

Unit 3: (Beginner Level) Back to School, Part 2

Content Area: **ELL**
Course(s): **ELL HS - Beginner**
Time Period:
Length: **10 weeks, 6th-8th grades**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

English as a Second Language (Beginner Level): Grades 6 - 8

Unit 3: Back to School, Part 2

Belleville Board of Education

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CCSS/NJCCCS

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 necessary in Mathematics.

#4: Ells communicate information, ideas and concepts necessary in Science.

#5: Ells communicate information, ideas and concepts necessary in Social Studies.

LA.6.CCSS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.6.CCSS.ELA-Literacy.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.6.CCSS.ELA-Literacy.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.6.CCSS.ELA-Literacy.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.6.CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.6.CCSS.ELA-Literacy.L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
LA.6.CCSS.ELA-Literacy.L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
LA.6.CCSS.ELA-Literacy.L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.

LA.6.CCSS.ELA-Literacy.L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.6.CCSS.ELA-Literacy.L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.6.CCSS.ELA-Literacy.L.6.2b	Spell correctly.
LA.6.CCSS.ELA-Literacy.L.6.3a	Vary sentence patterns for meaning, reader/ listener interest, and style.
LA.6.CCSS.ELA-Literacy.L.6.3b	Maintain consistency in style and tone.
LA.6.CCSS.ELA-Literacy.L.6.4a	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.6.CCSS.ELA-Literacy.L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.6.CCSS.ELA-Literacy.L.6.4c	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.6.CCSS.ELA-Literacy.L.6.4d	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.6.CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.6.CCSS.ELA-Literacy.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.6.CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Enduring Understanding

Students will be able to independently use their learning to :

Communicate correctly using basic grammar points and vocabulary relating to this unit.(speaking,listening, writing, and reading).

Analyze, critique and respond to Back to School, Fun Times, Going Places, Comparisons, Your Health, Special Events, Our Stories, and In the City.

Express their ideas and thoughts in written form.

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

Essential Questions

Students will keep considering:

Back to School.

Fun Times.

Going Places.

Comparisons.

Your Health.

Special Events.

Our Stories.

In the City.

The usefulness of using correct grammar in and out of school.

Learning Objectives

Speaking and Listening: Comprehend and Collaborate.

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

Vocabulary associated with name, age, country of origins, habits, likes, common activities, after-school clubs; vacation and weekend activities, school festivals; feeling, popular travel activities and destinations, research and exploration, biographical information; descriptive words for animals, places and cities: parts of the body, common illnesses, healthy activities and advice; fund-raiser activities, parties, adjectives for clothing, party items; past events and actions, descriptive words for books; locations in downtown area, items found at a street fair, popular tourist activities.

Grammar - simple present, "wh" questions, present continuous and simple present, have to, would like to, simple past-regular and irregular verbs, was/were statements, "wh" questions with did vs. was/were, comparative and superlative adjectives, adverbs of manner, clauses with when, How often...?, should/shouldn't, be going to, Wh- questions with going to, which one?, whose?- possession pronouns, past continuous, past continuous with when, past continuous vs. simple past, directions, locations, there was...was there?, Why don't we/We could for suggestions, I'd rather for preferences, clauses with because.

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
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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				



Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

SCI.5-6.5.1.6	All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
SCI.5-6.5.3.6	All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the

environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- 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

Technology Infusion

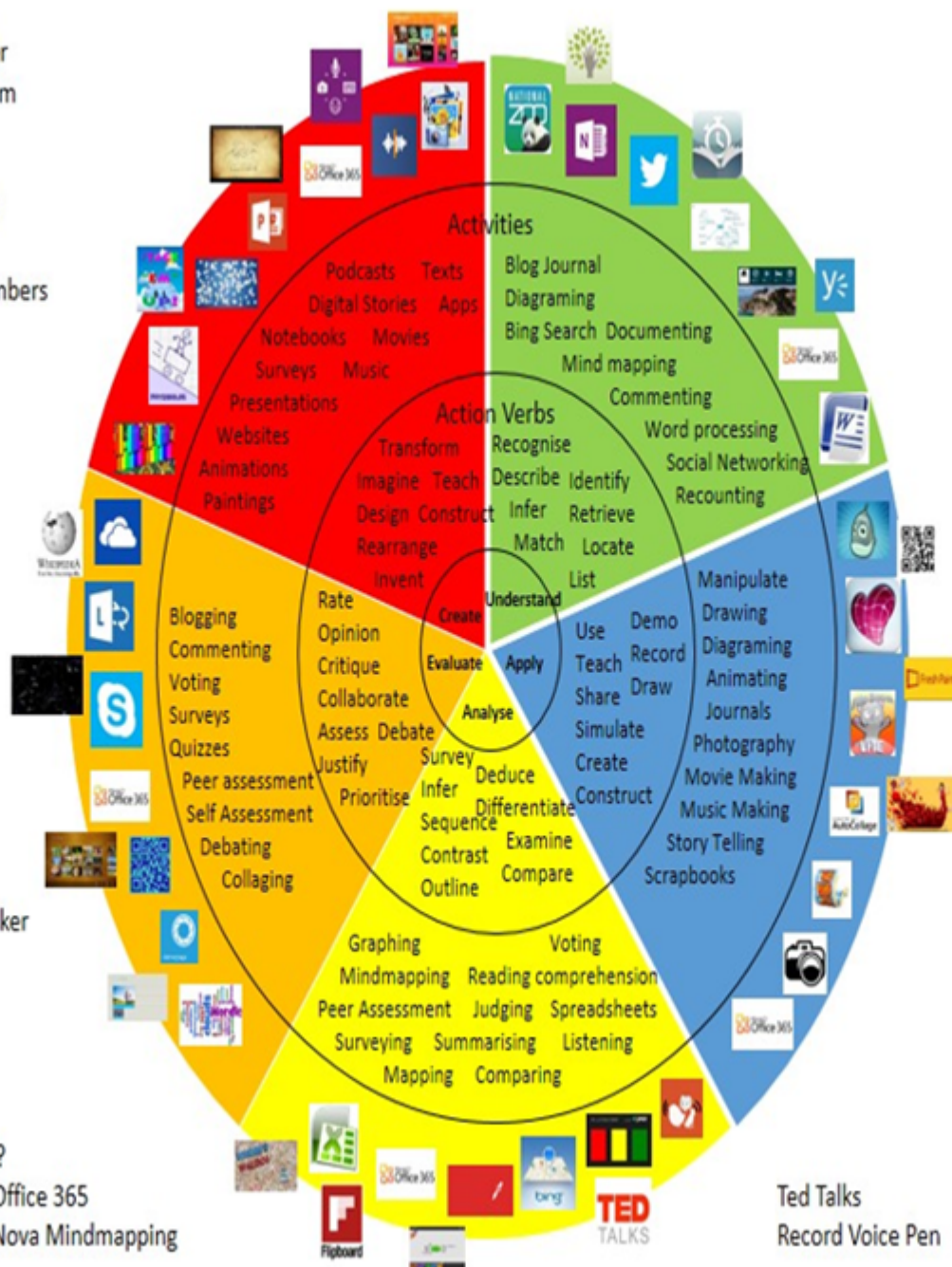
What technology can be used in this unit to enhance learning?

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
Flipboard
Office 365
Nova Mindmapping



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Special Education

- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

Intervention Strategies

- 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 work presented 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Connect3, Cambridge Publishing	
Connect3, Student Workbook	
Connect3, Audio CD's	
Cambridge/Connect Arcade Web-Based Student Activities	

Bilingual Dictionaries

Ancillary Resources

Internet websites- youtube.com, Smartboard Notebook

Sample Lesson

Unit Name: Unit 1 - New Friends

CCSS/NJCCCS: SL.6-8.6, L.6-8.1-.2

Interdisciplinary Connection:

Science, Social Studies

Statement of Objective:

SWDAT introduce friends using *simple present; Yes/No questions and short answers; What, Who and How questions and answers* and vocabulary of name, age, country of origin, habits and likes

Anticipatory Set/Do Now:

Activate Background knowledge

Learning Activity:

As a class, complete reading, speaking and listening exercises in lesson 1 of unit 1, New Friends

Student Assessment/CFU's:

Observation, Oral Questioning, Hand signal, Student conference, Observation

Materials:

Connect3 & audio cd, workbook, Whiteboard, Writing implements and notebook

21st Century Themes and Skills:

Communication and Collaboration

Civic Literacy

Differentiation:

Small group instruction, Peer Discussion, Modify & Adjust Work, Extended time, Notes on board

Integration of Technology: Smartboard

Homework: workbook