Unit 2 - Stand or Fall

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ESL ADVANCED, 7/8

UNIT 2 - STAND or FALL

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: ESL Teacher, Jane Sestilio

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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Unit Overview

Students will consider what happens when come people face-to-face with a rival by:

Reading - Three selections, "On the Menu", "The Three Chicharrones", and "Dragon, Dragon" and Respond and Build Reading Skills and Fluency.

Writing - Summary Paragraph and Modern Fairy Tale.

Language - Speaking and Listening - Define and Explain and Use Pronouns as Subjects.

Enduring Understanding

Students will be able to independently use their learning to:

- Communicate correctly using basic grammar points and vocabulary relating to the unit, define and explain, retell a story and engage in conversations.

- Analyze, critique and respond to a variety of genres including science article, modern fairy tale and short story.

- Express their thoughts and ideas in written form.

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

Essential Questions

What happens when people come face-to-face with a rival?

What adaptation in nature is the most amazing?

What does it take to win?

Exit Skills

By the end of Advanced ESL, Unit 2, the student should be able to:

- Use selected Vocabulary in various forms of Communication (Relate Words: Synonyms, Antonyms, Cognates).

- Use relevant Language and Grammar in various forms of Communication (Subject Pronouns, Verb Forms:Be and Have, Indefinite Pronouns, Define and Explain, Retell a Story, Engage in Conversation).

- Apply their knowledge of Reading Strategies to read a Science Article, Modern Fairy Tale, Short Story.

- Apply their knowledge of Writing to a Summary Paragraph and Modern Fairy Tale.

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.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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.7.4	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.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.7.2.E	Establish and maintain a formal style academic style, approach, and form.
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.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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.7.2.A	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
LA.L.7.2.B	Spell correctly.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
LA.L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

LA.L.7.5.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Interdisciplinary Connections

SCI.MS-LS4-2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
SCI.MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.2.8.CS3	The Classical Civilizations of the Mediterranean World, India, and China: Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Learning Objectives

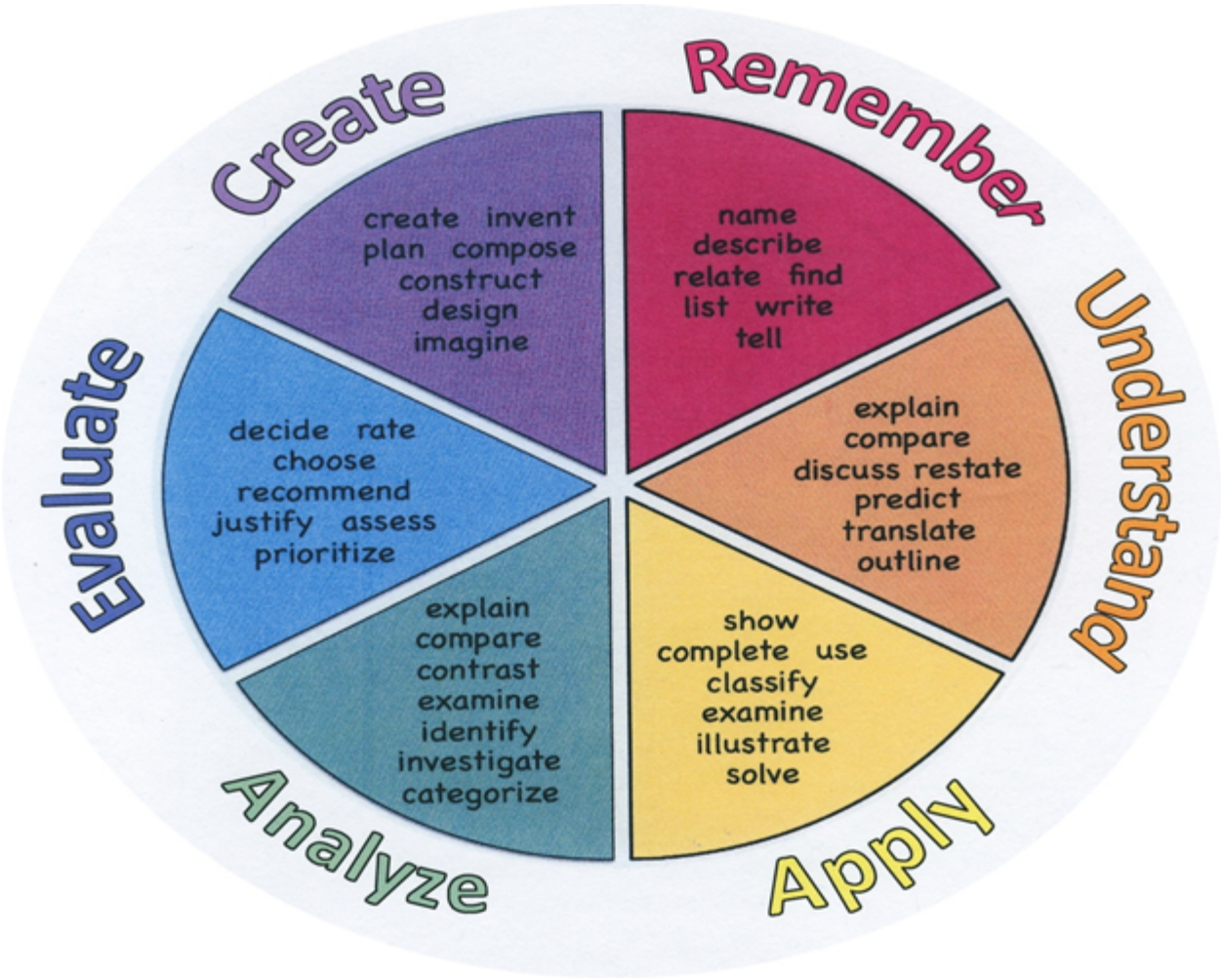
Analyze and Evaluate Key Ideas and Details, Structure, Integrate Knowledge and Ideas when Reading.

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, Storytelling Support, Interview Support, Role-Play Support, Reading Support

Daily Grammar Lessons

Academic Language Frames

Vocabulary Routines

Reading Fluency - Fluency Routines

Content Area Connections

Language Development

Critical Viewing: Details, Genre, Character, Visual Effect

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

Assessment Evidence - Checking for Understanding (CFU)

Benchmark 1 (summative assessment)

Selection 1 Test (summative assessment)

Selection 2 Test (summative assessment)

Selection 3 Test (summative assessment)

Unit 2 Test (summative assessment)

Narrative Writing , Rubric (alternative assessment)

Paragraph Writing, Rubric (alternative assessment)

Exit tickets (formative assessment)

Critical viewing of content and whole-class discussions (formative 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 C, National Geographic Learning/Cencage Learning

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

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

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

Smartboard, Smart Notebook

Youtube.com

Ancillary Resources

Technology Infusion

Student Laptops

Google Classsroom

myNGconnect.com - NatGeo website

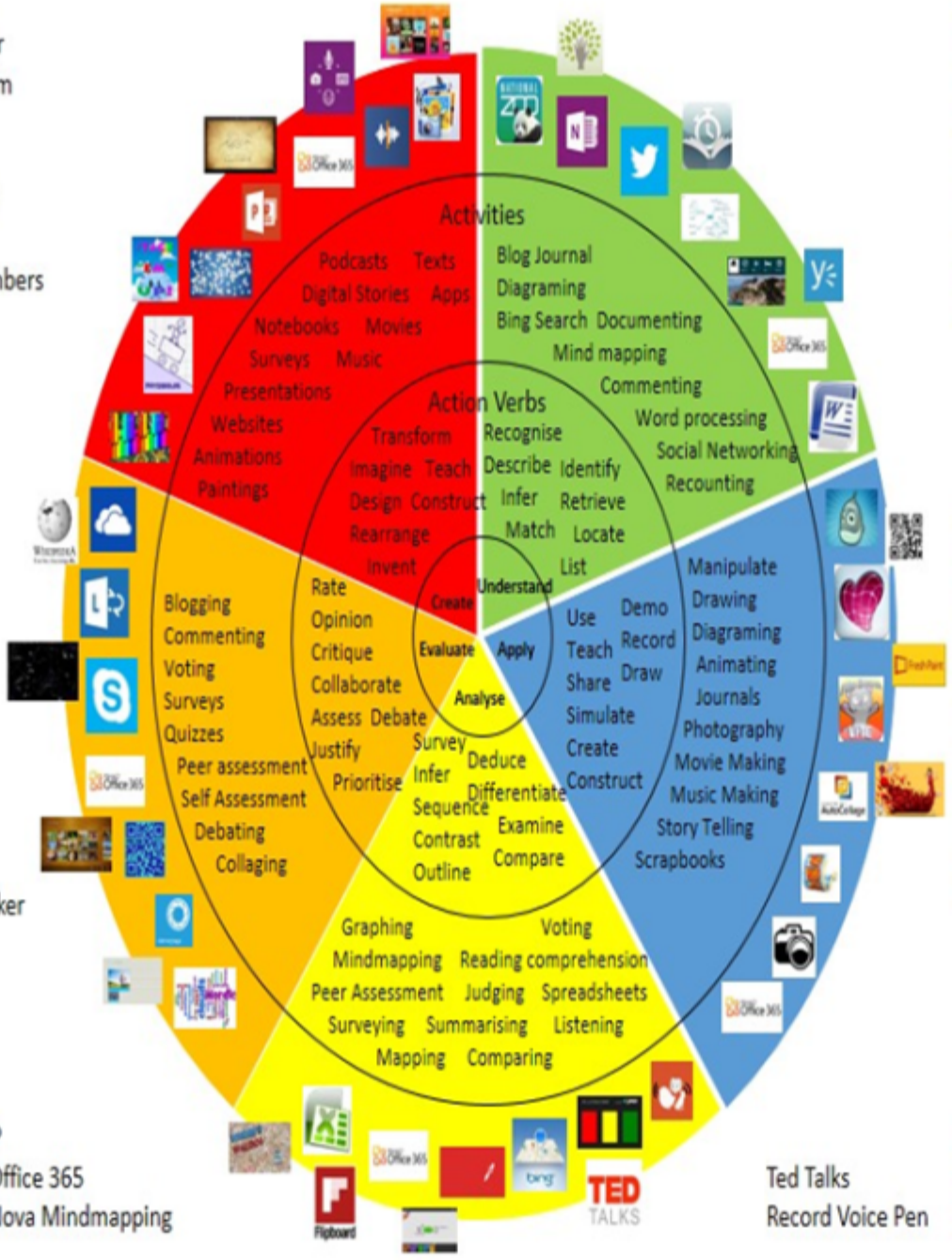
Smartboard

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.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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)

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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

Unit Name: Stand or Fall/ Reading Fairy Tale - The Three Chicarrones
CCSS/NJCCCS: see links below
Interdisciplinary Connection:
Social Studies

Statement of Objective:
SWBAT retell a story using different forms of to be and to have

Anticipatory Set/Do Now:

Group discussion and teacher summary of "TheThree Little Pigs" after discussing name of selection. Explain that stories are retold with a different settings and characters. Discuss What if "The Three Little Pigs" took place in your town today and explain that this selection is a different version of The "Three Little Pigs".

Learning Activity:

1)As a class, view Digital Library for oimages about how people tell stories creatively.
2) In groups, take notes and answer questions analyzing the images in Practice Book, pg.46, Critical Viewing Guide.
3) Discuss answers to Practice Book questions and project best answers on Smartboard
4)As a class, look at the pictures of a Vietnamese Folktale pg109 while listening to it being told on Language CD1, track6-7

5)Students retell story to each other whlie looking at the pictures

6)In groups complete Verb Be an Have activities, pg110

Student Assessment/CFU's:
oral questioning, hand signal, student conference, observation, discussion.

Materials:
INSIDEC(National Geographic Learning), MyNGConnect.com- Digital Library, smartboard, writing implements and notebook.

21st Century Themes and Skills:
Communication and Collaboration
Civic Literacy

Differentiation:
Small group instruction, peer discussion, modify & adjust work, notes on board, teacher edit, extended time

Integration of Technology:
Using smartboard to project text and questions/answers,
MyNGConnect.com

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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.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.L.7.2.A	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie

	but not He wore an old[,] green shirt).
LA.L.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.