanation</li> <li>• Ask for and Give Information</li> <li>• Use the Verb Have</li> <li>• Listen to a Rap</li> </ul>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.</p>

### What will Students know?

- The basic format and structure of a play
- Acting must be believable to be effective
- Word categories allow us to compare and contrast words
- Characters and setting are used in stories to create and build interest
- A timeline can be used to visually show the plot of a story
- Fingerprints are unique to individuals

### What will Students do?

- Describe themselves with words and simple, short sentences
- Recognize and use the key vocabulary in context
- Recognize and use the verb “be” in simple sentences
- Ask and answer simple questions with “be”
- Recognize and use the verb “do” in simple sentences
- Ask and answer simple questions with “do”
- Recognize and use the verb “have” in simple sentences
- Ask and answer simple questions with “have”
- Write a postcard
- Write a brief self-descriptive poem

- Create a timeline

## Unit 2 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSLS	College and Career Readiness Anchor Standards for Reading
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-LITERACY.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CCSS.ELA-LITERACY.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-LITERACY.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Related NJSLS	College and Career Readiness Anchor Standards for Writing
CCSS.ELA-LITERACY.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Related NJSLS	College and Career Readiness Anchor Standards for Speaking and Listening
CCSS.ELA-LITERACY.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-LITERACY.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Related NJSLS	College and Career Readiness Anchor Standards for Language
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CCSS.ELA-LITERACY.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

### Resources and Materials

National Geographic ESL text resources, Shining Star Text Resources

**EDGE Digital Texts and Resources:** *Houses, Families*

**Culturally Authentic Media:** Videos, Newspapers, Realia

**Games, Quizzes, and Flashcards:** *Quia*

**Music, Songs:** *LyricsTraining*

**Audio and Video Recording:** *Flipgrid, GarageBand*

**Supplemental Reading:** *Guided Reading books*

### Helpful Resources for ESL Lesson Planning and Material Creation

Word Frequency Guides in all languages	Search: Wictionary.org – Frequency Lists
New Jersey Department of Education	<a href="https://www.state.nj.us/education/bilingual/">https://www.state.nj.us/education/bilingual/</a>
Teacher Effectiveness for Language Learning Project	<a href="http://www.tellproject.org/framework/">http://www.tellproject.org/framework/</a>
Masters in ESL	<a href="https://mastersinesl.org/teaching-esl/free-esl-lesson-plans/">https://mastersinesl.org/teaching-esl/free-esl-lesson-plans/</a>
FluentU	<a href="https://www.fluentu.com/blog/educator-english/esl-lesson-plans/">https://www.fluentu.com/blog/educator-english/esl-lesson-plans/</a>
Bridge Universe	<a href="https://bridge.edu/tefl/blog/free-esl-lesson-plans/">https://bridge.edu/tefl/blog/free-esl-lesson-plans/</a>
National Geographic EDGE	<a href="http://www.myngconnect.com">www.myngconnect.com</a>

### Interdisciplinary Connections

Connect to grade level College and Career, 21<sup>st</sup> Century Life and Careers, and a content area(s) (science, social studies, etc.) relevant to your unit. Make sure you use latest NJSLS updated version.

Indicator Number	Reading History and Social Studies Indicator
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.

Indicator Number	Reading Science and Technical Subjects Indicator
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
RST.6-8.6	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator Number	Writing History, Science, and Technical Subjects Indicator
WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Indicator Number	College and Career Ready Practices Indicator
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

## Unit 3: Family Ties

In this unit students will learn essential vocabulary and structures related to family members, family dynamics, and family traditions. They will also learn different ways to describe family structures, such as nuclear and extended families, and how these concepts vary across cultures.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
45 Classes (9 weeks) Marking Period 3	Middle School ESL classes meet every day for 50 minutes.	Level 1

### Stage 1: Identify Desired Results

#### WIDA Standards

<b>Standard 1</b>	<b>Language for Social and Instructional Purposes</b> English language learners communicate for social and instructional purposes within the school setting.
<b>Standard 2</b>	<b>Language for Language Arts</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<b>Standard 3</b>	<b>Language for Mathematics</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<b>Standard 4</b>	<b>Language for Science</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<b>Standard 5</b>	<b>Language for Social Studies</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<b>Vocabulary Usage</b>	<b>ELP 1</b> - Most common vocabulary <b>ELP 2</b> - High frequency vocabulary
<b>Language Forms and Conventions</b>	<b>ELP 1</b> - Memorized language <b>ELP 2</b> - Language with errors where meaning is obscured
<b>Linguistic Complexity</b>	<b>ELP 1</b> - Single words <b>ELP 2</b> - Phrases, short sentences
<b>NJSLS</b>	See <a href="#">What will Students do?</a> for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What makes us wise?	Learning from experiences makes us wise.
Why should we try to be wise?	Wisdom gives us the ability to make better choices for our lives.
How can we identify wisdom?	Elders and mentors are often wise because they have done many things before.
Do all experiences give us wisdom?	Even unpleasant or terrible experiences can give us perspective and wisdom.
Are there different types of wisdom?	Because wisdom comes from experience, there are as many kinds of wisdom as there are experiences to be had.

Should we always listen to people with wisdom?	While we should listen to elders and mentors, we must make our own choices. Sometimes, elders and mentors are wrong. Through experience you will become wiser.
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Stage 2: Evidence	
Formative Assessments	Summative Assessments
Physical: <ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Class polls</li> <li>Performance tasks</li> <li>Listening comprehension tasks</li> </ul> Computer-based: <ul style="list-style-type: none"> <li>Quizizz, Kahoot, etc.</li> <li>EDGE activities</li> </ul>	<ul style="list-style-type: none"> <li>Cluster 1 Quiz</li> <li>Cluster 2 Quiz</li> <li>Cluster 3 Quiz</li> <li>End of Unit Test</li> <li>End of Unit Project</li> </ul>
Unit Projects / Assessments	
In addition to the summative assessments, an end-of-unit project may be used to further measure student language proficiency. As this unit encourages students to consider the nature of knowledge and wisdom, they should be encouraged to demonstrate something they have learned during this unit. Alternatively, students might be encouraged to interview older, wiser family members about their schooling experiences and present their interviews to the class.	

Stage 3: Learning Plan
The curricular units of the Grade 6-8 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 6-8 Level 1 ESL curriculum is to advance students from Level 1 proficiency to Level 2 or beyond.

Activities	Methodologies
<b>Cluster 1</b> <ul style="list-style-type: none"> <li>Explain</li> <li>Analyze</li> <li>Make Comparisons</li> <li>Describe Characters</li> <li>Use Word Parts: Compound Words</li> <li>Phrasing in Fluency</li> <li>Accuracy and Rate in Fluency</li> <li>Practice Long Vowel Sounds</li> <li>Write a Problem-and-Solution Paragraph</li> <li>Write About a Folk Tale</li> <li>Questions with Action Verbs</li> <li>Negative Statements with Action Verbs</li> </ul>	Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching  Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.

<ul style="list-style-type: none"> <li>• Subject-Verb Agreement: Action Verbs</li> <li>• Needs to, Wants to, Has to</li> <li>• Listen to an Interview</li> </ul>	
<b>Cluster 2</b> <ul style="list-style-type: none"> <li>• Interpret</li> <li>• Describe Character</li> <li>• Make Generalizations</li> <li>• Identify Cause and Effect</li> <li>• Elements of Story: Character</li> <li>• Use Word Parts: Suffixes</li> <li>• Expression in Fluency</li> <li>• Accuracy and Rate in Fluency</li> <li>• Practice Digraphs (/ch/)</li> <li>• Write a Comic Strip</li> <li>• Express Likes and Dislikes</li> <li>• Use Present Progressive Verbs in Questions</li> <li>• Use Present Progressive Verbs in Negative Statements</li> <li>• Use Helping Verbs (Can, May, Must, Should)</li> <li>• Ask and Answer Questions with Helping Verbs</li> <li>• Listen to a Conversation</li> </ul>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.</p>
<b>Cluster 3</b> <ul style="list-style-type: none"> <li>• Explain</li> <li>• Visualize</li> <li>• Make Comparisons</li> <li>• Analyze Repetition in Poetry</li> <li>• Use Word Parts: Suffixes and Compound Words</li> <li>• Expression in Fluency</li> <li>• Accuracy and Rate in Fluency</li> <li>• Practice Digraphs (/sh/, /th/, /wh/, /ng/, /ck/)</li> <li>• Write a Journal Entry</li> <li>• Express Needs and Wants</li> <li>• Use Nouns as Subjects</li> <li>• Use Plural Nouns</li> <li>• Identify Subject and Object Pronouns</li> <li>• Listen to a Poem</li> </ul>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.</p>

### What will Students know?

- Key thematic vocabulary terms
- Word analysis skills

- Chronological order
- Possessive punctuation  
Identify synonyms and antonyms
- Common affixes

### What will Students do?

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks in the thematic context related to family:

- Recognize and use the key vocabulary in context
- Use action verbs
- Use present progressive verbs
- Use nouns and verbs in sentences
- Use word parts
- Identify and describe family titles
- Read texts such as short stories and articles about families from different cultures
- Write about their own families
- Participate on cultural activities such as creating a family crest.

## Unit 3 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts

Related NJSLS	College and Career Readiness Anchor Standards for Reading
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-LITERACY.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CCSS.ELA-LITERACY.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-LITERACY.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-LITERACY.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Related NJSLS	College and Career Readiness Anchor Standards for Writing
CCSS.ELA-LITERACY.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-LITERACY.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-LITERACY.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-LITERACY.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-LITERACY.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Related NJSLS	College and Career Readiness Anchor Standards for Speaking and Listening
CCSS.ELA-LITERACY.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-LITERACY.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-LITERACY.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Related NJSLS	College and Career Readiness Anchor Standards for Language
CCSS.ELA-LITERACY.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-LITERACY.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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### Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

### Resources and Materials

**National Geographic ESL Digital Texts and Resources, Shining Star Text resources**

**Culturally Authentic Media:** Videos, Newspapers, Realia

**Games, Quizzes, and Flashcards:** *Quia*

**Music, Songs:** *LyricsTraining*

**Audio and Video Recording:** *Flipgrid, GarageBand*

**Supplemental Reading:** *Guided Reading books*

### Helpful Resources for ESL Lesson Planning and Material Creation

Word Frequency Guides in all languages	Search: Wictionary.org – Frequency Lists
New Jersey Department of Education	<a href="https://www.state.nj.us/education/bilingual/">https://www.state.nj.us/education/bilingual/</a>
Teacher Effectiveness for Language Learning Project	<a href="http://www.tellproject.org/framework/">http://www.tellproject.org/framework/</a>
Masters in ESL	<a href="https://mastersinesl.org/teaching-esl/free-esl-lesson-plans/">https://mastersinesl.org/teaching-esl/free-esl-lesson-plans/</a>
FluentU	<a href="https://www.fluentu.com/blog/educator-english/esl-lesson-plans/">https://www.fluentu.com/blog/educator-english/esl-lesson-plans/</a>
Bridge Universe	<a href="https://bridge.edu/tefl/blog/free-esl-lesson-plans/">https://bridge.edu/tefl/blog/free-esl-lesson-plans/</a>
National Geographic EDGE	<a href="http://www.myngconnect.com">www.myngconnect.com</a>

### Interdisciplinary Connections

Connect to grade level College and Career, 21<sup>st</sup> Century Life and Careers, and a content area(s) (science, social studies, etc.) relevant to your unit. Make sure you use latest NJSLS updated version.

Indicator Number	Reading History and Social Studies Indicator
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.

Indicator Number	Reading Science and Technical Subjects Indicator
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
RST.6-8.6	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Indicator Number	Writing History, Science, and Technical Subjects Indicator
WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Indicator Number	College and Career Ready Practices Indicator
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

## Unit 4: The Life of plants

This unit will connect to the content area language of science and social studies as students read and discuss a variety of text types: informational, current events, and literary texts connect to the theme of science and our natural environment. Students will learn about the role of plants in the ecosystem, the importance of conservation and different environmental issues.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
45 Classes (9 weeks) Marking Period 4	Middle School ESL classes meet every day for 50 minutes.	Level 1

### Stage 1: Identify Desired Results

#### WIDA Standards

<b>Standard 1</b>	<b>Language for Social and Instructional Purposes</b> English language learners communicate for social and instructional purposes within the school setting.
<b>Standard 2</b>	<b>Language for Language Arts</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<b>Standard 3</b>	<b>Language for Mathematics</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<b>Standard 4</b>	<b>Language for Science</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
<b>Standard 5</b>	<b>Language for Social Studies</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<b>Vocabulary Usage</b>	<b>ELP 1</b> - Most common vocabulary <b>ELP 2</b> - High frequency vocabulary <b>ELP 3</b> - General and some specific vocabulary
<b>Language Forms and Conventions</b>	<b>ELP 1</b> - Memorized language <b>ELP 2</b> - Language with errors where meaning is obscured <b>ELP 3</b> - Language with errors but meaning is retained
<b>Linguistic Complexity</b>	<b>ELP 1</b> - Single words <b>ELP 2</b> - Phrases, short sentences <b>ELP 3</b> - Series of related sentences
<b>NJSLS</b>	See <a href="#">What will Students do?</a> for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
How do humans impact the environment?	Human actions have a direct impact on the environment.
How can we be responsible stewards of our planet and its resources?	Our natural resources are limited, and it is important to use them responsibly.
How do different forms of life depend on one another in an ecosystem?	Biodiversity is important for maintaining a healthy environment.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
Physical: <ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Class polls</li> <li>• Performance tasks</li> <li>• Listening comprehension tasks</li> </ul> Computer-based: <ul style="list-style-type: none"> <li>• Quizizz, Kahoot, etc.</li> <li>• Text related online resource activities</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster 1 Quiz</li> <li>• Cluster 2 Quiz</li> <li>• Cluster 3 Quiz</li> <li>• End of Unit Test</li> <li>▪ End of Unit Project</li> </ul>
Unit Projects / Assessments	
<p>Students observe plant growth and keep an illustrated journal using target vocabulary,</p> <p>Environmental Scavenger Hunt: Students work in groups to find and document examples of environmental issues in their community. Students develop presentations (both oral and written) using technology to share the results.</p> <p>Students research and design a poster to raise awareness about a specific ecological issue.</p>	

Stage 3: Learning Plan
<p>The curricular units of the grade 6-8 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the grade 6-8 Level 1 ESL curriculum is to advance students from Level 1 proficiency to Level 2 or beyond.</p>

Activities	Methodologies
<b>Cluster 1 – interactions with thematically related texts</b> <ul style="list-style-type: none"> <li>• Read Expository Nonfiction</li> <li>• Read a Poem</li> <li>• Read a Magazine Article</li> <li>• Determine Importance</li> <li>• Make Judgments</li> <li>• Interpret</li> <li>• Draw Conclusions</li> <li>• Analyze Text Features: Headings</li> <li>• Use Key Vocabulary</li> <li>• Use Word Parts: Suffixes</li> <li>• Write Opinion Statements</li> <li>• Write a Photo Essay</li> <li>• Describe People and Places</li> <li>• Use Adjectives</li> </ul>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.</p>

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<b>Cluster 2</b> <ul style="list-style-type: none"> <li>• Read Narrative Nonfiction</li> <li>• Read a Photo Essay</li> <li>• Summarize a Paragraph</li> <li>• Make Comparisons</li> <li>• Make Generalizations</li> <li>• Analyze</li> <li>• Analyze Text Features: Maps and Globes</li> <li>• Use Key Vocabulary</li> <li>• Use Word Parts: Prefixes</li> <li>• Write an Invitation</li> <li>• Write a Compare-Contrast Paragraph</li> <li>• Use Comparative Adjectives</li> </ul>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.</p>
<b>Cluster 3</b> <ul style="list-style-type: none"> <li>• Read Short Fiction</li> <li>• Read Song Lyrics</li> <li>• Make Comparisons</li> <li>• Make Judgments</li> <li>• Interpret</li> <li>• Analyze Elements of Poetry</li> <li>• Analyze Setting</li> <li>• Use Key Vocabulary</li> <li>• Use Word Parts: Prefixes, Suffixes, and Compound Words</li> <li>• Write a Journal Entry</li> <li>• Use Possessive Nouns</li> <li>• Use Possessive Adjectives</li> </ul>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <p>Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Therefore, teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets.</p>

### What will Students know?

- Thematically related science and social studies vocabulary
- The format of a report
- Word Study skills
- Reading and creating diagrams for explaining a process

### What will Students do?

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Writing an illustrated journal documenting and describing plant growth

Identifying, describing and documenting examples of environmental issues in our community.

Research and design a poster to raise awareness about a specific ecological issue.

Creating and delivering a presentation using technology on unit target themes.

## Unit 4 Tasks and their relation to the

## New Jersey Student Learning Standards for Language Arts

Related NJSLS	College and Career Readiness Anchor Standards for Reading
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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<b>Supplemental Reading:</b> <i>Guided Reading books</i>

Helpful Resources for ESL Lesson Planning and Material Creation	
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Teacher Effectiveness for Language Learning Project	<a href="http://www.tellproject.org/framework/">http://www.tellproject.org/framework/</a>
Masters in ESL	<a href="https://mastersinesl.org/teaching-esl/free-esl-lesson-plans/">https://mastersinesl.org/teaching-esl/free-esl-lesson-plans/</a>
FluentU	<a href="https://www.fluentu.com/blog/educator-english/esl-lesson-plans/">https://www.fluentu.com/blog/educator-english/esl-lesson-plans/</a>
Bridge Universe	<a href="https://bridge.edu/tefl/blog/free-esl-lesson-plans/">https://bridge.edu/tefl/blog/free-esl-lesson-plans/</a>
National Geographic EDGE	<a href="http://www.myngconnect.com">www.myngconnect.com</a>

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