Unit 1 High Beginner Copied from: ELL High Beginner, Copied on: 02/21/22

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ESL High Beginner , 9-12

Unit 1

Belleville Board of Education

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Unit Overview

Students will analyze and complete the lessons in each Unit that includes the following sections: Functional Language - Interactions, Listening and Pronunciation, Reading and Writing and Speaking based on the topics by each section of the ILIT program. The stories, and novels included in the unit expose students to literature that includes different voices and perspectives as it aides i the acquisition of language and vocabulary.

Enduring Understanding

Reading and writing is a process in which new language learner make meaning from predictable patterned text and acquire necessary vocabulary for writing and daily conversation.

Reading and writing is an active process; it is the key to knowledge and to understanding our world and ourselves.

Reading is a lifetime skill that enhances learning and enjoyment and facilitates the language development.

Communicate correctly basic grammar points and vocabulary relating to this unit in speaking listening, writing

and reading.

Express their ideas and thought in written form.

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

Essential Questions

How can I read for meaning and understanding?

How do I identify the correct form of grammar and syntax when speaking and writing?

WHat context clues will help to better understand the reading and writing process?

What strategies are used for reading and how are they useful for reading?

Exit Skills

By the end of the unit, students will be able to:

Use selected vocabulary in various forms of communication

Use relevant grammar in various forms of communication

New Jersey Student Learning Standards (NJSLS-S)

WIDA Standards

#1 ELLs communicate for social and instructional purposes within the school setting

#2 ELLs communicate information, ideas and concepts necessary in Language Arts

#3 ELLS Communicate information, ideas and concepts in Mathematics

#4 ELLs communicate information, ideas and concepts necessary in Science

#5 ELLS Communicate information, ideas and concepts in Social Studies

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELL.9-10.1.S.1	Repeat set phrases (e.g., "I agree", "I disagree") and use non-verbal communication to propel discussions using sentence frames, word banks, and visuals
ELL.9-10.2.R.1	Locate language associated with fact and/or opinion from visually supported text with a partner using L1 or L2 and word banks (e.g., "I think", "I believe" v. "data", " fact")
ELL.11-12.1	English language learners communicate for Social and Instructional purposes within the school setting
ELL.11-12.1.R.1	Sort information on post-secondary options from multiple sources with visual support with a partner
ELL.11-12.1.R.2	Identify important information (e.g., by highlighting) on post-secondary options from multiple sources with visual support with a partner

Interdisciplinary Connections

SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
TECH.8.1.12	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.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

Learning Objectives

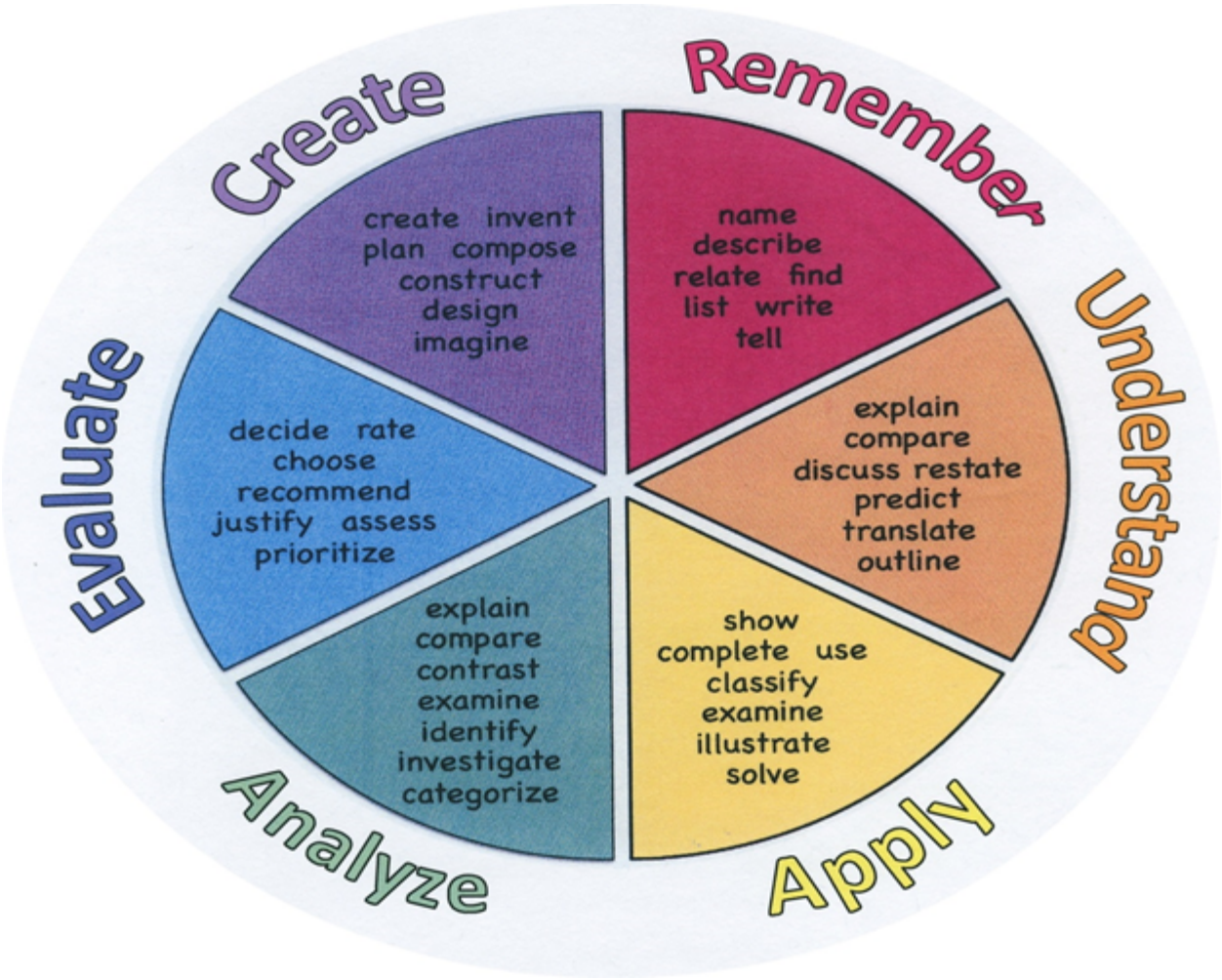
Effective Learning Objectives Used in Lesson Planning:

- Recognize ways that readers make meaning from a text
- Understand the use of context clues to determine a word's meaning
- Interpret literary elements in short stories with special emphasis on plot, climax, character, setting, irony, point of view, and theme
- Apply a variety of reading strategies
- Respond to literature (class discussion, writing assignments, and journals)
- Learn and use new vocabulary

- Plan, draft, revise and edit written assignments

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Student Centered Learning: Students should either have already selected groups or groups of their choosing and be ready to answer higher order thinking discussion questions related to the theme or topic of the piece of literature being discussed.

Use of Rubrics: After discussing an assignment, allow students to create what they believe to be a fair rubric for assessing the assignment. This allows the students to have a say in how they will be graded as well as accountablity for the assignment.

Allowing students to choose their own projects: Having a vairety of projects that the students can choose from helps address all learning types. This will allow the students to choose the project they feel they can be

most successful in completing.

Brainstorming: This helps in the writing process because it will allow the student to know if they are grasping the topic.

Google Translate: Students should be allowed to utilize Google translate when ufamiliar with terms, expressions and unfamilair vocabulary.

Assessment Evidence - Checking for Understanding (CFU)

On Pearson Online Portal:

Unit Quizzes - grammar, writing, speaking - summative assessment

Selection Quizzes - summative assessment

Unit Tests - summative assessment

Selection Tests - summative assessment

Various worksheets to go along with selections - formative assessment

Department Made:

Quarterly Assessments/Common Benchmarks - summative assessment

Unit/Selection Review - formative assessment

Teacher Made:

Web-Based Assessments - alternative assessment

Discussion of New Concepts - alternative assessment

Games for Reviewing Acquisition of New Vocabulary - alternative assessment

Various Assignments/Projects/Essay Topics - alternative assessment

Evaluation Rubrics - Created by Students and Teacher - formative assessment

Give -One - Get - One - Share Responses and Information With Peers - formative assessment

- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Ilit Program - Pearson Publishing

Lexia

Bilingual Dictionaries

Ancillary Resources

- Teacher made study packets for corresponding pieces of literature
- Supplimental materials availble on Pearson digital textbook

Technology Infusion

Google Translate

Google Classroom

Chromebooks

Smartboards

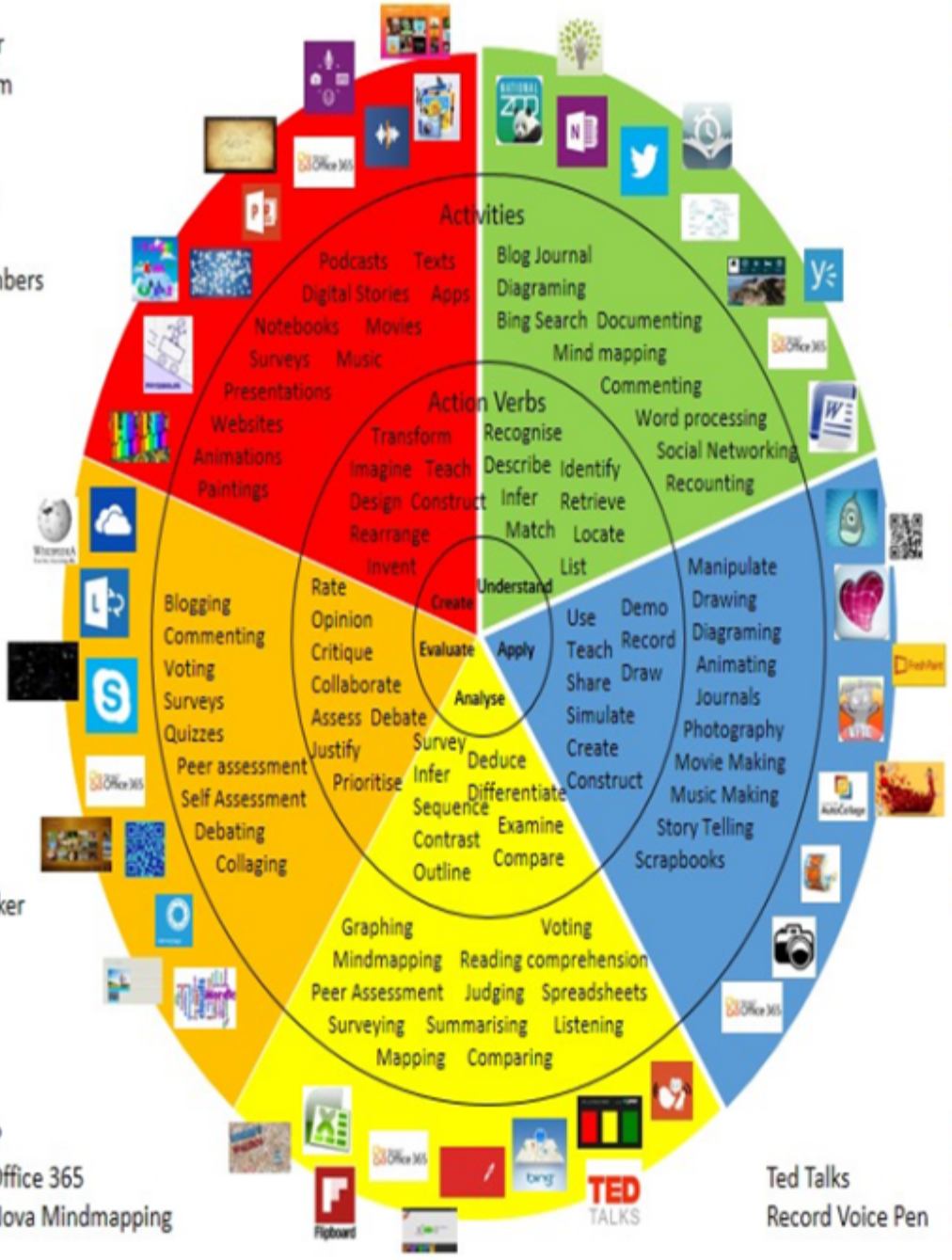
Tablets

Headphones/Audio equipment

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

- English Language Arts
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.

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

Differentiation

General :

- **Al**low students to utilize their L1 language in conjunction with learning L2.
- Work with Codeswtiching between languages as the students assimilates to the L2.
- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed in L1 when possible.
- Rephrase written directions
- Provide directions in the students L1 along with L2.
- Multisensory approaches
- Additional time
- Preview vocabulary (bilingual)
- Preview content & concepts
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Emerging/Developing:

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw

- Mini workshops to re-teach or extend skills in the native language
- Open-ended activities
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Expanding/Bridging:

- Alternative formative and summative assessments
- Games
- 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
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

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

Provide modifications in workload and extended time as specified in the student's IEP/504 plan

-Allow extra time for online blog submissions

-Allow student to preview the material via teacher website

-Use of computer or electronic device during class to follow lesson, take notes, refer to HW for discussion

-Modeled techniques and speeches with discussions for student retention.

- 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)

Modify the quantity of work so that it is aligned with the level of the student in the language acquisition process.

Have fluent peers work with less proficient students.

Have materials available in the learners L1 when possible.

- 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

Research visual materials with English subtitles to help assist wih the understanding of material.

Allow students to use bilingual dictionaries to research unfamilair terms.

Edit material to shorter more meaningful passages.

- 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)

Assign a passage from a novel or text and have the student translate from L1 to the new L2.

Have the student do a "voice over" of a scene from a select movie.

Student will be allowed to select a current event topic from social media and present an oral research assignmnt to the class in the L2.

- 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: Reading Comprehension

NJSLS:

Interdisciplinary Connection:

Statement of Objective: SWDAT explain and investigate the essential question "How can I read for meaning and understanding ?

Anticipatory Set/Do Now: Tell students this week the class will working with developing reading comprehension skills through analyzing and dissecting the composition of sentences. Explain key vocabulary (translate when necessary) and the use of context clues to understand the message.

Learning Activity: Through question and answer, check for understanding and meaning as students use prior vocabulary and read passages focusing on pronunciation, meaning and understanding that will help them answer questions and write summaries.

Student Assessment/CFU's:

Materials:Smartboard, worksheets, word tiles

21st Century Themes and Skills:

Differentiation:

Integration of Technology: Smartboard to show sight words and videos about grammar