Unit 1 - Imagine the Possibilities

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ESL INTERMEDIATE, 7/8

UNIT 1 - IMAGINE THE POSSIBILITIES

Belleville Board of Education

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Unit Overview

Students will consider what makes an idea powerful by:

Reading - Three selections, "Hitching a Ride", "LAFF", and "Kids Are Inventors, Too" and Respond and Build Reading Skills and Fluency.

Writing - Paragraph Structure:Ways to Organize - Problem Solution, Chronological, Spatial Order, and Compare-and-Contrast.

Language - Speaking and Listening - Ask and Answer Questions and Use Different Types of Sentences.

Enduring Understanding

Students will be able to independently use their learning to:

- Communicate correctly using basic grammar points and vocabulary relating to the unit, ask and answer questions, give information and express ideas and feelings.

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

- Express their thoughts and ideas in written form.

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

Essential Questions

What makes an idea powerful?

Why do asking questions lead to solving problems?

How could a time machine change the world or future?

How can inventors solve a problem for many people?

Exit Skills

By the end of Intermediate ESL, Unit 1, the student should be able to:

- Use selected Vocabulary in various forms of Communication (Word Parts: Compound Words, Prefixes, Suffixes).

- Use relevant Language and Grammar in various forms of Communication (Kinds of Sentences, Nouns, Complete Sentences, Ask and Answer Questions, Give information, Express Ideas and Feelings).

- Apply their knowledge of Reading Strategies to read Science Article, Short Story and Magazine Article.

- Apply their knowledge of Writing Paragraphs.

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.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.7.4	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.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.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.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
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.7.4.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.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Interdisciplinary Connections

6-8.MS-ESS2-2.3.1	students observe time, space, and energy phenomena at various scales using models to study systems that are too large or too small. They understand phenomena observed at one scale may not be observable at another scale, and the function of natural and designed systems may change with scale. They use proportional relationships (e.g., speed as the ratio of distance traveled to time taken) to gather information about the magnitude of properties and processes. They represent scientific relationships through the use of algebraic expressions and equations.
6-8.MS-ESS2-3.ESS1.C.1	Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches.
SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.

Learning Objectives

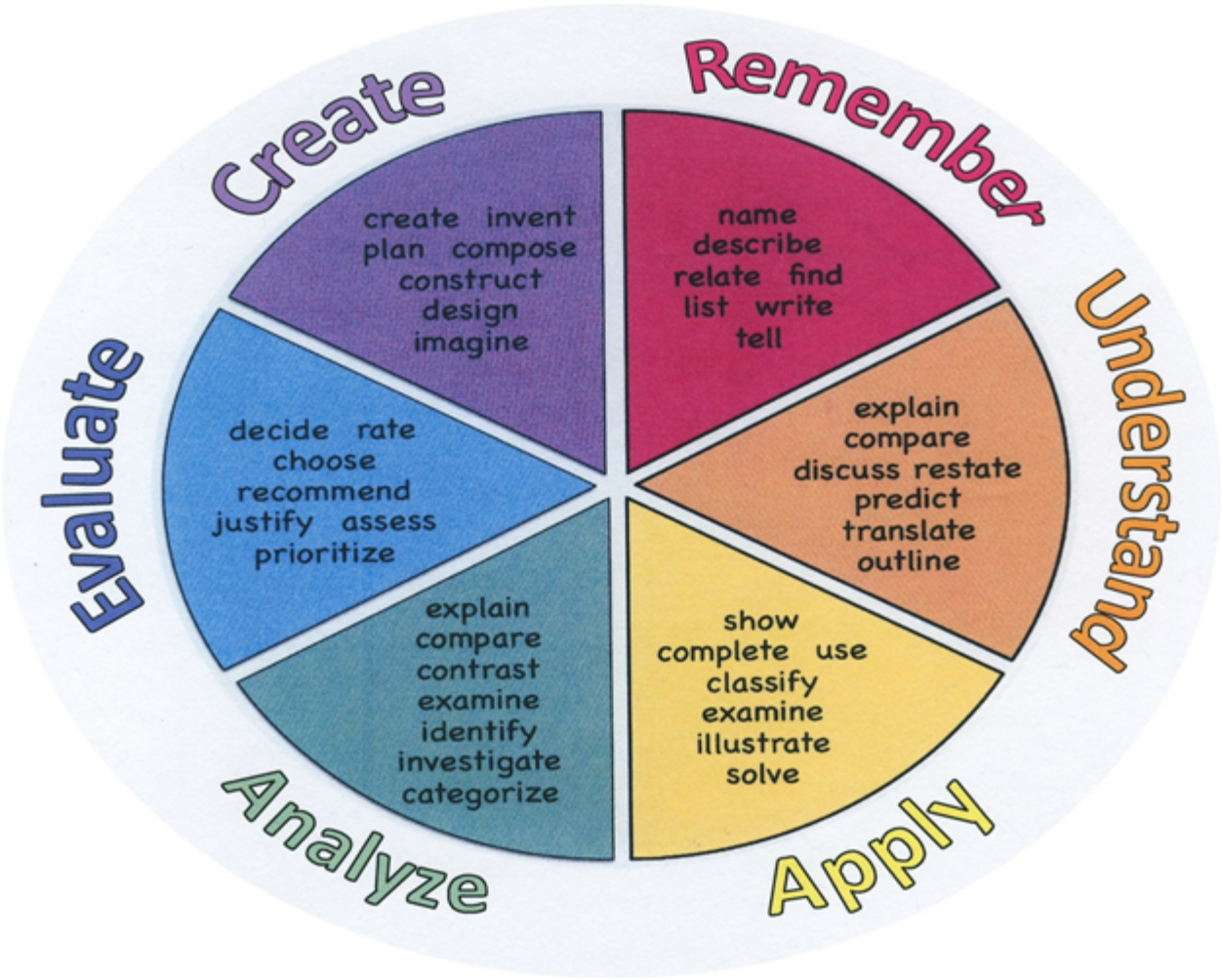
Analyze and Evaluate Key Ideas and Details, Structure, Integrate Knowledge and Ideas when Reading.

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 Mind Map Prompts, Language Support, Vocabulary Support, Questioning Support, Think, Pair Share Support, Presentation Support, Reading Support

Play a Question Game - Use Inside-Outside Circle.

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)

InsideB Language, Literacy and Content Placement Test (formative assessment)

Selection 1 Test (summative assessment)

Selection 2 Test (summative assessment)

Selection 3 Test (summative assessment)

Unit 1 Test (summative assessment)

Take-home tests (alternative assessment)

Paragraph Writing, Creating a Rubric (formative assessments)

Creating own study guide (formative assessment)

Group discussions (formative assessment)

Multimedia presentation in lieu of an essay (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 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

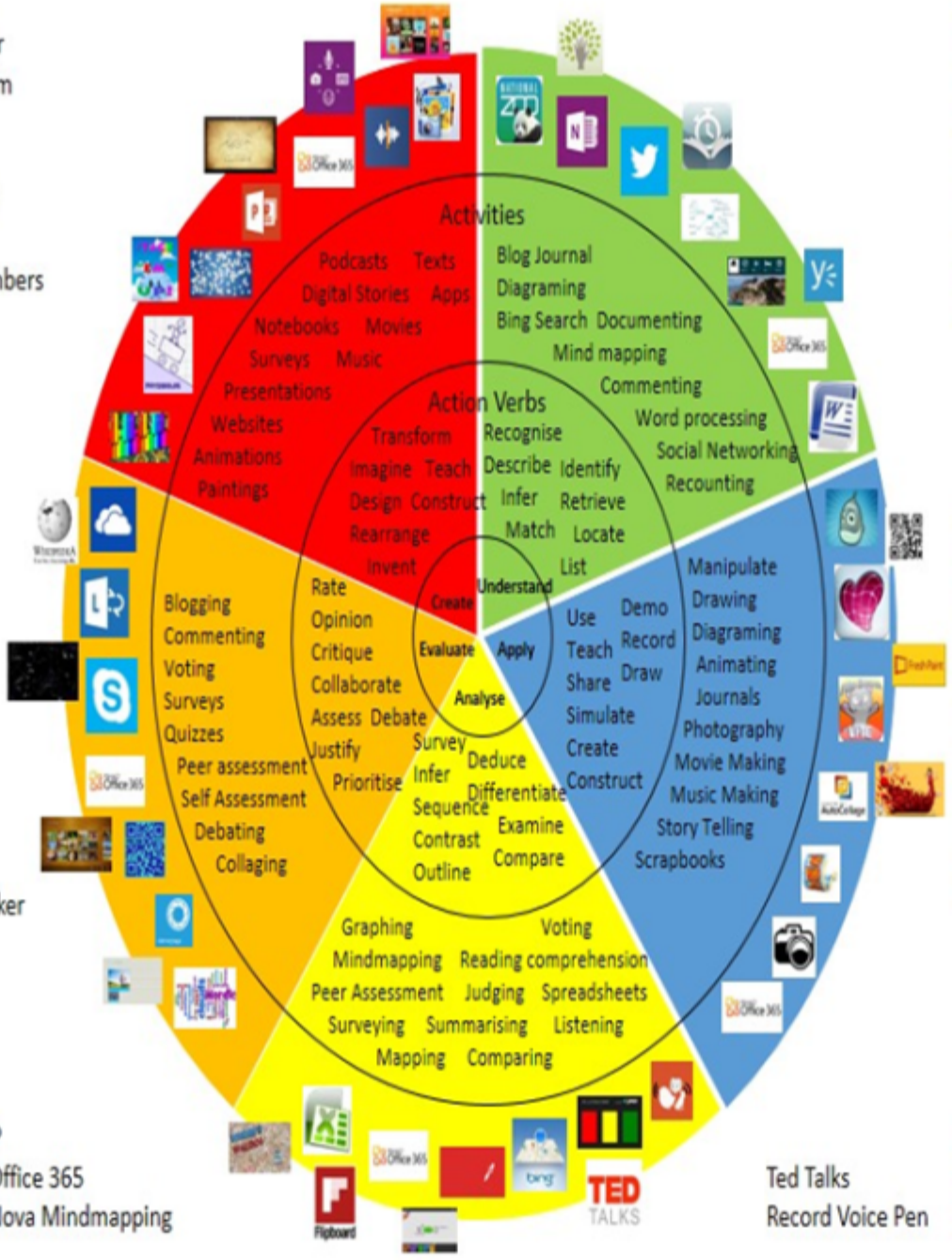
Smartboard

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.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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: Imagine the Possibilities / Reading -LAFF
CCSS/NJCCCS: see links below
Interdisciplinary Connection:
Science, Social Studies

Statement of Objective:
After reviewing key vocabulary, SWBAT deepen their understanding of select reading strategies (making connections, inferences, and visualizing) while listening to a recording of the short story "LAFF."

Anticipatory Set/Do Now:
After completing their storyboards from the previous lesson, a volunteer from each group will describe each picture using the appropriate sentence frames.

Learning Activity:
1. Introduce Key Vocabulary on p. 36. Review the vocabulary while presenting images. Focus on separating words into categories of two and three syllables.

2. Review connections, inferences, and visualizing reading strategies on p.37. Model these strategies using the sample excerpts from the passages.

3.Play the audio track for the first half of "LAFF," (pages 39-43) pausing at key moments to focus on language that signals visualizing and making inferences.

4. In pairs/groups, Students will answer three “Look into the Text” questions (p.43) in Google Classroom.

5. Teacher will correct answers on Smartboard for students to copy into thier notes.

Student Assessment/CFU's:

Oral questioning, hand signal, student conference, observation, answers on Google Classroom.

Materials: INSIDEB (National Geographic Learning), RACER graphic, Google Classrom, smartboard.

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

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

Integration of Technology:
Google Classroom, Smartboard, student laptops.

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.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
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.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.