

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

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<b>Course Name: ESL I</b>	<b>Grade Level(s): 7-12</b>
<b>Department: English</b>	<b>Credits: 5</b>
<b>BOE Adoption Date: October 2017</b>	<b>Revision Date(s): October 2019</b>

## **ABSTRACT**

This course is for students for whom English is a second language and are at a beginner level of English acquisition. Student participants will explore academic content from the four core content areas: English, Math, Science, and Social Studies, including topics such as current cultural and social issues; government systems and how they compare across countries; climate; weather; the human body; human illness; the language of Math; and the Greek roots and Latin roots of the English language. Throughout the course, students will have offered opportunities to learn both social and academic English as described by the WIDA ELP standards, through daily speaking, writing and reading opportunities. Upon completion, students will be better equipped to express themselves both socially and academically using the English language.

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## Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

## Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

### Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

## How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

## Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Modification(s): *Modifications*** are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
  - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21<sup>st</sup> Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing Guide:**

**Course Title: ESL I**

**Prerequisite(s):**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p><b>Unit 1: Life in America</b></p>	<p>Duration: 9 Weeks Sept-October</p>	<p>WIDA ELP: ELD Standard 1: Social and Instructional language ELD Standard 2 : The language of Language Arts ELD Standard 5: The language of Social Studies NJSLs for English: NJLSA.R1 NJLSA.R2 NJLSA.R3 NJLSA.RL9-10.4 NJLSA.RI.9-10.1 NJLSA.RI. 9-10.7</p>	<ol style="list-style-type: none"> <li>1. Students will be able to read, speak and write in English for personal and academic purposes.</li> <li>2. Students will be able to understand spoken English in both a social and academic setting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to read (decode and comprehend) text in English for recreational and academic purposes.</li> <li>2. Students will be able to write in English for personal and academic purposes.</li> <li>3. Students will be able to speak English in both a social and school setting.</li> <li>4. Students will be able to aurally understand spoken English in both a social and academic setting.</li> <li>5. Students will compare and contrast two different cultures in critical way.</li> <li>6. Students will demonstrate their understanding of American culture in multiple modes: digital, written, and verbal.</li> <li>7. Students will create a presentation of their ideas regarding assimilation vs. acculturation</li> <li>8. Students will verbally introduce country of origin and language, in English.</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 2: American Civics and Community</b>	Duration: 9 weeks November- January	WIDA ELP: ELD Standard 1: Social and Instructional language ELD Standard 2: The language of Language Arts ELD Standard 5: The language of Social Studies NJSL for English: NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3. NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6. NJSLSA.W4. NJSLSA.W5. NJSLSA.W6.	<ol style="list-style-type: none"> <li>1. Students will be able to read, speak and write in English for personal and academic purposes. Students will be able to understand spoken English in both a social and academic setting.</li> <li>2. Students will understand the founding principles of American government and the composition of the United States of America from a national, state and local governmental perspective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will understand the basic Timeline of the establishment of the United States.</li> <li>2. Students will understand United States Government structures</li> <li>3. Students will be able to show compare and contrast governance in the USA and another country.</li> <li>4. Students will understand the national symbols and speech as an influencer and touchstone of American culture e.g. the Pledge of Allegiance, the American Flag, Martin Luther King Jr’s “I have a Dream” speech</li> <li>5. Students will understand New Jersey State Government structures</li> <li>6. Students will understand the elements necessary to make up a community.</li> <li>7. Students will understand the counties and governance in place in New Jersey using basic Map reading skills.</li> <li>8. Students will understand that a community is influenced by cultures within the community such as demographics, race, ethnicities and cultural</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>backgrounds.</p> <p>9. Students will understand the process necessary to learn about local and national issues including the use of media e.g. web sites, print media, in English in order to learn about cultural events.</p>
<p><b>Unit 3: Our Environment and How We Relate to It</b></p>	<p>Duration: 9 Weeks February-April</p>	<p>WIDA ELP: ELD Standard 1: Social and Instructional Language ELD Standard 2: The language of Language Arts ELD Standard 4: The Language of Science RI.9-10.4. RI.9-10.5. RI.9-10.6. NJSLSA.W1. NJSLSA.W4. NJSLSA.W5. NJSLSA.W6.</p>	<ol style="list-style-type: none"> <li>1. Students will be able to read, speak and write in English for personal and academic purposes.</li> <li>2. Students will be able to understand spoken English in both a social and academic setting.</li> <li>3. Students will understand how the topography of the United States influences regional weather.</li> <li>4. Students will understand the ecosystem.</li> <li>5. Students will understand human health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to decode text in English using phonemic awareness and learned phonics skills.</li> <li>2. Students will understand a text both aurally and when reading at their English acquisition reading level.</li> <li>3. Students will be able to speak in English in phrases and sentences to communicate ideas in both a social and school setting.</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<ol style="list-style-type: none"> <li>4. Students will be able to aurally understand spoken English in both a social and academic setting.</li> <li>5. Students would be understand how mountains and plains are instrumental in the weather systems of regions local to their landmasses.</li> <li>6. Students will demonstrate their knowledge of water systems and life cycles.</li> <li>7. Students will understand their role in the preservation of their ecosystem.</li> <li>8. Students will understand the benefits of recycling and how they can positively contribute to the health of our environment.</li> <li>9. Students will understand water systems and life cycles.</li> <li>10. Students will understand the basic human body and health concepts such as how eating habits, exercise &amp; sleep can affect the functioning of the human body.</li> <li>11. Students will understand the effects of fast foods and the benefits of eating healthier.</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 4:</b> <b>Our Mathematical Lives</b>	9 weeks April-June	WIDA ELP: ELD Standard 1: Social and Instructional Language ELD Standard 2: The language of Language Arts ELD Standard 3: The Language of Math NJSLSA.L. 9-10.1 NJSLSA.L. 9-10.4 NJSLSA.L. 9-10.5 NJSLSA.L. 9-10.6 NJSLSA.SL. 9-10.4 NJSLSA.SL. 9-10.5 NJSLSA.SL. 9-10.6	<ol style="list-style-type: none"> <li>1. Students will be able to read, speak and write in English for personal and academic purposes.</li> <li>2. Students will be able to understand spoken English in both a social and academic setting.</li> <li>3. Students will be able to deconstruct the English used in simple word problems and solve them.</li> <li>4. Students will deconstruct mathematical terms and learn Greek root meanings that transfer to other areas of knowledge.</li> <li>5. Students will understand the monetary system in the United States</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will understand basic Mathematic terms and principles.</li> <li>2. Students will be able to decode and understand basic Mathematic word problems in English.</li> <li>3. Students will understand and be able to apply Greek and Latin roots in English to word encountered in both Mathematics and English.</li> <li>4. Students will understand how money is produced, and the concept of income.</li> <li>5. Students will understand personal money management and financial decision making.</li> </ol>

Unit: 1 Life in America	Recommended Duration: [Weeks– Months]
<p><b>Unit Description:</b> This unit is designed to guide students in critically analyze multiple texts in order to gain understanding of American Culture and assimilation. It seeks to guide students in how to interpret multiple modes of writing about the topic of culture and diversity through the evaluation of central ideas of texts, settings, historical trends, and current cultural norms. Vocabulary will be taught in context throughout the unit. The unit culminates with a digital media project titled “My Life in America”.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> <li>- How is culture developed?</li> <li>- How do immigrants fit into American culture?</li> <li>- Should immigrants assimilate vs. acculturate in American culture?</li> <li>- What does “my life in America” look like for its residents and citizens?</li> </ul>	<ul style="list-style-type: none"> <li>- The immigrant experience looks different for people from different cultures.</li> <li>- Culturally many different people groups share similar concerns for day to day life.</li> <li>- Assimilation vs. acculturation is a long lasting debate to which there is not yet one answer.</li> <li>- Each individual’s perspective on American life is very different despite similar backgrounds due to different life situations.</li> <li>- My life in America looks unique and is often based on personal experiences.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>WIDA ELP: ELD Standard 1: Social and Instructional language <b>ELL.9-12.1.R.1 - Entering</b> ELL.9-12.1.R.1.1 - Preview visually supported text to glean basic facts (e.g., titles or bold print) <b>ELL.9-12.1.R.2 - Beginning</b> ELL.9-12.1.R.2.1 - Highlight main ideas or important information from visually supported text (e.g., newspaper columns in L1 and L2) ELD Standard 2: The language of Language Arts ELL.9-12.2.S - Speaking ELL.9-12.2.S.1 -Entering ELL.9-12.2.S.1.1 - Give examples of literature from native cultures using visuals or graphic organizers (e.g., books, poems, short stories) in literature circles using L1 or L2 ELL.9-12.2.S.1.2 - State facts about characters in</p>	<ol style="list-style-type: none"> <li>1. Students will be able to read, speak and write in English for personal and academic purposes.</li> <li>2. Students will be able to understand spoken English in both a social and academic setting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to decode text in English using phonemic awareness and learned phonics skills.</li> <li>2. Students will understand a text both aurally and when reading at their English acquisition reading level.</li> <li>3. Students will be able to speak in English in phrases and sentences to communicate ideas in both a social and school setting.</li> <li>4. Students will be able to aurally understand spoken English in both a social and academic setting.</li> <li>5. Students will be able to critically analyze and contrast culture in a different country of the student’s choice.</li> <li>6. Students will be able to conduct research and display understandings of diverse family dynamics and values and how they relate to American culture.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>visuals with L1 support            ELL.9-12.2.S.2 - Beginning            ELL.9-12.2.S.2.1 -Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines) in literature circles using L1 or L2            ELL.9-12.2.S.2.2 - Describe personalities of characters in visuals with L1 support            ELD Standard 5: The language of Social Studies  <b>ELL.9-12.5.S.1 Entering</b>            ELL.9-12.5.S.1.1 - - State current events or figures using visual support in L1 or L2            ELL.9-12.5.S.1.1 - - Name major social issues or inequities depicted in illustrations (e.g., war) in L1 or L2  <b>ELL.9-12.5.S.2 Beginning</b>            ELL.9-12.5.S.2.1 - - Describe current or past events or figures using visual support in L1 or L2            ELL.9-12.5.S.2.1 - - Characterize major social issues or inequities depicted in illustrations (e.g., slavery) in L1 or L2  <b>ELL.9-12.5.S.3 Developing</b>            ELL.9-12.5.S.3.1 - - Discuss current or past events, situations, or figures and their personal impact using visual support            NJSLS for English:            NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or</p>		<ol style="list-style-type: none"> <li>7. Students will be able to debate Assimilation vs. Acculturation into America.</li> <li>8. Students will be able to communicate multiple perspectives verbally.</li> <li>9. Students will be able to compare and contrast different cultures and values.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA. 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).</p> <p>NJSLSA.RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.</p> <p>NJSLSA.RI. 9-10.7 Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Think-Pair-Share</li> <li>• Classroom Polls</li> <li>• Reflection questions in Journals</li> <li>• Round Robin Charts</li> <li>• progress checks on projects</li> <li>• Ongoing evaluation in English of:               <ul style="list-style-type: none"> <li>✓ decoding skills</li> <li>✓ Reading comprehension- word, phrase, sentence</li> <li>✓ Spoken English</li> <li>✓ Aural English</li> <li>✓ Written English</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Summary outlines of readings</li> <li>• vocabulary quizzes</li> <li>• Country of origin and language presentation in English</li> <li>• American culture tasks - digital, written, and verbal.</li> <li>• Presentation on assimilation vs. acculturation</li> <li>• Compare/contrast two different cultures in critical way</li> </ul>	<ul style="list-style-type: none"> <li>• Student is engaging with tasks, students are conducting peer work, students are engaging verbally in discussion with each other and the teacher, students are verbalizing their opinions</li> <li>• Country of origin and language presentation in English</li> <li>• American culture tasks -digital, written, and verbal.</li> <li>• Presentation on assimilation vs. acculturation</li> <li>• Compare/contrast two different cultures in critical way</li> </ul>	<ul style="list-style-type: none"> <li>• Major Assignments:               <ul style="list-style-type: none"> <li>• Summary outline of readings, weekly journal reflections, current event reflection, “My Life in America” digital project</li> </ul> </li> <li>• Major Activities:               <ul style="list-style-type: none"> <li>• Interactions following the WIDA Can Do Standards regarding: Speaking, Listening, Reading and Writing</li> </ul> </li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):**

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Highlight key directions</li> <li>• Pace long-term projects</li> <li>• Allow re-dos/retakes</li> <li>• Preview test procedures</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Enhanced directions</li> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Choice with writing topics</li> <li>• Learning Menus/Choice Boards</li> <li>• RAFT</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Multiple-choice format</li> <li>• Use native language (for directions)</li> <li>• Read directions aloud</li> <li>• Highlight/underline key words</li> <li>• Simplify language</li> <li>• Single step directions</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Accept short answers</li> <li>• Choice of test format</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Enhanced directions</li> <li>• Multiple texts (leveled reading)/texts in native language</li> <li>• Choice with writing topics</li> <li>• Shorten homework assignment</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Clarify test directions</li> <li>• Allow re-dos/retakes</li> <li>• Vary test formats</li> <li>• Provide study guides prior to tests</li> <li>• Frequent rest breaks</li> <li>• Highlight key directions</li> <li>• Preview test procedures</li> <li>• Chunk long-term assignments</li> <li>• Pace long-term projects</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Choice of writing topics</li> <li>• Choice of test format</li> <li>• Learning Menus/Choice Board</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Independent study/Side Bar Studies</li> <li>• Tiered assessments/choice of test format</li> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Learning Menus/Choice Boards</li> </ul>

## Instructional Strategies:

### **Cornell Note taking**

#### **Online research projects via GoogleClassroom:**

Students will Use google classroom to keep daily journals about their readings and to see the ideas of other students in living documents that are shared between one or more students.

#### **Modified Lecture**

Students will receive and be part of non-traditional lecture where there is movement and group interaction while learning.

#### **Group read alouds**

Students will be asked to read aloud only chunks at a time, never any information that they have not seen before. They will do both “choral reading”- everybody reads at the same time for fluency and standard group readings.

#### **Group discussion**

##### **Think-Pair-Share**

This is an activity in which students will stop and think after hearing an idea, find a partner in the room, and share common ideas in this partner work. This activity facilitates academic conversation as well as positive debate.

#### **SIOP Vocabulary Activities**

##### **Vocabulary Webbing**

Students will complete a vocabulary web with the essential vocabulary.

##### **List-Group-Label: (Tools for Teaching Content Literacy)**

Students will use these strategies to brainstorm their ideas regarding the environment. It is a way of webbing immediately following list making to group ideas.

**Compare and contrast:** Students will be comparing and contrasting differing cultures and family dynamics.

**Possible Instructional Adjustments (Modifications /Accommodations/Differentiation):**

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Adjusted assignment timelines</li> <li>• Books on tape</li> <li>• Student restates information</li> <li>• Preferential seating</li> <li>• Review sessions</li> <li>• Concrete examples</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Read passages aloud (working on reading comprehension)</li> <li>• Shorten assignments (altering rigor/complexity of the assignment)</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Jigsaw</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Visual charts/cues</li> <li>• Use manipulatives</li> <li>• Demonstrations for key concepts</li> <li>• Pre-teach all vocabulary</li> <li>• Graphic organizers</li> <li>• Give oral prompts/cues</li> <li>• Additional time on assignments</li> <li>• Learning objectives written on the board daily</li> <li>• Word Walls</li> <li>• Sentence Frames</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Shortening assignment (altering rigor/complexity of the assignment)</li> <li>• Allow outlining</li> <li>• Reworded questions/problems in simplified language</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Books on tape</li> <li>• Review sessions</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Use of mnemonics</li> <li>• Work-in-progress check</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Multiple texts (leveled reading)</li> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Interactive Notebooks/Writer’s Notebook</li> <li>• Jigsaw</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Tiered assignments</li> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Learning Menus/Choice Boards</li> <li>• Writer’s Notebook</li> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Flexible grouping</li> <li>• Learning Contracts</li> <li>• Curriculum compacting</li> <li>• Jigsaw</li> </ul>

Possible Instructional Adjustments (Modifications /Accommodations/Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
	<ul style="list-style-type: none"> <li>• Multiple texts (leveled reading)/use native language for Level 1 ELL students</li> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Interactive Notebooks/Writer’s Notebook</li> <li>• Jigsaw</li> </ul>		

Unit Vocabulary:
<p><b>Essential:</b> phrases frases • text texto • figurative figurativo • connotative conotativo • analyze analizar • impact impacto • specific específico • tone tono • multiple múltiple • particularly en particular • determine determinar • central idea idea central • analyze analizar • text texto • interact interactuar • complete completo • objective objetivo</p> <p><b>Non-Essential:</b> Immigrant culture, family dynamics, experience, assimilation, acculturation, compare, contrast, historical trends, current, analyze</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
Visual and Performing Arts: Visual and Performing Art 1.3	Google classroom, Google forms, google slides, smart board interaction, online research, online discussion	<p><input checked="" type="checkbox"/> Global Awareness This unit is designed for students to relate to and understand each others culture, thereby expanding their world view.</p> <p><input type="checkbox"/> Civic Literacy In order to function together in the USA we need to both understand and cooperate with each other's cultures and family dynamics peaceably.</p>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation Students will be creating a representation of ideas that they design on their own.</p> <p><input checked="" type="checkbox"/> Media Literacy Students will have to know the basic functions of google forms to create their project and do daily classwork.</p> <p><input checked="" type="checkbox"/> Critical Thinking &amp; Problem Solving We will be discussing cultural issues, stigma, and assumptions and trying to figure out how this can be avoided in future generations.</p>

**Resources:****Texts/Materials:**

- Essay: "Where I lived and What I lived for" excerpt from Walden, Ralph Waldo Emerson
- Article: "Values in American Culture" Robert Kohl's, "101 Characters of Americans/American Culture" University of Michigan
- Poetry: "America" by Claude McKay, "I, too, Sing America" by Langston Hughes
- News Article: "Family Adjusting to New life in Fresno after escaping Syria" NEWELA
- Video Clip: "I am an American"[AdCouncil]
- Oxford English Dictionary

<b>Unit: 2 American Civics and Community</b>	<b>Recommended Duration: 9 weeks November-January</b>
<b>Unit Description:</b> This unit was designed to guide students in understanding and identifying the elements of their global, county, and local communities and how they function in them. It seeks to guide students in how to access community resources, engage and participate in local community and governments, and verbalize their role in this government. Vocabulary will be taught in context throughout the unit. The unit culminates in a verbal presentation and video named “New Jersey Through My Eyes”.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>- What is a community?</li> <li>- Who makes up a community?</li> <li>- How do I positively contribute to my community?</li> <li>- What are the principles of the US government?</li> <li>- What purpose do national symbols such as the flag and the Pledge of Allegiance serve?</li> <li>- How does the USA compare to other countries?</li> </ul>	<ul style="list-style-type: none"> <li>- A community is not only a group of people but a group of buildings and homes that aid those who live there.</li> <li>- A community is made up of many different people who all display different cultures and traditions.</li> <li>- The principles of the US government are many and are based on the constitution and its main establishment of liberty and justice for all.</li> <li>- The pledge of allegiance is a reminder of how America was established and what this means to everyone who resides here.</li> <li>- The USA has strengths and weaknesses as do many countries. All systems of government and communities should be evaluated and made stronger through change.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<b>ELL.9-12.2 - The Language of Language Arts</b> <b>ELL.9-12.2.L - Listening</b> <b>ELL.9-12.2.L.1 - Entering</b> ELL.9-12.2.L.1.2 - Recognize different intonation patterns of speech working with a partner (e.g., statements, questions) ELL.9-12.2.L.1.1 - Identify examples of comedic situations based on oral statements and visual scenes with a partner	<ol style="list-style-type: none"> <li>1. Students will be able to read, speak and write in English for personal and academic purposes.</li> <li>2. Students will be able to understand spoken English in both a social and academic setting.</li> <li>3. Students will understand the founding principles of American government and the composition of the United States of</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to decode text in English using phonemic awareness and learned phonics skills.</li> <li>2. Students will understand a text both aurally and when reading at their English acquisition reading level.</li> <li>3. Students will be able to speak in English in phrases and sentences to communicate ideas in both a social and school setting.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>ELL.9-12.2.L.2 - Beginning</b>            ELL.9-12.2.L.2.2 - Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, “You didn’t do your homework, did you?”)            ELL.9-12.2.L.2.1 - Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms, as in literal depiction of ‘honeymoon’) with a partner</p> <p><b>ELL.9-12.2.L.3 - Developing</b>            ELL.9-12.2.L.3.2 - Compare intonation patterns of satirical/non-satirical speech working with a partner            ELL.9-12.2.L.3.1 - Apply oral descriptions that contain double meanings to visual representations to depict comedy with a partner</p> <p><b>ELL.9-12.1.S - Speaking</b>  <b>ELL.9-12.1.S.1 - Entering</b>            ELL.9-12.1.S.1.1 - State preferences for types of music, food, games or recreational activities from illustrated examples in a small group</p> <p><b>ELL.9-12.1.S.2 -Beginning</b>            ELL.9-12.1.S.2.1- Describe preferences for clothing, TV programs or recreational activities from illustrated examples in a small group</p> <p><b>ELL.9-12.1.S.3- Developing</b>            ELL.9-12.1.S.3.1- Recommend or suggest songs, websites or other interests and give reasons for selection in a small group</p> <p><b>ELL.9-12.1.R - Reading</b>  <b>ELL.9-12.1.R.1 - Entering</b>            ELL.9-12.1.R.1.1 - Preview visually supported</p>	<p>America from a national, state and local governmental perspective.</p>	<ol style="list-style-type: none"> <li>4. Students will be able to aurally understand spoken English in both a social and academic setting.</li> <li>5. Students will understand a basic timeline of the establishment of the United States.</li> <li>6. Students will understand United States Government structures.</li> <li>7. Students will be able to show compare and contrast governance in the USA and another country.</li> <li>8. Students will understand the national symbols and speech as an influencer and touchstone of American culture e.g. the Pledge of Allegiance, the American Flag, Martin Luther King Jr’s “I have a Dream” speech.</li> <li>9. Students will understand New Jersey State Government structures.</li> <li>10. Students will understand the counties and governance in place in New Jersey using basic Map reading skills.</li> <li>11. Students will understand the elements necessary to make up a community.</li> <li>12. Students will understand that a community is influenced by cultures within the community such as demographics, race, ethnicities and cultural backgrounds.</li> <li>13. Students will understand the process necessary to learn about local and national issues including the use of media e.g. web sites, print media, in English in order to learn about cultural events.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>text to glean basic facts (e.g., titles or bold print)</p> <p><b>ELL.9-12.1.R.2 - Beginning</b>            ELL.9-12.1.R.2.1 - Highlight main ideas or important information from visually supported text (e.g., newspaper columns in L1 and L2)</p> <p><b>ELL.9-12.1.R.3 - Developing</b>            ELL.9-12.1.R.3.1 - Scan material from visually supported text to identify details that confirm main ideas</p> <p>ELD Standard 5: The language of Social Studies</p> <p><b>ELL.9-12.5.R.1 Entering</b>            ELL.9-12.5.R.1.1 - - Locate visually supported information on social issues (e.g., from photographs, headlines, and bylines in newspapers, magazines, or on the Internet)</p> <p>ELL.9-12.5.R.1.1 - - Locate visually supported information on behavior of individuals &amp; groups (e.g., from photographs, headlines and bylines in newspapers or magazines)</p> <p><b>ELL.9-12.5.R.2 Beginning</b>            ELL.9-12.5.R.2.1 - - Locate visually supported information on social issues (e.g., in newspaper, magazine, or website articles)</p> <p>ELL.9-12.5.R.2.1 - - Locate visually supported information on behavior of individuals &amp; groups (e.g., in newspaper, magazine or website articles)</p> <p>NJSLS for English:            NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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).</p> <p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Participation from discussion</li> <li>• Jigsaw activities with readings</li> <li>• Online activities (Google classroom)</li> <li>• Ongoing evaluation in English of:               <ul style="list-style-type: none"> <li>✓ decoding skills</li> <li>✓ Reading comprehension- word, phrase, sentence</li> <li>✓ Spoken English</li> <li>✓ Aural English</li> <li>✓ Written English</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Tests</li> <li>• Map of one’s Community</li> <li>• Timeline of Personal History</li> <li>• Close Reading of “The Declaration of Independence”</li> <li>• Activity- what makes up a community in terms of economics and society?</li> <li>• Map of student’s immediate community.</li> <li>• Create and analyze timelines</li> <li>• Read, study vocabulary and understand the Pledge of Allegiance</li> </ul>	<ul style="list-style-type: none"> <li>• Reading local area maps and school maps</li> <li>• Multimedia presentation – students current life – NJ through My Eyes”</li> <li>• Presentation-Compare and contrast the rights and culture of the USA country vs. a different country</li> </ul>	<ul style="list-style-type: none"> <li>• Video “NJ through my Eyes”</li> <li>• A verbal presentation of ideas about this video will also be required.</li> </ul>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Enhanced directions</li> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Choice with writing topics</li> <li>• Learning Menus/Choice Boards</li> <li>• RAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced directions</li> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Choice with writing topics</li> <li>• Learning Menus/Choice Boards</li> <li>• RAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced directions</li> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Choice with writing topics</li> <li>• Learning Menus/Choice Boards</li> <li>• RAFT</li> </ul>	<ul style="list-style-type: none"> <li>• Independent study/Side Bar Studies</li> <li>• Tiered assessments/choice of test format</li> <li>• Multiple texts (leveled reading)</li> </ul>

**Instructional Strategies:**

Close reading, Vocabulary Webbing, Graphic Organizer, Conversation development, Cornell Note taking, Online research projects via Google Classroom, Modified Lecture, Group read alouds, Group discussion, Think-Pair-Share, SIOP Vocabulary Activities

**List-Group-Label: (Tools for Teaching Content Literacy)**

Students will use these strategies to brainstorm their ideas regarding the environment. It is a way of webbing immediately following list making to group ideas.

**Close reading:**

Students will participate in close readings of their articles. 1. Identify key vocabulary, 2. Read once, 3. Chunk text, 4. Summarize chunks, 5.Re-read text for understanding, 6. Analyze what the text says

**V-Diagram for Arguments and Counterarguments: (Common Core for the Not So Common Learner) pg. 151**

Students will use this graphic organizer during classroom conversation

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):**

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Multiple texts (leveled reading)</li> <li>• Flexible grouping</li> <li>• Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Multiple texts (leveled reading)</li> <li>• Flexible grouping</li> <li>• Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Multiple texts (leveled reading)</li> <li>• Flexible grouping</li> <li>• Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Writer’s Notebook</li> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> </ul>

**Unit Vocabulary:**

Essential: Preparation preparaci3n • stimulate estimular • thoughtful • well-reasoned • collegial colegial • consensus consenso • propel • incorporate incorporar • clarify aclarar • verify verificar • peers compa1eros • challenge • diverse diverso • perspective perspectiva eye contact • volume volumen • pronunciations pronunciaciones • substance • style estilo • informative/explanatory informative/explicativa • primary source • secondary source • recitation recitaci3n • dramatic soliloquy soliloquio dram1tico • performance techniques • integrate integrado • diverse diverso • media medios • format formato • visual visual • quantitative cuantitativa • oral oral • evaluate evaluar • credibility credibilidad • accuracy precisi3n • source fuente

Non-Essential: community, government, democracy, President, election, New Jersey History, post office, library, hospital, grocery store, police station, fire station, independence, liberty, pursuit

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Creation of Video showing students' perspectives of their communities and daily life vs. that of others in the world.</p>	<p><input checked="" type="checkbox"/> Global Awareness Students will be asked to think about what a community is in the United States vs. elsewhere.</p> <p><input type="checkbox"/> Civic Literacy Students will explore their rights and common simple ideologies of the American Government.</p> <p><input type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy Students will be asked to think about how they participate in the communities' development and improvement.</p>	<p><input type="checkbox"/> Media Literacy Students will be asked to create a display showing "New Jersey Through Their Eyes".</p> <p><input type="checkbox"/> Critical Thinking &amp; Problem Solving Students will be asked to evaluate and contrast common problems in communities across regions.</p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) Students will be asked to think about and brainstorm ways in which they can help their current community.</p> <p><input type="checkbox"/> Communication &amp; Collaboration Students will be working together in groups throughout this unit.</p>

**Resources:****Texts/Materials:**

Essay: "The Declaration of Independence" by Thomas Jefferson

Articles: "What makes a community great?" by Creative EDC

"Urban Vs. Rural Communities..." by Social Work Degree Guide

Pictures of Different Communities via GoogleEarth

Video:

Building Community- Youtube

Head Full of Doubt- The Avett Brothers

Items students may bring from their own communities

Items I bring to describe my community

<b>Unit: 3 Our Environment and How We Relate to It</b>	<b>Recommended Duration: 9 Weeks, February- April</b>
<p><b>Unit Description:</b> This unit is designed to guide students through understanding and identifying the elements of informational articles and argumentative writing. It seeks to guide students in how to interpret main ideas that are developed in an article and evaluating current global environmental issues. They are going to do this by working through understanding climate, ecosystems, and other scientific content specific information. Vocabulary will be taught in context throughout the unit. The unit culminates with an argumentative assignment regarding global warming.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>- What is climate and how does it affect us?</li> <li>- What is humankind’s relationship to climate?</li> <li>- How does weather impact communities?</li> </ul>	<ul style="list-style-type: none"> <li>- Weather patterns in the United States vary.</li> <li>- It’s important to know about different climates and the animals and people who live in them.</li> <li>- Climate and climate change affect our lives daily.</li> <li>- How to prepare for climate change properly to ensure our safety.</li> <li>- Global warming is a possible danger to our society.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>WIDA ELP: ELD Standard 1: Social and Instructional language <b>ELL.9-12.1.W - Writing</b> <b>ELL.9-12.1.W.1 - Entering</b> ELL.9-12.1.W.1.1- Copy information from media (e.g., newspapers, websites) and check with a partner <b>ELL.9-12.1.W.2 - Beginning</b> ELL.9-12.1.W.2.1 - List points of information from media (e.g., TV, films, video or DVDs) and share with a partner <b>ELL.9-12.1.W.3 - Developing</b></p>	<ol style="list-style-type: none"> <li>1. Students will be able to read, speak and write in English for personal and academic purposes.</li> <li>2. Students will be able to understand spoken English in both a social and academic setting.</li> <li>3. Students will understand how the topography of the United States influences regional weather.</li> <li>4. Students will understand the ecosystem.</li> <li>5. Students will understand human health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to decode text in English using phonemic awareness and learned phonics skills.</li> <li>2. Students will understand a text both aurally and when reading at their English acquisition reading level.</li> <li>3. Students will be able to speak in English in phrases and sentences to communicate ideas in both a social and school setting.</li> <li>4. Students will be able to aurally understand spoken English in both a social and academic setting.</li> <li>5. Students will be able to identify and name US geographic regions and specific characteristics</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>ELL.9-12.1.W.3.1 - Form general ideas based on information from familiar speakers, media or print in a series of related sentences and share with a partner</p> <p>ELD Standard 2: The language of Language Arts</p> <p><b>ELL.9-12.2.W - Writing</b></p> <p><b>ELL.9-12.2.W.1 Entering</b></p> <p>ELL.9-12.2.W.1.2 - - Take notes on key symbols, words or phrases from visuals pertaining to discussions</p> <p>ELL.9-12.2.W.1.3 - - Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner</p> <p>ELL.9-12.2.W.1.1 - - Reproduce comments on various topics from visually supported sentences from newspapers or websites</p> <p><b>ELL.9-12.2.W.2 Beginning</b></p> <p>ELL.9-12.2.W.2.2 - - List key phrases or sentences from discussions and models (e.g., on the board or from overhead projector)</p> <p>ELL.9-12.2.W.2.3 - - Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner</p> <p>ELL.9-12.2.W.2.1 - - Produce comments on various topics from visually supported paragraphs from newspapers or websites</p> <p>ELD Standard 5: The language of Social Studies</p> <p><b>ELL.9-12.5.W - Writing</b></p> <p><b>ELL.9-12.5.W.1 Entering</b></p>		<p>that describe them.</p> <ol style="list-style-type: none"> <li>6. Students will understand the how climate is influenced by topography and other factors</li> <li>7. Students will explain human health.</li> <li>8. Students will understand the effects of fast foods and the benefits of eating healthier.</li> <li>9. Students will diagram that of a human body and identify how to describe illnesses that occur there.</li> <li>10. Students would be understand how mountains and plains are instrumental in the weather systems of regions local to their landmasses.</li> <li>11. Students will demonstrate their knowledge of water systems and life cycles.</li> <li>12. Students will understand their role in the preservation of their ecosystem.</li> <li>13. Students will understand the benefits of recycling and how they can positively contribute to the health of our environment.</li> <li>14. Students will understand water systems and life cycles</li> <li>15. Students will understand the basic human body and health concepts such as how eating habits, exercise &amp; sleep can affect the functioning of the human body.</li> <li>16. Students will understand the effects of fast foods and the benefits of eating healthier.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>ELL.9-12.5.W.1.1 - - Answer yes/no or choice questions in visually supported surveys with a partner</p> <p><b>ELL.9-12.5.W.2 Beginning</b></p> <p>ELL.9-12.5.W.2.1 - - Formulate WH- questions for visually supported survey research from models with a partner</p> <p><b>ELL.9-12.5.W.3 Developing</b></p> <p>ELL.9-12.5.W.3.1 - - Describe how to compile and state results of visually supported survey research in small groups</p> <p>NJSLS for English:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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).</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Think-Pair-Share</li> <li>• Classroom Polls</li> <li>• Reflection questions in Journals Round Robin Charts</li> <li>• Close reading articles</li> <li>• Ongoing evaluation in English of:</li> <li>✓ decoding skills</li> </ul>	<ul style="list-style-type: none"> <li>• A collection of Summative Writings on Articles</li> <li>• Vocabulary tests throughout the unit</li> <li>• verbal participation grades through classroom discussion</li> <li>• group work participation evaluation</li> </ul>	<p>Speaking and participating in classroom discussion</p> <ul style="list-style-type: none"> <li>• Learning demonstration -water systems and life cycles.</li> <li>• Evaluation and creation of a representation of a weather system.</li> <li>• Verbally describe a life cycle</li> <li>• Identify evidence proving /disproving global warming</li> </ul>	<p>An argumentative piece: visual or written on global warming and how it affects one of the various climates of the United States (choices will be available)</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>✓ Reading comprehension- word, phrase, sentence</li> <li>✓ Spoken English</li> <li>✓ Aural English</li> <li>✓ Written English</li> </ul>	<p>Topic discussions-</p> <ul style="list-style-type: none"> <li>✓ What is Climate and how does it affect us?</li> <li>✓ What is a water system and how do we describe it?</li> <li>✓ What is global warming?</li> <li>✓ Map skills: Identifiatiion of US Regions</li> <li>✓ History of environmentalism in the USA</li> <li>• Label and name the parts of human body</li> <li>• Recycling activity- focus- how a person can positively contribute to the health of the ecosystem.</li> <li>• Debate: Environmentalism in the USA and students impact on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Recycling activity- focus - how a person can positively contribute to the health of the ecosystem.</li> <li>• Presentation on the Human body and Human illness</li> <li>• Role play: Doctor’s visit in which they have to describe an illness</li> <li>• Presentation: Personal hygiene and diet and how it effects the human body and contributes to human illness.</li> <li>• Discussion: Personal conclusion on the reliability of research regarding global warming</li> <li>• Debate: Environmentalism in the USA and students impact on the environment</li> </ul>	

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):**

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Vary essay lengths</li> <li>• Highlight key directions</li> <li>• Pace long-term projects</li> <li>• Allow re-dos/retakes</li> <li>• Preview test procedures</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Oral testing (assessing reading comprehension and writing skills)</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Enhanced directions</li> <li>• Multiple texts (leveled reading)</li> <li>• Choice with writing topics</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Multiple-choice format</li> <li>• Use native language (for directions)</li> <li>• Read directions aloud</li> <li>• Highlight/underline key words</li> <li>• Simplify language</li> <li>• Single step directions</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Oral testing (assessing reading comprehension)</li> <li>• Accept short answers</li> <li>• Choice of test format</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Enhanced directions</li> <li>• Multiple texts (leveled reading)/texts in native language</li> <li>• Choice with writing topics</li> <li>• Choice of test format (projects replace written tasks for Level 1 ELL students)</li> <li>• Shorten homework assignment</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Clarify test directions</li> <li>• Allow re-dos/retakes</li> <li>• Vary test formats</li> <li>• Provide study guides prior to tests</li> <li>• Frequent rest breaks</li> <li>• Highlight key directions</li> <li>• Preview test procedures</li> <li>• Chunk long-term assignments</li> <li>• Pace long-term projects</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Choice of writing topics</li> <li>• Choice of test format</li> <li>• Learning Menus/Choice Boards</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Independent study/Side Bar Studies</li> <li>• Tiered assessments/choice of test format</li> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Learning Menus/Choice Boards</li> <li>• Higher Level Readings</li> </ul>
<b>Instructional Strategies:</b>			

**Close reading, Vocabulary Webbing, Graphic Organizer, Conversation development, Cornell Note taking, Online research projects via GoogleClassroom, Modified Lecture, Group read aloud, Group discussion, Think-Pair-Share, SIOP Vocabulary Activities**

**Scaffolded Argument Analysis Chart: (Common Core for the Not so Common Learner) pg. 149**

Students will use this analysis chart to identify major claims and proof of claim from the videos that we watch regarding the environment.

**List-Group-Label: (Tools for Teaching Content Literacy)**

Students will use this strategies to brainstorm their ideas regarding the environment. It is a way of webbing immediately following list making to group ideas.

**Close reading:**

Students will participate in close readings of their articles. 1. Identify key vocabulary, 2. Read once, 3.Chunk text, 4. Summarize chunks, 5.Re-read text for understanding, 6. Analyze what the text says

**V-Diagram for Arguments and Counterarguments: (Common Core for the Not so Common Learner) pg. 151**

Students will use this graphic organizer during classroom conversation regarding the idea: Do my daily choices impact the environment?

**Take a Stand Activity: (Common Core for the Not so Common Learner) pg. 151**

Students will have to develop a perspective on the issue of climate change. They will be given scaffolded ideals about climate change and students will have to make a choice regarding their thoughts.

**Vocabulary Webbing**

Students will complete a vocabulary web with the words environment, pollution, and impact.

**Environmental footprint activity**

<http://footprint.wwf.org.uk/> Students will use this website to analyze and evaluate their environmental footprint

**Graphic Organizer**

**Conversation development**

**Cornell Note taking**

**Online research projects via GoogleClassroom:**

Students will Use google classroom to keep daily journals about their readings and to see the ideas of other students in living documents that are shared between one or more students.

**Group read aloud**

Students will practice reading aloud with texts and articles to practice the speaking portion of the WIDA indicators.

**Group discussion**

We will discuss the ideas of the videos and movie clips that we watch regarding the environment. We will have intentional discussions to evaluate the reliability of what we read and watch.

**Think-Pair-Share**

This is an activity in which students will stop and think after hearing an idea, find a partner in the room, and share common ideas in this partner work. This activity facilitates academic conversation as well as positive debate

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):**

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Adjusted assignment timelines</li> <li>• Student restates information</li> <li>• Review sessions</li> <li>• Concrete examples</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Read passages aloud (working on reading comprehension)</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• Learning Stations</li> <li>• Multiple texts (leveled reading)</li> <li>• Flexible grouping</li> <li>• Jigsaw</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Visual charts/cues</li> <li>• Use manipulatives</li> <li>• Demonstrations for key concepts</li> <li>• Pre-teach all vocabulary</li> <li>• Graphic organizers</li> <li>• Give oral prompts/cues</li> <li>• Additional time on assignments</li> <li>• Learning objectives written on the board daily</li> <li>• Word Walls</li> <li>• Sentence Frames</li> </ul> <p><b><u>Modifications</u></b></p> <ul style="list-style-type: none"> <li>• Shortening assignment (altering rigor/complexity of the assignment)</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Multiple texts (leveled reading)/use native language for Level 1 ELL students</li> <li>• Flexible grouping</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Books on tape</li> <li>• Review sessions</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Use of mnemonics</li> <li>• Work-in-progress check</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Multiple texts (leveled reading)</li> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Interactive Notebooks/Writer’s Notebook</li> <li>• Jigsaw</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Tiered assignments</li> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Learning Menus/Choice Boards</li> <li>• Writer’s Notebook</li> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Flexible grouping</li> <li>• Learning Contracts</li> <li>• Jigsaw</li> </ul>

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
	<ul style="list-style-type: none"> <li>• Tiered assignments</li> <li>• Interactive Notebooks/Writer’s Notebook</li> </ul>		

Unit Vocabulary:
<p>Essential: • cite citar • thoroughly • textual evidence evidencia textual • analysis análisis • explicit explícita • inference central idea idea central • analyze analizar • development • relationship relación • supporting • summary • emerge emerger • refine perfecciona analyze analizar • analysis análisis • series serie • introduce introducir • develop • connections conexiones • impact impacto • tone tono • word choice • cumulative acumulado/a (adj.) • evoke evocan • formal formales • informal informal</p> <p>Non-Essential: environment, global warming, climate, weather, weather pattern, rain, sun, thunderstorms, dust storms, lightening, hurricane, flooding, desert, plains, islands, body, illness</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>Science: HS-ESS3-1. HS-ESS3-4.</p>	<p>Use of <a href="http://weather.com">weather.com</a> to show weather patterns and live readings, Google maps to show environmental, the use of digital programs to display visual arts and graphic organizers</p>	<p><input checked="" type="checkbox"/> Global Awareness Studying our personal impact and other countries impact on the environment will help students to be more globally aware of this issue.</p> <p><input checked="" type="checkbox"/> Civic Literacy Becoming environmentally minded is a civic issue and is often reflected on politically.</p> <p><input checked="" type="checkbox"/> Health Literacy Students will be exploring their personal health and how to address issues with doctors in the future.</p>	<p><input checked="" type="checkbox"/> Creativity &amp; Innovation Students will be creating a physical or digital display about their own choices toward the environment.</p> <p><input checked="" type="checkbox"/> Media Literacy Students will be given the opportunity to find reliable resources to support their opinions about environmentalism.</p> <p><input checked="" type="checkbox"/> Critical Thinking &amp; Problem Solving Students are going to be evaluating their future choices and how they may impact the environment.</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration Students will be working together to learn about the differing weather patterns in the regions of the US.</p>

**Resources:****Texts/Materials:**

Reading: Lessons Topics 60-70 in the Oxford Picture Dictionary for the Content Areas

Worksheets from the Oxford Picture Dictionary for the Content Areas

Articles from NewsELA:

“Weather and Climate: The Seasons”

“Climate Change and Consequences in the U.S. Southeast”

“Climate Change and Consequences in the U.S. Northeast”

“Climate Change and Consequences in the U.S. Southwest”

“Climate Change in Hawaii and Tropical Islands”

“Climate Change and Consequences in the U.S. Southeast”

“Climate Change in Alaska”

“Climate Change in the U.S. Great Plains”

“Climate Change in the U.S. Northwest”

“Climate Change in the U.S. Midwest”

“The Global Reaction to Water and Air Pollution”

“A Blanket Around the Earth”

New Sources:

CNN

Videos:

Planet Earth

“Global Warming 101 | National Geographic”

“What they haven’t told you about climate change”

“If Global Warming is real, why is Antarctic Ice Growing?”

<b>Unit: 4 Our Mathematical Lives</b>	<b>Recommended Duration: April-June (9 weeks)</b>
<p><b>Unit Description:</b> This unit is designed to guide students in understanding and identifying the elements of mathematical word problems and vocabulary. It seeks to guide students in how to interpret the word roots and meanings of Math and how these things aid in the interpretation, completion, and creation of mathematic word problems. Vocabulary will be taught in context throughout the unit. The unit culminates with a mathematical terms display and greek root poster.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>- Why does understanding math matter to my daily life?</li> <li>- Are mathematical word problems important or pertinent outside of school?</li> <li>- Why is money so important to our society?</li> <li>- What does having money add to or detract from my life?</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding math is essential to our daily lives.</li> <li>- Word problems are part of our day-to-day lives in commerce and daily problem solving.</li> <li>- Greek roots and Latin roots and meanings help us understand the basis of many languages, especially English.</li> <li>- Money is essential in a country that runs by capitalism.</li> <li>- Though money is essential to live in this country, it does not add or detract value to human life- only the luxuries pertaining to it.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>WIDA ELP: ELD Standard 1: Social and Instructional Language <b>ELL.9-12.1.L - Listening</b> <b>ELL.9-12.1.L.1 - Entering</b> ELL.9-12.1.L.1.1 - - Carry out requests from peers or teachers (e.g., “Hand in your homework.”) with L1 support <b>ELL.9-12.1.L.2 - Beginning</b> ELL.9-12.1.L.2.1 -Follow instructions from peers or teachers (e.g., “Meet me at my locker after 7th period.”) with L1 support <b>ELL.9-12.1.L.3 - Developing</b></p>	<ol style="list-style-type: none"> <li>1. Students will be able to read, speak and write in English for personal and academic purposes.</li> <li>2. Students will be able to understand spoken English in both a social and academic setting.</li> <li>3. Students will be able to deconstruct the English used in simple word problems and solve them.</li> <li>4. Students will deconstruct mathematical terms and learn Greek root meanings that transfer to other areas of knowledge.</li> <li>5. Students will understand the monetary</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to decode text in English using phonemic awareness and learned phonics skills.</li> <li>2. Students will understand a text both aurally and when reading at their English acquisition reading level.</li> <li>3. Students will be able to speak in English in phrases and sentences to communicate ideas in both a social and school setting.</li> <li>4. Students will be able to aurally understand spoken English in both a social and academic setting.</li> <li>5. Students will understand and apply basic</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>ELL.9-12.1.L.3.1 - Follow everyday conversations with teachers or other adults (e.g., guest speakers) with clarification in L1</p> <p>ELD Standard 2: The language of Language Arts</p> <p><b>ELL.9-12.2.R - Reading</b></p> <p><b>ELL.9-12.2.R.1 - Entering</b></p> <p>ELL.9-12.2.R.1.2 - Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner</p> <p>ELL.9-12.2.R.1.1 - Associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups</p> <p><b>ELL.9-12.2.R.2 - Beginning</b></p> <p>ELL.9-12.2.R.2.2 - Sort information as biased or not biased using models or illustrated criteria and share with a partner</p> <p>ELL.9-12.2.R.2.1 - Identify influences (e.g., people or events) on familiar people’s lives using visuals and sentence-level text in L1 or L2 in small groups</p> <p><b>ELL.9-12.2.R.3 Developing</b></p> <p>ELL.9-12.2.R.3.2 - Identify evidence of bias in various texts using models or criteria and share with a partner</p> <p>ELL.9-12.2.R.3.1 - Match cause of influences on familiar people’s lives with effect using visuals and multi-sentence text in small groups</p> <p>ELD Standard 3: The Language of Math</p> <p><b>ELL.9-12.3 - [Standard] - The Language of Mathematics</b></p> <p><b>ELL.9-12.3.L - Listening</b></p>	<p>system in the United States</p>	<p>Mathematic terms and principles in English.</p> <ol style="list-style-type: none"> <li>6. Students will be able to decode and understand basic Mathematic word problems in English.</li> <li>7. Students will understand how money is produced, and the concept of income.</li> <li>8. Students will understand personal money management and financial decision making.</li> <li>9. Students will understand hoe money is produced and common conceptions and misconceptions of having money.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>ELL.9-12.3.L.1 Entering</b>            ELL.9-12.3.L.1.1 -- Identify properties of geometric figures based on visual representations and oral descriptions</p> <p><b>ELL.9-12.3.L.2 Beginning</b>            ELL.9-12.3.L.2.1 -- Visualize, draw or construct geometric figures based on visual representations and oral descriptions</p> <p><b>ELL.9-12.3.L.3 Developing</b>            ELL.9-12.3.L.3.1 -- Locate intersections of geometric figures based on visual representations and oral descriptions (e.g., points, lines or planes)</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Think-Pair-Share</li> <li>• Classroom Polls</li> <li>• Reflection questions in Journals</li> <li>• Round Robin Charts</li> <li>• Close reading relevant articles</li> <li>• US Financial system quiz</li> <li>• Basic mathematic terms quiz</li> <li>• Basic math concepts quiz in English using deconstruction for math word problems</li> <li>• Application of Greek and Latin roots in English in Mathematics and English assignments</li> <li>• Ongoing evaluation in English of: <ul style="list-style-type: none"> <li>• decoding skills</li> <li>• Reading comprehension- word, phrase, sentence</li> <li>• Spoken English</li> <li>• Aural English</li> <li>• Written English</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Greek Root Assessments</li> <li>• Math Vocabulary Worksheets</li> <li>• Speaking: Graded using WIDA Rubric</li> <li>• group work participation evaluation</li> <li>• writing to Learn: Mathematics</li> <li>• Math word problems creation following a demonstrated word pattern in English that is both grammatically correct and mathematically correct.</li> <li>• Shopping list using a budget using discounts/coupons/online offers</li> <li>• Create math word problems (grammatically and mathematically correct in English).</li> <li>• Financial decision making- Students will respond to a scenario showing their understanding of cultural concepts of money.</li> </ul>	<ul style="list-style-type: none"> <li>• Math concepts/poster presentation</li> <li>• Role-play: going out to eat in English and calculate costs per person, including gratuity and discussion about how to divide the check equally.</li> <li>• Students will create a budget using items such as coupons, discounts and spending limits.</li> <li>• Students will debate the merits of eating out vs. grocery shopping.</li> <li>• Internet scavenger hunt about Money production</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be required to create a display of a created, deconstructed, and solved math word problem explaining the mathematical terms and Greek/Latin roots expressed in those terms.</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/Differentiation):**

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Highlight key directions</li> <li>• Pace long-term projects</li> <li>• Allow re-dos/retakes</li> <li>• Preview test procedures</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Enhanced directions</li> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Multiple-choice format</li> <li>• Use native language (for directions)</li> <li>• Read directions aloud</li> <li>• Highlight/underline key words</li> <li>• Simplify language</li> <li>• Single step directions</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Enhanced directions</li> <li>• Multiple texts (leveled reading)/texts in native language</li> <li>• Choice of test format (projects replace written tasks for Level 1 ELL students)</li> <li>• Shorten homework assignment</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Clarify test directions</li> <li>• Allow re-dos/retakes</li> <li>• Vary test formats</li> <li>• Provide study guides prior to tests</li> <li>• Frequent rest breaks</li> <li>• Highlight key directions</li> <li>• Preview test procedures</li> <li>• Chunk long-term assignments</li> <li>• Pace long-term projects</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Choice of writing topics</li> <li>• Choice of test format</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Independent study/Side Bar Studies</li> <li>• Tiered assessments/choice of test format</li> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> </ul>

<b>Instructional Strategies:</b>			
Writing to learn Mathematics: compare and contrast, concept definition, prayer model, GIST, journaling, marginal notes, quick write, response journal, symbols, test corrections, peer review, project based learning, Kahn Academy			
<b>Possible Instructional Adjustments (Modifications /Accommodations/Differentiation):</b>			
<b>Special Education Students</b>	<b>English Language Learners (ELLs)</b>	<b>At-Risk Learners</b>	<b>Advanced Learners</b>
<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Adjusted assignment timelines</li> <li>• Books on tape</li> <li>• Student restates information</li> <li>• Preferential seating</li> <li>• Review sessions</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Multiple texts (leveled reading)</li> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Jigsaw</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Visual charts/cues</li> <li>• Use manipulatives</li> <li>• Demonstrations for key concepts</li> <li>• Pre-teach all vocabulary</li> <li>• Graphic organizers</li> <li>• Give oral prompts/cues</li> <li>• Additional time on assignments</li> <li>• Learning objectives written on the board daily</li> <li>• Word Walls</li> <li>• Sentence Frames</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Multiple texts (leveled reading)/use native</li> </ul>	<p><b><u>Accommodations</u></b></p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Books on tape</li> <li>• Review sessions</li> <li>• Concrete examples</li> <li>• Review of directions</li> <li>• Use of mnemonics</li> <li>• Work-in-progress check</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Multiple texts (leveled reading)</li> <li>• Flexible grouping</li> <li>• Tiered assignments</li> <li>• Interactive Notebooks/Writer’s Notebook</li> <li>• Jigsaw</li> </ul>	<p><b><u>Accommodations/Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• Tiered assignments</li> <li>• Multiple texts (leveled reading)</li> <li>• Tiered homework assignments</li> <li>• Writer’s Notebook</li> <li>• Mini-lessons/Small group instruction (specific topics for specific student groups)</li> <li>• One-on-one conferences/use individual writing goal sheet</li> <li>• Learning Stations</li> <li>• Flexible grouping</li> <li>• Jigsaw</li> </ul>

**Unit Vocabulary:**

**Essential:** eye contact • volume volumen • pronunciations pronunciaciones • substance • style estilo • informative/explanatory informativa/explicativa • primary source • secondary source • recitation recitación • strategic estrategias • digital media medios digitales • textual element elemento textual • graphical element elemento gráfico • audio element elemento de audio • visual element elemento visual • interactive element elemento interactivo • enhance • context contexto • situation situación • audience audiencia • task tarea • purpose propósito • presenting presentación • slang • filler words • pace • tempo tempo context clues • restatement • definition definición • prefix prefijo • suffix sufijo • root word • dictionary diccionario • thesaurus tesoro • acquire adquirir • academic académico • domain-specific dominio específico • comprehension comprensión • expression expression

**Non-Essential:** math, money, addition, subtraction, division, multiplication, polygon, octagon, pi, grade point average, numbers, time, casual, daily use

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>Mathematics: G-GMD A, B</p> <p>G-MG A.</p>	<p>Google Classroom for online assessments, understanding and creating graphic organizers, power point, evaluating power point and how it enhances presentation, digital tools that enhance the understanding of Greek roots (<a href="https://membean.com/treelist">https://membean.com/treelist</a>)</p>	<p><input checked="" type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy Students will have to identify the role of money in our modern society and assess its connection to our culture and its values.</p>	<p><input checked="" type="checkbox"/> Critical Thinking &amp; Problem Solving Students will be constructing word problems, evaluating their difficulty, and solving them.</p> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) Students will discuss and practice budgeting and money management.</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration Students will be working together as they create budgets and prepare for their future life outside of school.</p>

## Resources:

### Texts/Materials:

Reading: Lessons Topics 70-77 in the Oxford Picture Dictionary for the Content Areas  
Worksheets from the Oxford Picture Dictionary for the Content Areas

Articles from NewsELA:

“The Search for the value of pi”

“What is a graph?”

“Scanners give scientists a picture of genius: this is your brain on math”

“Explainer: What is GPA and how is it used?”

Article from <https://www.usmint.gov/learn/history/timeline-of-the-united-states-mint>:

“Timeline of Money Production”

Videos:

<https://www.khanacademy.org/math/pre-algebra/pre-algebra-equations-expressions/pre-algebra-alg-expression-word-problems/v/writing-basic-expressions-from-word-problems-examples>

<https://www.youtube.com/watch?v=HtqllVN9bh8>

<https://www.youtube.com/watch?v=cy-8IPVKLIo>