ESL-6-8 LCD Level B- Unit 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

Government Leaders: Then and Now - Students read a book about government leaders. They compare and contrast the different levels of government. They write about new laws and why we should have them. They give short oral presentations, and then they use coordinating conjunctions to create compound sentences.

Barbara Jordan: Political Pioneer- Students read a text about Barbara Jordan. They describe her accomplishments and write dedication speeches for monuments that they design. They create and perform skits, and then they use connecting words to put events in order.

Eleanor Roosevelt- Students read a biography of Eleanor Roosevelt. They identify ways that she helped people and the obstacles she faced. They write about how life would be different if she had not fought for her

beliefs. They give arguments in a debate, and then they practice using the simple past tense.

Tammy Duckworth: Fighter for Others- Students read a text about Tammy Duckworth. They identify details and answer questions about the text. Students write about a time they helped someone. They use modal statements, and then they practice using prepositions.

Unit6

Bikes and Boards- Students read a book about the forces at work in different sports. They identify different forces. They write about the forces at work in a sport of their choosing. They actively listen to oral presentations, and then they identify and use adverbs.

The Quest for Speed: Vehicles- Students read a book about the history and science of vehicles. They identify forces acting on vehicles and objects. They write about how forces affect their everyday lives. Students discuss different types of vehicles, and then they use subordinating conjunctions to create complex sentences.

Roberto Clemente- Students read a biography about Roberto Clemente. They identify important events in his life. Students write about one of their own goals. They try to persuade others in conversations, and then they practice using creating precise and detailed sentences.

Money Isn't Everything or Is It? - Students read a text about how baseball teams are created. They use reasons and evidence to support arguments. They write about how to reduce the cost of an activity. They support their opinions in conversation, and then they practice using modal verbs.

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	- Strategies: Comprehension, questioning, summarizing - Classify information

- label -read information -research	- 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		Civics: Students will identify the basic characteristics of a federal system of government. History: Students will examine the values held by Barbara Jordan and how those values had an impact on history.	Students will combine ideas using coordinating conjunctions to create compound sentences. Students will use connecting words and phrases to comprehend text and write texts.	Students will compare and contrast information from the text to identify similarities and differences. Students will summarize and paraphrase information in the text, including important details of the text.	Students will write opinions or arguments to support claims with clear reasons and relevant evidence. Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose,	: Students will plan and deliver short oral presentations, using details and evidence to support their ideas. Students will adjust language choices according to purpose, task, and audience.	Vocabulary Picture Cards Student pages 1-4

					and audience.		
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							Vocabulary Picture Cards Student pages 1-4
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							Vocabulary Picture Cards Student pages 1-4

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							Vocabulary Picture Cards Student pages 1-4
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							Vocabulary Picture Cards Student pages 1-4

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.