ESL-6-8 LCD Level A- Marking Period 3

Content Area: **ESL**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

Unit Focus

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The Unit will focus on basic vocabulary and content development around government, voting, politics, sports and famous athletes.

WIDA Standards

ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)

ELD Standard 2: Language for Language Arts (ELD-LA)

ELD Standard 3: Language for Mathematics (ELD-MA)

ELD Standard 4: Language for Science (ELD-SC)

ELD Standard 5: Language for Social Studies (ELD-SS)

Lesson Summary

Unit5

Your Vote, Your Voice - In this lesson, students determine the main idea of a text about voting. They write a narrative about a person voting for the first time. Then, students adjust language choices according to social setting and audience, and they practice using prepositions.

O Say Can You See - Students determine the meanings of words in a book about "The Star-Spangled Banner." They write informative texts describing what they learned. Then, students justify opinions using modal expressions and use the present progressive tense.

Kamala Harris: Madame Vice President - In this lesson, students read a text about Kamala Harris's career. They explain how she has been a leader and how they can be leaders, too. Students write about one of Harris's

roles. Then, they persuade others and practice using direct and indirect objects.

César Chávez- In this lesson, students read a nonfiction book about César Chávez and describe how he helped farm workers. They place themselves back in time and write letters thanking Chávez for his work. Then, students persuade others and create compound sentences.

A Visit to a Marine Base- In this lesson, students read a book about Marine bases and describe what Marines do. They create posters for the Marines. Then, students practice persuading others and using adjectives in simple sentence patterns.

Unit6

Derek Rabelo: Surfing the Unseen - In this lesson, students read a text about Derek Rabelo and identify the events of his life. They write poems to describe what it would feel like to go surfing. Then, students use modals and create compound sentences.

Climbing and Diving -In this lesson, students read a book about climbing, diving, and sky diving. They examine the cause-and-effect relationships in the forces at work in these sports. They write to explain the forces involved in skydiving. Then, students justify opinions and use action verbs.

Individual Sports - In this lesson, students read a book about individual sports and examine the forces at work in those sports. They write to describe sports. Then, students adjust language choices according to social setting and audience, and they practice using adverbs.

Fields, Rinks, and Courts- In this lesson, students read a book about the geometry and materials of sports rinks, fields, and courts. They analyze how these elements affect different sports. They write stories that take place on rinks, fields, or courts. Then, students ask questions and use pronouns.

Jackie Robinson- In this lesson, students read a book about Jackie Robinson. They summarize the events of his life and create cards describing themselves. They draw and write about Robinson's influence on baseball. Then, students justify opinions and practice using embedded clauses.

Baseball Bedrock- In this lesson, students read and analyze a poem about baseball. They write poems about activities that are important to them. Then, students use general academic and domainspecific words, and they use prefixes to determine word meanings.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
- use vocabulary in sentences -use L1 and L2 to describe accomplishments - identify cause and effect - label -read information -research	- Strategies: Comprehension, questioning, summarizing - Classify information - Produce drawings, phrases, short sentences - Respond to oral directions - Follow two-step oral directions - Ask and answer short questions - Describe actions, people, places

Bi-Weekly Scope and Sequence

WEEKS	Standards	Content Area	Language Development	Reading	Writing	Listening/Speaking	Assessment
1-2 SKILLS		Social Studies: Students will examine the importance of an individual's decision to vote. Social Studies: Students will recognize	Students will use prepositions in a simple sentence pattern: noun phrase, action verb, prepositional phrase. Students will use the present progressive tense to convey time appropriatel	Students will determine the main idea of the text and recount key details. Students will determine the meaning of words and	Students will write narratives using effective technique, relevant descriptive details, and well-structured event sequences. Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and	Students will adjust language choices according to a social setting and audience. Students will justify their opinions using basic modal expressions.	Vocabulary Picture Cards Student pages 1-4

		patterns of change and continuity in the historical succession of related events.	y.	phrases as they are used in a text, including figurative and connotative meanings.	information.		
1-2 RESOURCES		TCM-Language Power 6-8A	bilingual glossaries	TCM-Language Power 6-8A-readers	-Google Doc -notebook	- YouTube (Audio clips) - EdPuzzle -Flipgrid	TCM-Language Power 6-8A digital resources
3-4 SKILLS		Social Studies: Students will examine the values held by Kamala Harris and how those values had an impact on history. Social Studies: Students will examine the values held by	Students will use direct and indirect objects in a simple sentence pattern: noun phrase, action verb, noun phrase, noun phrase. Students will combine ideas using coordinating conjunctions to create compound sentences.	Students will analyze the interactions between individuals, events, and ideas in a text. Students will determine the central ideas or information from a secondary source.	Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. Students will produce clear and coherent writing that is appropriate to task, purpose, and audience.	Students will negotiate with or persuade others in conversations using basic learned phrases and open responses. Students will negotiate with or persuade others in conversations using basic learned phrases and open responses	Vocabulary Picture Cards Student pages 1-4

		César Chávez and how those values had an impact on history.					
3-4 RESOURCES		TCM-Language Power 6-8A Smartboard, document camera, paper, folders, pens.	bilingual glossaries	TCM-Language Power 6-8A-readers	Google Doc notebooks chart paper	-YouTube (Audio clips) -EdPuzzle Flipgrid	TCM - Language Power 6-8A digital resources
5-6 SKILLS		Social Studies: Students will examine how various institutions influence people, events, and elements of culture and how people interact with different institutions. Social	Students will use adjectives in the simple sentence pattern: noun phrase, linking verb, adjective. Students will combine ideas using coordinating conjunctions to create compound sentences.	Students will determine the meaning of words and phrases as they are used in the text, including vocabulary specific to domains related to social studies. Students will organize	Students will produce clear and coherent writing that is appropriate to task, purpose, and audience. Students will write narratives using effective technique, relevant descriptive details, and wellstructured event sequences	Students will negotiate with or persuade others in conversations using basic learned phrases and open responses. Students will express attitudes and opinions using basic modal expressions.	Vocabulary Picture Cards Student pages 1-4

		Studies: Students will examine the values held by Derek Rabelo and how those values had an impact on sports history.		key events in the text.			
5-6 RESOURCES		TCM-Language Power 6-8A Smartboard, document camera, paper, folders, pens.	bilingual glossaries	TCM-Language Power 6-8A-readers	Smartboard, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid	TCM - Language Power 6-8A digital resources
7-8 SKILLS		Science: Students will identify the effects of balanced and unbalanced forces on an object's motion. Science:	Students will use action verbs. Students will use adverbs in a simple sentence pattern: noun phrases, action verb, adverbs.	Students will describe the cause-and-effect relationships in the text. Students will determine the meaning	Students will write informative/explanatory texts, including the narration of scientific procedures, or technical processes. Students will write informative/explanatory texts , including the	Students will justify opinions by providing evidence from images. Students will adjust language choices according to a social setting and audience. Students will contribute to conversations and	Vocabulary Picture Cards Student pages 1-4

		Students will identify effects of balanced and unbalanced forces on an object's motion. Mathematics: Students will calculate area by composing and decomposing shapes.	Students will use pronouns to help write cohesive texts.	of symbols, key terms, quantitative or technical information, and other domain-specific words and phrases. Students will use textual evidence to support answers to questions about the text	narration of scientific procedures or technical processes. Students will write narratives using effective technique, relevant descriptive details, and wellstructured event sequences.	express ideas by asking questions.	
7-8 RESOURCES		TCM-Language Power 6-8A Smartboard, document camera, paper, folders, pens.	bilingual glossaries	TCM-Language Power 6-8A-readers	Smartboard, document camera, paper, folders, pens.		TCM - Language Power 6-8A digital resources
9-10 SKILLS		History: Students will examine the values held by	Students will combine ideas using simple embedded clauses to	Students will summarize key events in the text using a	Students will write informative/explanatory texts to examine a topic and convey ideas, concepts,	Students will justify opinions by providing evidence from images and videos.	Vocabulary Picture Cards Student pages 1-4

		Jackie Robinson and how those values had an impact on history. Language Arts: Students will determine the meaning of words and phrases in the poem and analyze the impact of rhymes and other repetitions of sounds.	create precise and detailed sentences. Students will use knowledge of frequently-used prefixes to determine the meanings of words.	graphic organizer. Students will examine figurative language, word relationships, and nuances in word meanings.	and information. Students will produce clear and coherent writing that is appropriate to task, purpose, and audience.	Students will use general academic and domain-specific words to create precision while speaking.	
9-10 RESOURCES		TCM-Language Power 6-8A Smartboard, document camera, paper, folders, pens.	bilingual glossaries	Chromebooks Library	Smartboard, document camera, paper, folders, pens.	printed rubrics	

Career Readiness, Life Literacies & Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.