

# Unit 01: Getting started in school/port of entry

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 1

<b>Unit Title:</b> Unit 1	Getting Started in School/ Port of Entry
<b>Suggested Duration:</b>	<b>4 weeks</b>

## Interdisciplinary Connections

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<p><b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <a href="https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Companion6-8.pdf">https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Companion6-8.pdf</a></p> <p><b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Docs/2016NJSLs-M_K-12.pdf">https://www.nj.gov/education/standards/math/Docs/2016NJSLs-M_K-12.pdf</a></p> <p><b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Docs/NJSLs-Science_6-8.pdf">https://www.nj.gov/education/standards/science/Docs/NJSLs-Science_6-8.pdf</a></p> <p>Find and paste appropriate <u>Companion Standards</u> or <u>Practices</u> here.</p>

## Technology Integration

Technology Integration
Northern supports the integration of the <a href="#">SAMR Model</a> : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

## Standard(s) Addressed

**GRADES 6-8**

## **WIDA ELD STANDARD 1 Social and Instructional Language**

ELD-SI 4-12 Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps

ELD-SI 4-12 Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information

ELD-SI 4-12 Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI 4-12 Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence

## **WIDA ELD STANDARD 2 Language for Language Arts**

ELD-LA 6-8 Narrate Interpretive Interpret language arts narratives by • Identifying a theme or central idea that develops over the course of a text • Analyzing how character attributes and actions develop in relation to events or dialogue • Evaluating impact of specific word choices about meaning and tone

ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts by • Identifying and/or summarizing main ideas and their relationship to supporting ideas • Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors • Evaluating the impact of author's key word choices over the course of a text

ELD-LA 6-8 Argue Interpretive Interpret language arts arguments by • Identifying and summarizing central idea distinct from prior knowledge or opinions • Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints • Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA 6-8 Narrate Expressive Construct language arts narratives that • Orient audience to context and point of view • Develop and describe characters and their relationships • Develop story, including themes with

**STAGE I Desired Results**

<b>STAGE I Desired Results</b>	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to... to start communicating in school.</i>	
<b>Mastery</b>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <p>Students will learn basic vocabulary and school routines to get started in school.</p> <p>Students will learn rules and expectations for the class.</p> <p>Students will get to know their teacher and classmates.</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• What do students need to know to communicate in school?</li> <li>• What is a typical school day at Northern like?</li> <li>• How do they develop language in a meaningful way?</li> <li>• What do they expect to learn in the coming year?</li> </ul>
<b>Acquisition</b>	
<p><i>Students will know . . .</i></p> <p>Reading Strategy: Main idea , details, identify characters, plot and setting</p> <p>Grammar: Singular and plural nouns, present tense of regular verbs, the verb “ have”, imperatives,</p> <p>using “be” and “ go”, subject verb agreement, adverbs and pronouns.</p> <p>Writing Elements: Introduce the writing process.</p> <p>Vocabulary: Cardinal, ordinal numbers, days</p>	<p><i>Students will be skilled at . . .</i></p> <p>The students will practice reading and comprehension skills, predict and use visuals, study words, apply strategies to learn new vocabulary, use writing and grammar skills to expand their knowledge of the English language and graphic organizers</p>

and months, colors and shapes, classroom objects, language arts vocabulary, social studies vocabulary, science vocabulary, mathematics vocabulary, health and fitness vocabulary.

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p>Writing (Expository): Introduce lower and upper case letters and capitalization rules. Read aloud the definition of the writing process. Define any terms they may not understand: pre-write, draft, edit, revise, publish.</p> <p>Listening and Speaking: Recall key vocabulary words used in sentences, dramatic reading passage.</p> <p>narrative writing - all about me. my summer.</p>	<p>Self Assessment, Portfolio Assessment, Anecdotal Records</p> <p>Writing assessment - expectations and understanding of school life in America.</p>
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)</p> <p>Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans.</p> <p>Instructions and performance expectations (rubric) are differentiated base on student's language proficiency levels, align with the "can do" charts, and use their ACCESS testing results as references.</p>	

## STAGE III Learning Plan

STAGE III Learning Plan
<p><b>Organize plan by weeks</b></p> <p>Week 1: <i>Welcome to ESL!</i> 😊</p> <ul style="list-style-type: none"> <li>• The teacher will get to know students' background and English proficiency levels.</li> <li>• Ice breaker activities to get to know each other.</li> </ul>

- Talk about class expectations and school routines, rules etc.
- Liveworksheets, Edpuzzle, iSL worksheet to get started.
- Bingo board getting to know students.

#### Week 2: School in My Country vs Northern

- Continue using ice breaker activities to learn about the students and get students to speak English.
- Create a T chart to compare their schools in another country vs our school. (ex: school hours, lunch, what do you wear, what subjects... )
- Writing assessment - my summer vacation & all about me.

#### Week 3:

- Audio comprehension – video on school environment, recall vocabulary, graphic organizers
- Numbers and letters, days and months, colors and shapes (for beginners)
- Basic English grammar. (Be verbs, pronouns, sentence structures)
- All About Me - work in pairs then as a class - interview / information gap activity.

#### Week 4: Extracurricular Activities

- Discuss: Extracurricular activities, hobbies, interests, clubs.
- What subjects are you most interested in? What subject is most challenging to you?
- Expectations for this school year.
- Grammar practice. (worksheets and online games)
- Jeopardy.

### Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

**Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans**

## Specific Resources for Unit

### Specific Resources for Unit

- Song and video clip of school life in America.
- Videos on Edpuzzle and comprehension questions
- Gaming resources
- Discussion guides
- Criteria and grading rubric for major assessment
- Google Slides with pictures and vocabulary

## Diversity, Equity, & Inclusion

### Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

Student's performance expectations will be based on their individual abilities (so the expectations can look different for each student). The lessons will also be differentiated.

The classroom is a welcoming and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical abilities and religious beliefs.

In the ESL classroom, student diversity is always emphasized and integrated into the lessons by implement culture into discussion activities.

## Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.

WRK.K-12.P.7

Plan education and career paths aligned to personal goals.

WRK.K-12.P.8

Use technology to enhance productivity increase collaboration and communicate effectively.

WRK.K-12.P.9

Work productively in teams while using cultural/global competence.

## Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
<ul style="list-style-type: none"> <li>• Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>• Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>• Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ul>	<ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> <li>• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</li> </ul>
<p>Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.</p>	