Unit 1 Beginner

Content Area: **ELL**
Course(s): **ELL HS - Beginner**
Time Period: **SeptOct**
Length: **45 days- All grade levels**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ESL Beginner Grade 9-12

Unit 1

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

The "Biginner ELL" units, starting with Unit 1 are designed to provide students with opportunities to internalize, process and produce the target language encouraging the development of speaking, listening, reading and writing skills.The unit is designed to build on and expand the control of basic grammatical structures by interweaving vocabulary and functions into meaningful and authentic activities that emphasize all three modes of communication: interpretive, interpersonal and presentational. Cultural knowledge and understanding of the target culture is integrated into course content. Successful completion of each course satisfies one year of a world language requirement.

Enduring Understanding

Language proficiency in more than one language expands the appreciation of differences in cultural practices, products, and perspectives.

Cultural acquisition occurs simultaneously with language acquisition and not in an isolated manner.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Effective communication in English facilitates the acquisition of academic language.

Essential Questions

How can I apply knowledge of parts of speech and conjunctions to improve communication?

How can I read for meaning and understanding while learning new cultural concepts and language?

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

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.

Acquire basic vocabulary and Tier 1 words.

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.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.9.A	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").
ELL.9-10.1	English language learners communicate for Social and Instructional purposes within the school setting
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	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
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.9-10.4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
ELL.9-10.4.S.1	Describe the effects of modifying a variable using illustrated word banks in small groups
ELL.11-12.3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics

Interdisciplinary Connections

- Social Studies - Research and use events in culturally responsive discussion; global awareness.
- Technology - Use technology to research, publish, share information and personal work.

WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
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.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
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.
TECH.8.1.12.A.CS1	Understand and use technology systems.

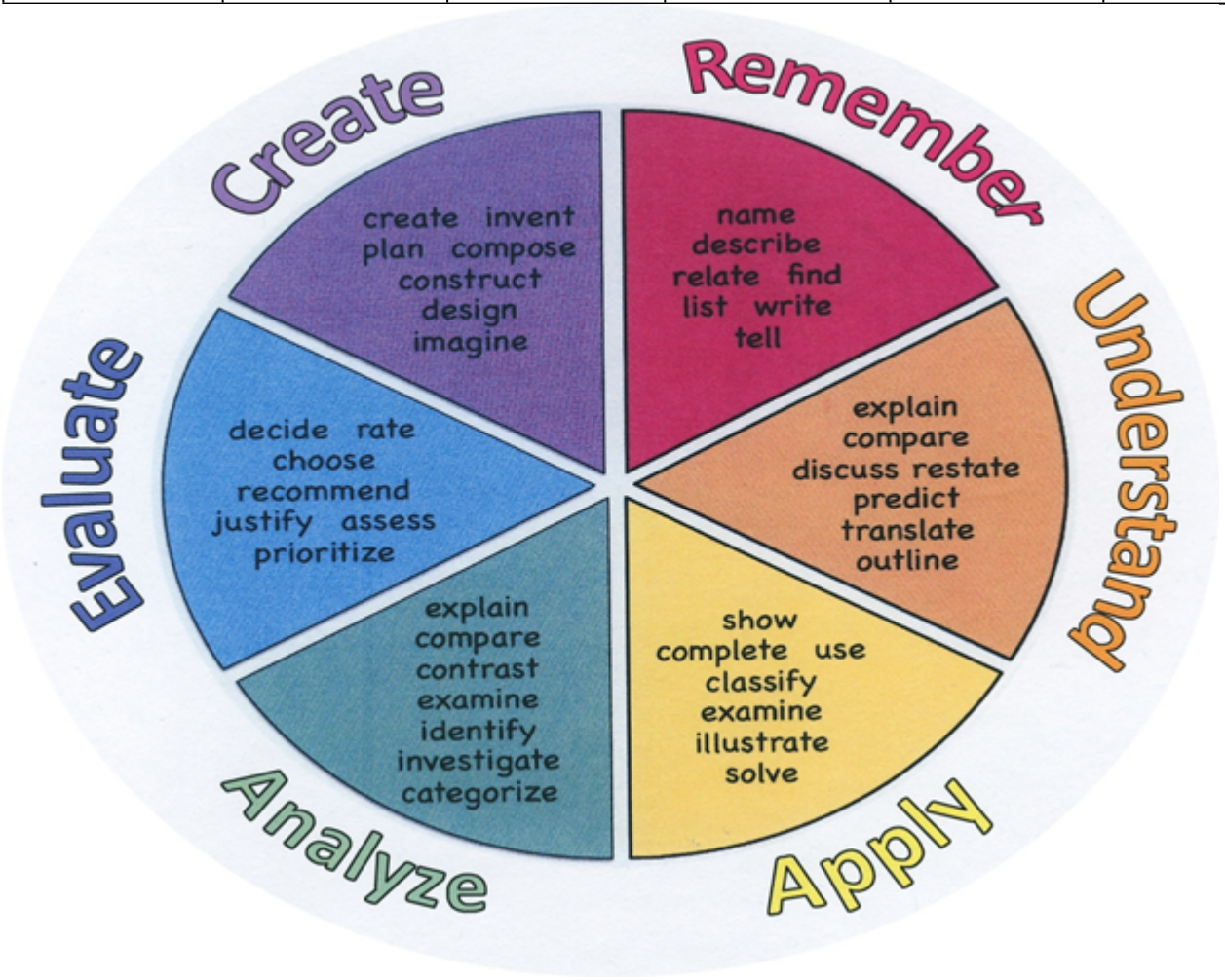
Learning Objectives

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

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 accountability for the assignment.

Allowing students to choose their own projects: Having a variety 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 unfamiliar 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

- 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

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

Technology Infusion

Google Translate

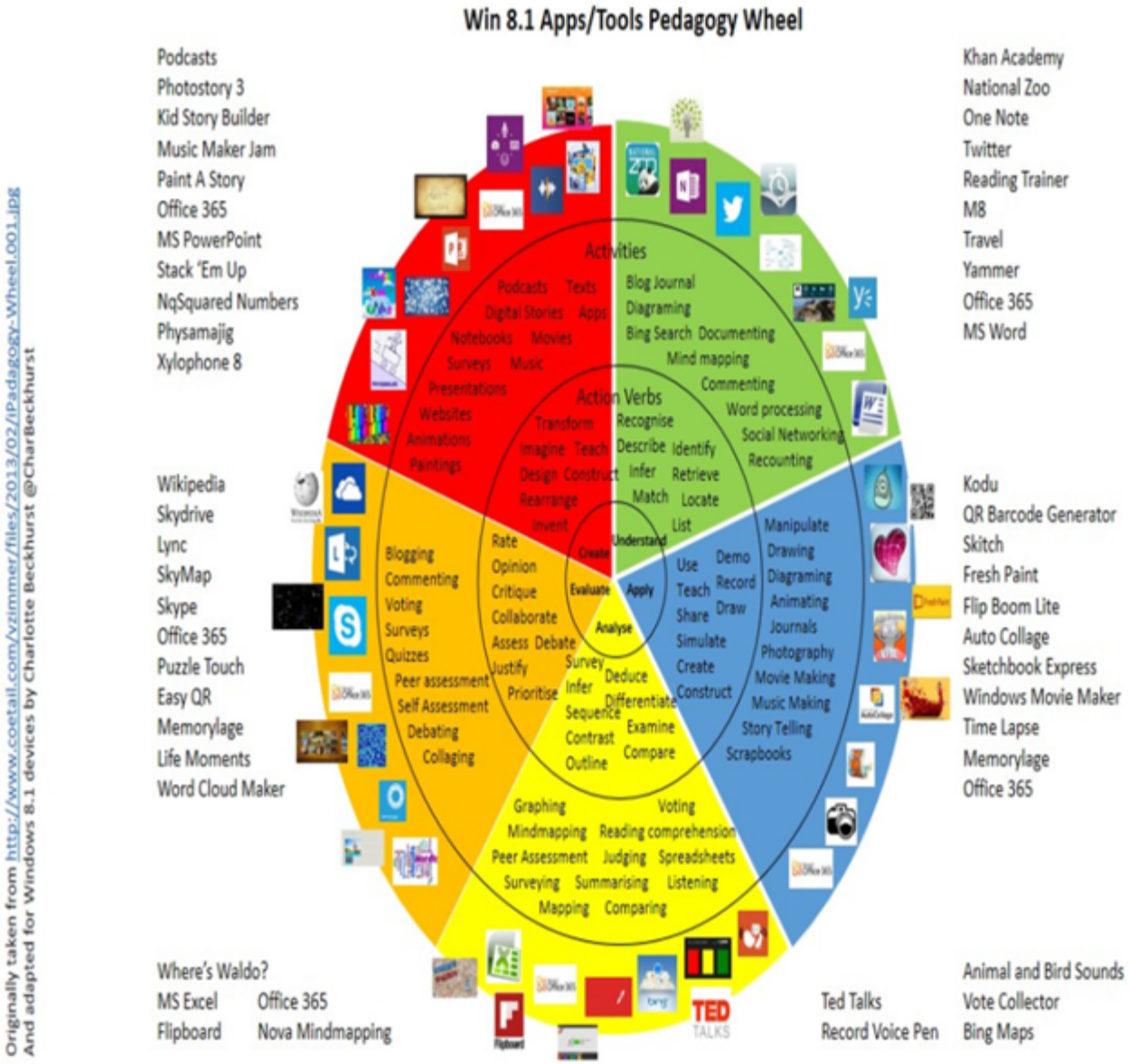
Google Classroom

Chromebooks

Smartboards

Tablets

Headphones/Audio equipment



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.CRP2	Apply appropriate academic and technical skills.
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.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
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 translate information to Native languages

Students will access each other's work

Teach strategies for understanding in areas of deficiency. Allow students to practice areas of weakness by choice

Flexible grouping

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 submissions fo work - allow time for translating and discussing.

-Allow student to preview the material via teacher website.

-Use of computer or electronic device during class to follow lesson, take notes, refer to homework 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.

Allow students to modify materials based on areas of interest.

- 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.

- 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: Unit 1
NJSLS:

Interdisciplinary Connection: Social Studies

Statement of Objective: SWDA To learn about parts of speech and conjunctions, there function and usage.

Anticipatory Set/Do Now: Introduce: Connect Ideas in Sentences: Guide Practice: Display the presentation. Ask students to work in pairs to connect the ideas in each row with conjunctions than one conjunction can be used in some rows, and some conjunctions may not be used at all. Each pair can create four sentences, three from the ideas in the table and one of their own choice from personal experiences student in the pair should write the sentences in their Class Notes and also be prepared to share their sentences orally. Call on pairs first to share one of their complete sentences and then to call on another student to tell whet

Learning Activity: Introduce: Connect Ideas in Sentences Display the table. Call on students to read the sentences and name the conjunction in each. Ask them to name the relationship between the ideas that the conjunctions connect: ● and shows that both girls are snacking ● but and yet contrast what the girls are eating ● so shows that the first idea is the cause or reason and the second idea is the effect or result

Materials: Smartboard, Ilit program, writing journals

21st Century Themes and Skills: Critical thinking

Differentiation: Limit the amount of vocabulary or Tier 1 words used

Integration of Technology: Smartboard, Chromebooks