# Unit 5: Close Encounters

Content Area: **ELL**
Course(s): **ELL MS - Intermediate**
Time Period: **MayJun**
Length: **34 Days, 7/8**
Status: **Published**

## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# ESL INTERMEDIATE, 7/8

# UNIT 5 - CLOSE ENCOUNTERS

**Belleville Board of Education**

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**Belleville, NJ 07109**

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Board Approved: September 23, 2019

## Unit Overview

Students will consider what happens when cultures cross paths by:

Reading - Three selections, "Encounter", "Culture Clash", and "When Cultures Meet" and Respond and Build Reading Skills and Fluency.

Writing - Story Scene and Literary Response.

Language - Speaking and Listening - Make Comparisons and Use Verbs inthe Present Tense.

## Enduring Understanding

Students will be able to independently use their learning to:

- Communicate correctly using basic grammar points and vocabulary relating to the unit - Make Comparasons and Summarize, Present and Past Tense Verbs.

- Analyze, critique and respond to a variety of genres including Historical Fiction, Nonfiction: History Article and History Textbook and Poetry.

- Express their thoughts and ideas in written form.

- Express their thoughts and ideas verbally in order to communicate effectively.

## Essential Questions

What happens when cultures meet?

How does the writer's encounters with the present make him think about the past?

How do you feel about the traditions of cultures?

What could have the Aztec people done differntly when they met the Spanish?

What would the world be like if Columbus had taken a differnt route?

## Exit Skills

By the end of Intermediate ESL, Unit 5, the student should be able to:

- Use selected Vocabulary in various forms of Communication (Figurative Language: Simile, Metaphor, Personification, Idioms).

- Use relevant Language and Grammar in various forms of Communication (Present and Past Tense Verbs, Make comparisons, Summarize).

- Apply their knowledge of Reading Strategies to read Historical Fiction, Nonfiction: History Article and History Textbook and Poetry.

- Apply their knowledge of Writing to Story Scene and Literary Response.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| LA.RL.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.7.2 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| LA.RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| LA.RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| LA.RL.7.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| LA.RL.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| LA.RL.7.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. |
| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| LA.RI.7.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| LA.RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| LA.RI.7.6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| LA.RI.7.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| LA.W.7.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.7.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| LA.W.7.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| LA.W.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| LA.SL.7.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' |

| | |
|---|---|
| | ideas and expressing their own clearly. |
| LA.SL.7.2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| LA.L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.7.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.7.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| LA.L.7.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.L.7.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Interdisciplinary Connections

| | |
|---|---|
| SOC.6.1.8.B.1.a | Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. |
| SOC.6.1.8.C.1.a | Evaluate the impact of science, religion, and technology innovations on European exploration. |
| SOC.6.1.8.C.1.b | Explain why individuals and societies trade, how trade functions, and the role of trade during this period. |
| SOC.6.1.8.CS1 | Three Worlds Meet: Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere. |

## Learning Objectives

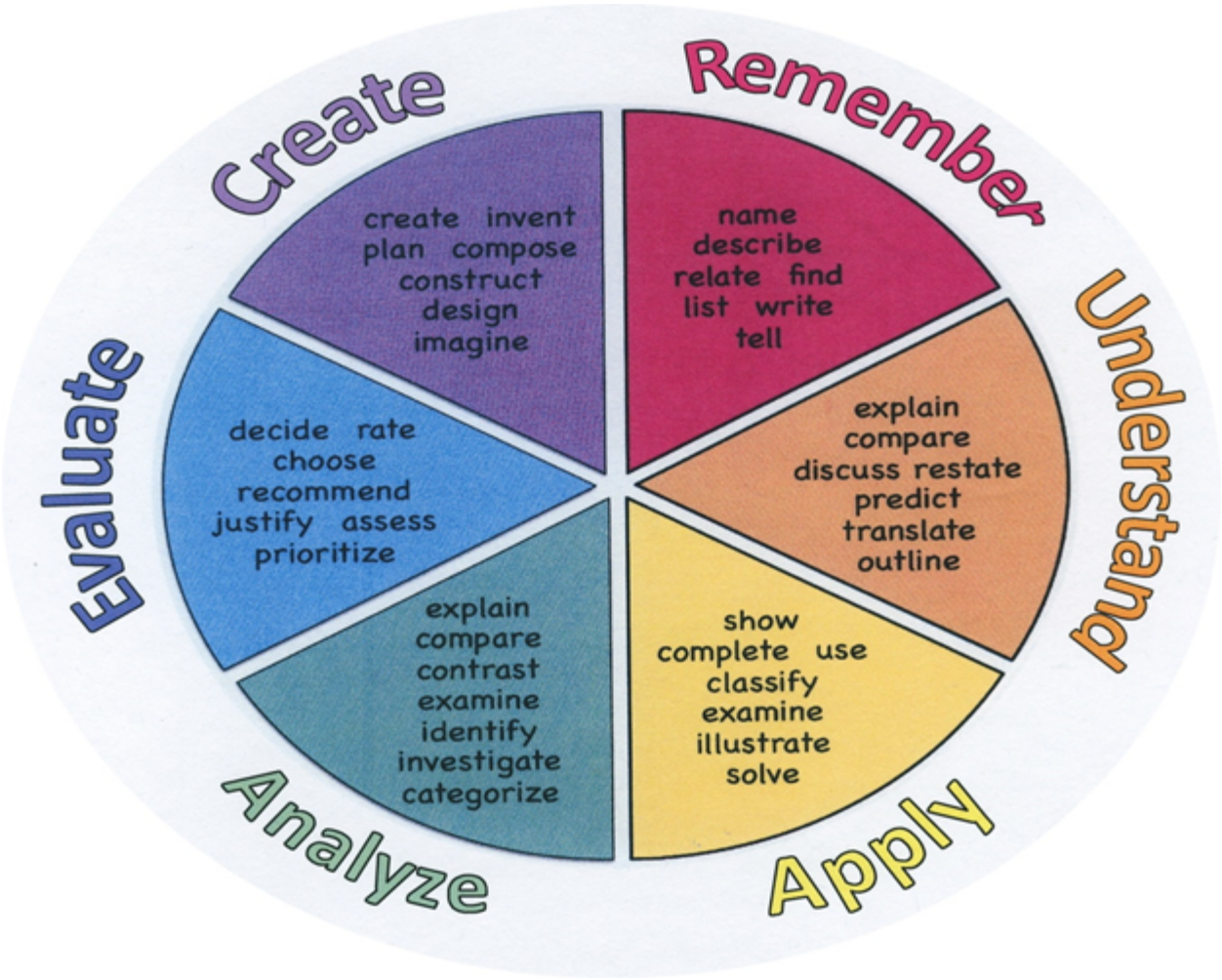
Analyze and Evaluate Key Ideas and Details, Structure, Integrate Knowledge and Ideas when Reading.

Analyze and Evaluate Text Types and Purpose when Writing.

Create and Produce Writing and Research to Build and Present Knowledge.

Comprehend and Collaborate when Speaking and Listening.

Remember, Understand, Apply, Analyze, Evaluate and Create conventions of Standard English and knowledge of Language and Vocabulary Acquisition and Use.




## Suggested Activities & Best Practices

Multi-Level Strategy Frames for Language Support, Summarizing Support, Role-Play Support, Reading Support, Comparison Support

Role-Play the Dialogues

Comparison Questions - Use Inside-Outside Circle.

Summarize the Speech

Daily Grammar Lessons

Academic Language Frames

Vocabulary Routines

Reading Fluency - Fluency Routines

Content Area Connections

Language Development

Critical Viewing

Pairs/Groups answer "Look Into the Text" questions in GoogleClassroom and teacher projects corrections on Smartboard.

## Assessment Evidence - Checking for Understanding (CFU)

Benchmark 4-benchmark assessment

Selection 1 Test

Selection 2 Test

Selection 3 Test

Unit 5 Test-summative assessment

Writing Rubric

Think, pair, share-formative assessment

Written reports-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration

- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

Inside Reading & Language - Level B, National Geographic Learning/Cencage Learning

Inside Writing-Level B, National Geographic Learning/Cencage Learning

Inside Practice Book, Level B, National Geographic Learning/Cencage Learning

Inside Writer's Workout - Level B, National Geographic Learning/Cencage Learning

Smartboard, Smart Notebook

Youtube.com

## Ancillary Resources

## Technology Infusion

Student Laptops

Google Classsroom

myNGconnect.com - NatGeo website

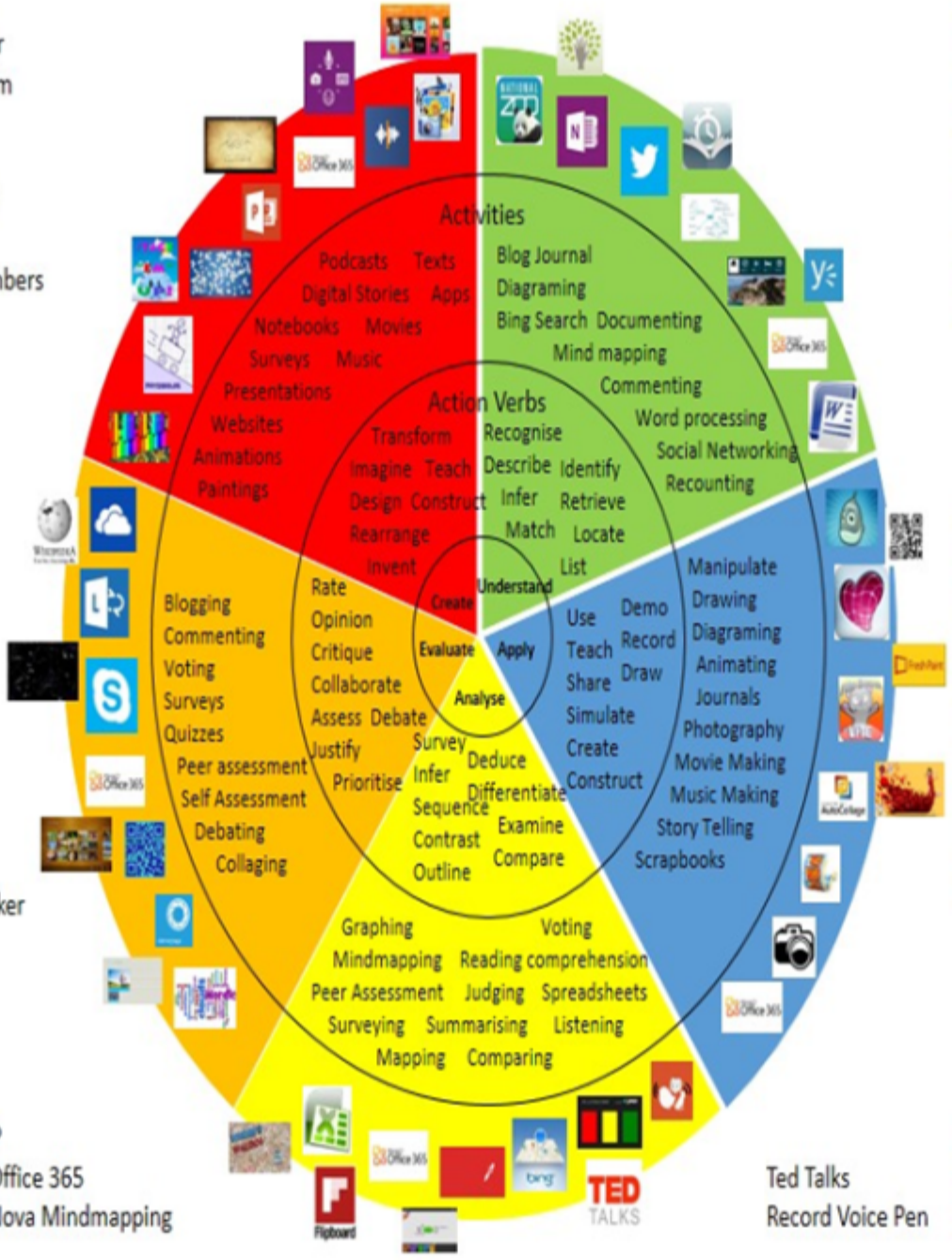
Smartboard

Internet

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

| | |
|---|---|
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CAEP.9.2.8.B.4 | Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. |
| TECH.8.1.8 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.8.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.8.A.CS1 | Understand and use technology systems. |
| TECH.8.1.8.A.CS2 | Select and use applications effectively and productively. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

Audio & Visual presentation of all text/unit selections projected on Smartboard

Extended Reading -Leveled Library & Content Library - myNGconnect.com

myNGconnect.com - Vocabulary Rating Scale, Vocabulary Log, Reading Strategies Log

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas

- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

Audio & Visual presentation of all text/unit selections projected on Smartboard

Extended Reading -Leveled Library & Content Library - myNGconnect.com

myNGconnect.com - Vocabulary Rating Scale, Vocabulary Log, Reading Strategies Log

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

Audio & Visual presentation of all text/unit selections projected on Smartboard

Extended Reading -Leveled Library & Content Library - myNGconnect.com

myNGconnect.com - Vocabulary Rating Scale, Vocabulary Log, Reading Strategies Log

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

Audio & Visual presentation of all text/unit selections projected on Smartboard

Extended Reading -Leveled Library & Content Library - myNGconnect.com

myNGconnect.com - Vocabulary Rating Scale, Vocabulary Log, Reading Strategies Log

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

Audio & Visual presentation of all text/unit selections projected on Smartboard

Extended Reading -Leveled Library & Content Library - myNGconnect.com

myNGconnect.com - Vocabulary Rating Scale, Vocabulary Log, Reading Strategies Log

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace

- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: