Cliffside Park Public Schools

9 - 12 High School Beginner Unit 3 ESL

Unit Name: Family & Relationships
Resources: Milestone Introductory Textbook, Finish Line for Ells
Duration: 3 months

Enduring Understandings

- Questioning and contributing help speakers convey their message explore issues and clarify their thinking. A speaker's choice of words and style set a tone and define the message. A speaker selects a form and organizational pattern based on the audience and purpose. Listening is the process of receiving, constructing meaning from, and responding to spoken and/ nonverbal messages. Effective listeners are able to interpret and evaluate increasingly complex messages.
- The student will read poetry and an article with graphs. Good readers use a repertoire of strategies to gain understanding from various forms and styles, and differentiate the different purposes and contexts.
- The student will know how to write narrative, descriptive, and informal paragraphs and a diary entry. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Essential Questions
- What do English speakers do in order to effectively communicate about their relationships with others?
- What English do I need to describe relationships within the human and animal world?

Focus of Standards			
Student Outcomes - I can learn to pronounce English words correctly. - I can introduce my family.	**Skills**	**Assessments**	**Resources**
	- Listening & responding	**Formative:** - teacher observation of student	- English for everyone website - Magazines

● I can define and discuss members of my family. ● I can use words and expressions to describe people's appearance. ● I can read a poem about family & use the phrases that help me react to poetry. ● I can recognize rhythm, repetition and alliteration (poem "Our Grandmother".) ● I can use English to discuss relationships within the animal world - energy transfer and animals. ● I can use direction words to navigate interpersonal relationships successfully, both orally and in writing. ● I can use time correctly when describing activities I do with others.	● Using their/they're/there; its/it's; your/you're correctly ● Using the past tense of these irregular words: let, sit, leave, say, buy ● Responding to commands & making requests ● Reading for understanding ● Writing for explaining ● Show expression while reading ● Form yes/no questions and give short answers in the simple present and simple past. ● Spell past tense verbs ending in -y.	responses ● Grouping by common traits - descriptions of appearance ● Quizlet.com - https://quizlet.com ● Kahoot- https://kahoot.it/ ● Quizizz - https://quizizz.com . **Summative:** ● Exit questions ● Milestone unit tests **Benchmarks** ● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs ● Milestones benchmark assessments **Alternative** ● Make a family tree & present it. ● Students will create a Google Slide Presentation of animal relationships	● Newspapers ● Audio CDs ● Teacher created materials ● Multimedia resources ● Milestone Introductory textbook and workbook Unit 2: Relationships; ● Finish Line for ELLs-English Proficiency Practice: Folder E, Lesson 5,10, 13, 18, 23, 27, 34. ● Digital Tools: BrainPop.com (ESL) - https://esl.brainpop.com Level 1 - Unit 5 - Lessons 3 to 5- Past Simple to Be; Unit 6 - Lessons 1 to 5 -Past Simple Tense; Level 1 - Unit 5 - Lessons 1 and 2 - Present Simple and Negative Present Simple. ● www.newsela.com ● www.readworks.org ● www.readtheory.org ● www.vocabulary.com

WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS

English Language Development Standard 1 English language learners communicate for Social and Instructional purposes within the school setting
English Language Development Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**
English Language Development Standard 3 English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Mathematics**
English Language Development Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**
English Language Development Standard 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**

NJ Student Learning Standards (2016)

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.
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Career Ready Practices
CRP2. Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6 Demonstrate creativity and innovation

Interdisciplinary Connections and Activities
Social Studies:
- Using technology, students explore holiday celebrations across the world and present positive aspects of diverse cultures. (NJSLS for Social Studies 6.3) Active Citizenship in the 21st Century (5-8 and 9-12 levels)

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies *(Alternate Modes of Instruction and Support)*		
Modifications to Support Gifted and Talented Students	**Modifications to Support English Language Learners**	**Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)**
Student may interview a member of the family and report back their findings with writing and orally. 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. Provide menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).	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. Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary) Pair visual prompts with verbal presentations Frontload and immerse students in literacy and language experiences related to the family unit. Provide students with visual models, sentence frames, concrete objects, and hands-on materials.	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. Allow for Student Choice: Students should be permitted to demonstrate understanding of the relationship unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc. Text to speech/Oral reading Access to word/picture banks Use of anchor charts Provide students with flexible seating options while reading and discussing relationships, depending on need or preference.

	Model language necessary for discussing relationships. Provide outlines of class notes Graphic organizer: family tree *Also See At Risk/504 Modifications	*Also See ELL Modifications

Sources:
New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/ela/k.pdf
New Jersey Student Learning Standards: Technology (2014) http://www.state.nj.us/education/cccs/2014/tech/8.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