# Unit 4- At Home in the World

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

## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# ADVANCED ESL, 7/8

# UNIT 4- AT HOME IN THE WORLD

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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## Unit Overview

Students will consider how thier location affects the way they live  by:

Reading - Three selections, "Here, There and Beyond", "Earth and Space", and "Indian Summer Sun" and Respond and Build Reading Skills and Fluency.

Writing - Research Report.

Language - Speaking and Listening - Make Comparisons and Use Nouns in the Subject and Predicate

## 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 Comparisons, Define and Explain and Clarify and Verify.

- Analyze, critique and respond to a variety of genres including Science Article, Journal, Short Story.

- Express their thoughts and ideas in written form.

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

## Essential Questions

How can your location affect the way you live?

Can you compare communities on earth to planets in the solar system?

Can you be in two places at once?

Can you compare living in space to being in water?

## Exit Skills

By the end of Advanced ESL, Unit 4, the student should be able to:

- Use selected Vocabulary in various forms of Communication (Context Clues: Definition, Example and Restatement; Jargon and Specialized Language; Denotation and Connotation).

- Use relevant Language and Grammar in various forms of Communication (Subject and Predicate Nouns and Pronouns; Active and Passive Voice; Make Comparisons, Define and Explain; Clarify and Verify).

- Apply their knowledge of Analyze Connections to read Science Article, Journal and Short Story.

- Apply their knowledge of Writing to Research Report.

## 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. |

| | |
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| 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.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.7.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| LA.W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| 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.7.1.A | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| LA.SL.7.1.B | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| LA.L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences. |
| LA.L.7.1.B | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| LA.L.7.1.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| 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.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.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| LA.L.7.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 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. |
| LA.L.7.5.C | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |

## Interdisciplinary Connections

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| SCI.MS-ESS3-4 | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. |
| SCI.MS-ESS3-5 | Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. |
| SCI.MS-ESS3-1 | Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. |
| SCI.MS-ESS2-3 | Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. |

## Learning Objectives

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

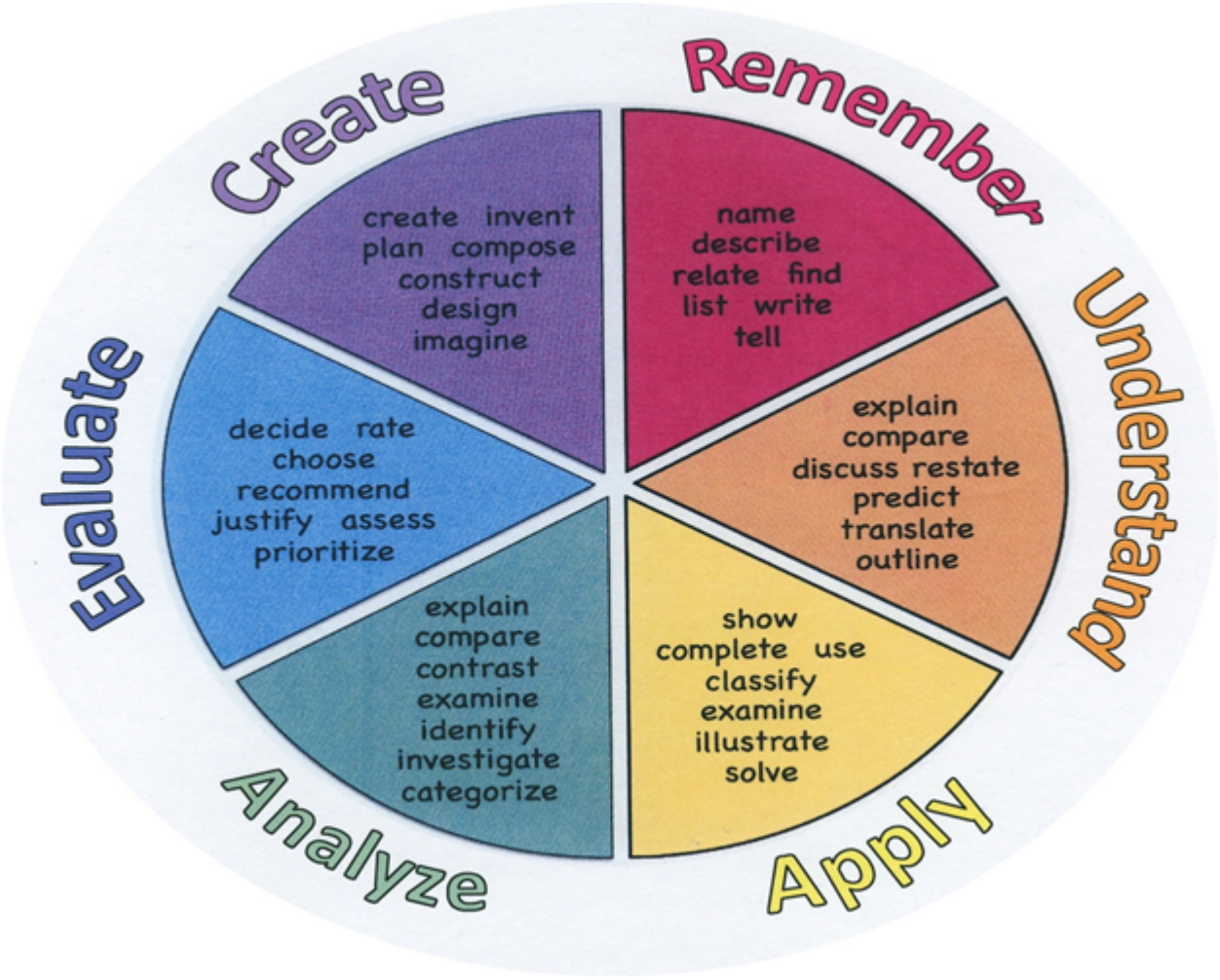
Analyze and Evaluate Text Types and Purpose when Writing.

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, Comparison Support, Explanatiom Support, Role Play Support, Questioning Support and Reading Support

Daily Grammar Lessons

Academic Language Frames

Vocabulary Routines

Reading Fluency - Fluency Routines

Content Area Connections

Language Development

Critical Viewing: Compare photographs, draw conclusions, analyze the photograph, compare/contrast details.

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

## Assessment Evidence - Checking for Understanding (CFU)

Benchmark 3 Test (summative assessment)

Selection 1 Test (summative assessment)

Selection 2 Test (summative assessment)

Selection 3 Test (summative assessment)

Unit 4 Test (summative assessment)

Class Surveys (formative assessment)

Create study guides for tests (formative assessment)

Journal writing (formative assessment)

Create a presentation to share with class in lieu of an essay (alternative assessment)

Think, Pair, Share (formative assessment)

Essay Writing (summative assessment)

Class discussions and group work (formative assessment)

Thumbs up/ Thumbs down (formative assessment)

Take-home tests (alternative 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

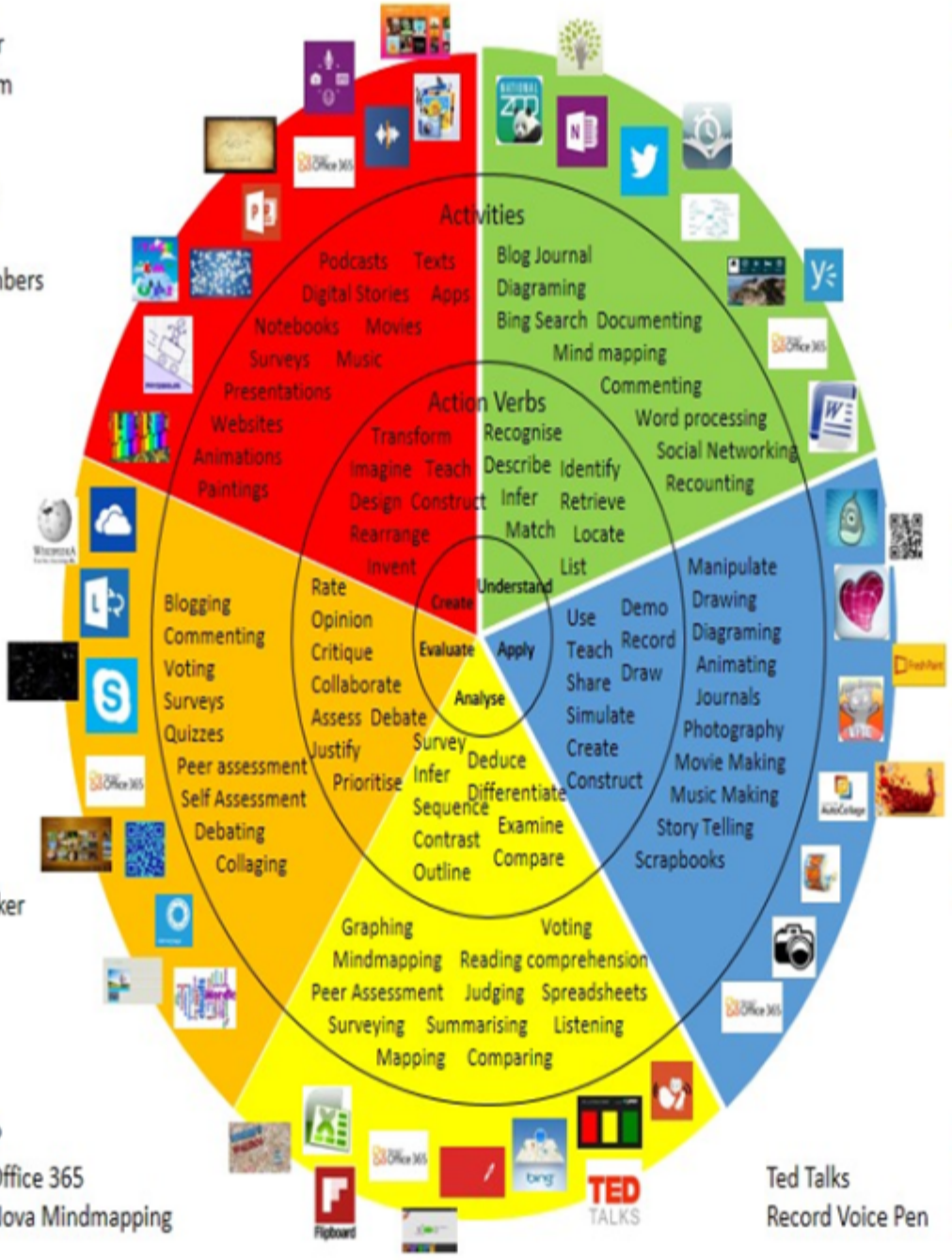
Smartboard

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. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| 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. |
| CAEP.9.2.8.B.4 | Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. |
| TECH.8.1.8.A.CS1 | Understand and use technology systems. |
| TECH.8.1.8.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.8.B.CS2 | Create original works as a means of personal or group expression. |

## 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

- 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: At Home in the World/ Reading Science Article- Here,There and Beyond**
**CCSS/NJCCCS:** see links below
**Interdisciplinary Connection:**
Science, Social Studies

**Statement of Objective:**
SWBAT compare places to live using nouns as subjects and predicates

**Anticipatory Set/Do Now:**
1) Review selection1 overview, pg242

**Learning Activity:**

1)As a class, view video about the Solar System.
2) In groups, answer questions in Practice Book, pg.106, Critical Viewing Guide.
3) Discuss answers to Practice Book questions and project best answers on Smartboard
4)As a class, view the picture prompt,a photo earth and mars, read conversation pg 243 and listen to a CD, Language CD1, track13. Pairs compare their houses based on conversation in picture prompt.
5)As a class, view Language and Grammar Transperancies on Using Nouns in the Subject and Predicate.

6)In groups, complete Use Nouns in the Subject and Predicate activities, pp.244-245.
7) Teacher edit

**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:**
Smartboard to project text and questions/answers,
MyNGConnect.com

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| LA.RI.7.7 | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| 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.B | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| 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.A | Explain the function of phrases and clauses in general and their function in specific sentences. |
| 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.7.2.B | Spell correctly. |
| 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.7.5.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.