



BOE Approved 8/18

Cliffside Park Public Schools

Unit Name: Your Health

Resource: Making Connections, Spin

Duration: 4-6 weeks

Enduring Understanding

- Health includes nutrition and exercise choices.

Essential Questions

- How do students verbalize issues related to their health?
- How do students answer “why” questions?
- How do students use details when describing?
- How do students use verb tenses to discuss matters of health?
- How do students compare and contrast their abilities with others and how age affected those abilities?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none">• I can use Superlative and Comparative adjectives.• I can answer why questions.• I can use details when describing.• I can use different verb tenses to discuss health.	<ul style="list-style-type: none">• Writing in grammatically correct English• Reading for information	Formative: <ul style="list-style-type: none">• teacher observation of student responses• Student Performance	<ul style="list-style-type: none">• Spin• Making Connections• Raz Kids• ESL BrainPop

<ul style="list-style-type: none"> • I can compare and contrast ability by age. 	<ul style="list-style-type: none"> • Writing to compare & contrast • Listening for details • Speaking to compare & contrast • Engaging in discussion 	<p>Checklist (borrowed from unit skills & vocabulary)</p> <p>Summative:</p> <ul style="list-style-type: none"> • Spin Unit tests (Spin D Unit 4) • Making Connection unit Tests on Compare & Contrast • Exit questions <p>Benchmarks:</p> <ul style="list-style-type: none"> • WIDA placement (for new arrivals) • WIDA Model assessment • Spring WIDA assessment (for all ELLs) <p>Alternative:</p> <ul style="list-style-type: none"> • Based on this unit, students design a day with healthy habits. Ex. "For breakfast, I will eat..." , etc. 	<ul style="list-style-type: none"> • English for Everyone website • Magazines • Newspapers • Audio CDs • Teacher created materials • Multimedia resources
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WIDA and New Jersey Student Learning Standards for English Language Arts

WIDA Standards

English Language Proficiency Standard 1 English language learners communicate for Social and Instructional purposes within the school setting
Social and Instructional language

English Language Proficiency Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

English Language Proficiency Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

New Jersey Student Learning Standards for English Language Arts

Reading Standards for Informational Text

Key Ideas and Details

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Reading Foundation Skills

Phonics and Word Recognition

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

Writing Standards

Text Types and Purposes

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

Speaking and Listening Standards

Comprehension and Collaboration

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Language Standards

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

	Beginner	Intermediate	Advanced
<p>ESL Modifications and Teaching Strategies Note: Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p>	<ul style="list-style-type: none"> ● Use pictures / visuals ● Cue students before asking a question during class discussions ● Use a word square to teach & target academic vocabulary of the unit of health ● Frontloading vocabulary - comparative & superlative adjectives ● Graphic organizers - Venn Diagram ● Accept verbal responses in lieu of written work ● Extended time for written work ● Modify length of reading passages about health ● Simplified assignments ● Native language supports: Bilingual dictionaries, peer translation, google translate ● TPR/hands -on activities such as re-enacting healthy habits ● Use realia, maps, photos, and manipulatives of healthy foods and habits ● Sentence strips ● Word walls with pictures in notebooks ● Sentence frames to assist in writing 	<ul style="list-style-type: none"> ● Check for comprehension of directions ● Modify content to focus on key concepts of health & comparing/contrasting skill ● Have students paraphrase key ideas with help of sentence frames ● Provide outlines of class notes ● Use pictures / visuals ● Cue students before asking a question during class discussions ● Frontloading vocabulary with help of google images ● Graphic organizers - Venn diagram ● Extended time for written work ● Modify length of reading passages ● Simplified assignments ● Native language supports: bilingual dictionaries ● Teacher models tasks ● Use realia, photos, and manipulatives...students use the realia to compare & contrast 	<ul style="list-style-type: none"> ● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Check for comprehension of directions ● Have students paraphrase key ideas ● Keep notes of content area vocabulary, as personal dictionary ● Use pictures / visuals - technology to assist ● Cue students before asking a question during class discussions ● Graphic organizers ● Native language supports: bilingual dictionaries

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Differentiation/Accommodations/Modifications
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Reduce the number of low level tasks required for the student to complete (be specific to the unit about the intro level tasks) - curriculum compacting.</p> <p>Provide more challenging content for the student to use when applying the skill of comparing & contrasting abilities.</p> <p>Teaching peers about comparing & contrasting, using the smartboard and additional technology tools.</p>	<p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Provide students with flexible seating options while reading fiction stories, depending on need or preference.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of unit 3 through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Sequence-specific vocabulary and literary terms should be pre-taught before reading each story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement.</p> <p>Differentiation through content, process, product, environment.</p>

SOURCES

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/g05.pdf>
 Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
 WIDA (2012) <https://www.wida.us/standards/eld.aspx>

