Unit 4 Advanced

Content Area: **ELL**
Course(s): **ELL HS - Advanced**
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Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ESL Advanced - 9-12

Unit 4

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 in the acquisition of language and vocabulary while developing crucial writing skills.

Enduring Understanding

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.

Explain the components of each part of the paragraph structure stressing the importance of utilizing descriptive details in the writing.

Demonstrate variety of research methods that will help students create meaningful writing assignments. Use key vocabulary.

Essential Questions

What is the writing process and various styles of writing such as: descriptive, narrative, expository, and persuasive?

How does utilizing various writing techniques incorporate adjectives and descriptive words as part of the process and key to writing?

How can figurative language such as analogies, similes and metaphors establish good writing style and facilitate the writing process?

How can the vocabulary and grammar from the various Tiers be incorporated into writing?

How are observations of our surroundings an important way to understand our place in the world?

How does experience affect one’s observations?

Exit Skills

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

Identify the various forms of writing styles.

State examples of each writing style: descriptive, expository, narrative and persuasive.

Write an example of one of the writing styles learned in the Unit - produce work utilizing reading and creating new writing based on concepts.

Use selected vocabulary in various forms of communication orally and in writing.

Create work using relevant grammar in various forms of communication to show progression of learning and growth in language acquisition.

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

Interdisciplinary Connections

- Social Studies - Cultural Studies
- Technology - create digital portfolios using original work

SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.C.1	Economics, Innovation, and Technology
SOC.6.1.12.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.
SOC.6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests,

	achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

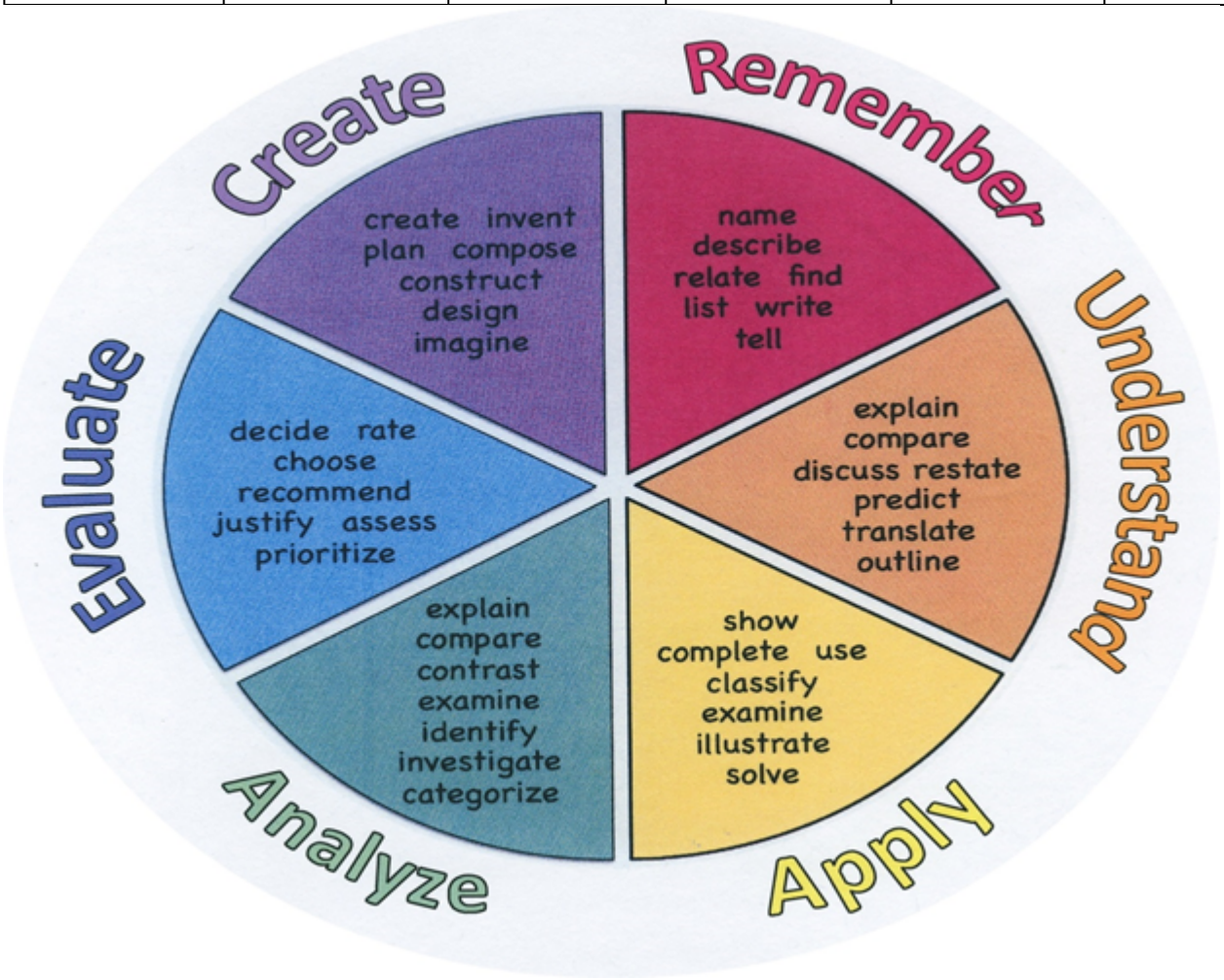
Learning Objectives

- Cite specific text evidence to support analysis of primary and secondary sources.
- Describe how a text presents itself.
- Determine central ideas or information of a primary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the character's respond or change as the plot moves towards a resolution.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgements.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- 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.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Ensure subject-verb agreement and pronoun-antecedent agreement.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Demonstrate understand of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech in context.
- Compare and contrast the experience of reading a story, drama, or poem to listening to viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

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 Repeat Reproduce	Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Point out Separate		Propose Reconstruct Revise Rewrite Transform



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 unfamiliar with terms, expressions and unfamilair vocabulary.

Assessment Evidence - Checking for Understanding (CFU)

On Pearson Online Portal:

Unit Quizzes - vocabulary and grammar (written and oral) - summative assessment

Selection Quizzes - summative assessment

Unit Tests - summative assessment

Selection Tests - summative assessment

Various worksheets to go along with selections - formative assessment

Class discussion utilizing think-pair-share when discussing analysis of text and writer's workshop activities - formative assessment

Thumbs Up/Thumbs Down when confirming that concept and/or vocabulary has been understood. - alternative assessment

Department Made:

Quarterly Assessments/Common Benchmarks - summative assessment

Unit/Selection Review - summative assessment

Teacher Made:

Web-Based Assessments - alternative assessment

Various Assignments/Projects/Essay Topics - alternative assessment

Exit Tickets - 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

Ilit Program - Pearson Publishing

Lexia

Bilingual Dictionaries

Ancillary Resources

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

Technology Infusion

Google Translate

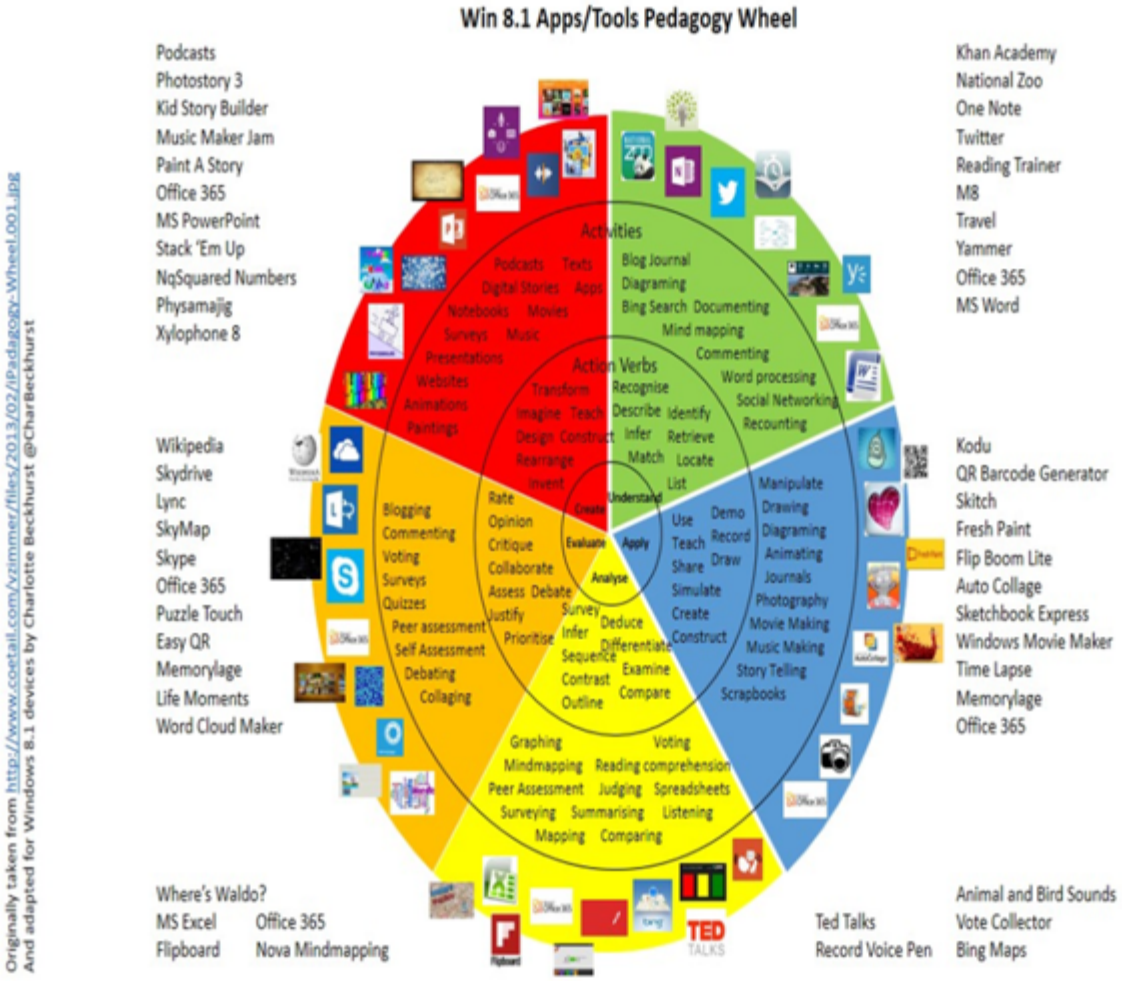
Google Classroom

Chromebooks

Smartboards

Tablets

Headphones/Audio equipmen



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.
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.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

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

- Allow students to pick topics of interest before beginning research.
- Allow students to create presentations in lieu of writing.
- Allow students to utilize Google translate for the initial writing process then work with students in vocabulary acquisition that is appropriate for the writing style.
- Have students use code switching as necessary to express ideas more effectively when possible, proficient English speakers may assist less proficient students as well as th teacher as needed.
- Dictate assignments to student.

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

- Read instructions and questions aloud

- Modify mode of delivery - allow student to create an alternate assignment

- 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

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.

- 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 assignment to the class in the L2.

Students can expand their project based on interest - add levels beyond expectations.

- 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

Sampe in Unit 1.