



BOE Approved 8/18

## Cliffside Park Public Schools

### Intermediate ESL Unit 2

**Unit Name:** Conflict & Resolution

**Resource:** Milestones Green Textbook

**Duration:** 3 months

#### Enduring Understanding

- Understanding that conflicts can occur between people, society, and countries.

#### Essential Questions

- Where are conflicts possible?

#### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"><li>• I can use cause and effect strategies to understand plot elements and conflict.</li><li>• I can understand genres and text features of historical fiction and informational text.</li><li>• I can evaluate conflicts and resolutions.</li><li>• I can understand text features to identify common themes in textbooks and fables.</li></ul>	<ul style="list-style-type: none"><li>• Speaking correctly in English</li><li>• Questioning</li><li>• Drawing conclusions</li><li>• Discussing &amp; interacting</li><li>• Listening &amp; responding</li></ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"><li>• Quizlet.com - <a href="https://quizlet.com">https://quizlet.com</a></li><li>• Kahoot- <a href="https://kahoot.it/">https://kahoot.it/</a></li><li>• Quizizz - <a href="https://quizizz.com">https://quizizz.com</a></li><li>• Teacher prepared assessments,</li></ul>	<ul style="list-style-type: none"><li>• Milestones Green textbook Unit 4, Chapters 1 &amp; 2</li><li>• Newsela.com</li><li>• videos on Civil Wars</li><li>• <i>Nighjohn</i> (or any other novel about slavery)</li></ul>

	<ul style="list-style-type: none"> <li>● Reading for different purposes</li> <li>● Writing for different purposes</li> <li>● Problem solving</li> </ul>	<p>based on shorter chapters.</p> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● Milestones unit tests</li> </ul> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● WIDA placement (for new arrivals)</li> <li>● WIDA Model assessment</li> <li>● Spring WIDA assessment (for all ELLs)</li> <li>● Milestones benchmark tests</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Connection to present day - explain a current conflict &amp; design a possible resolution - project with rubric</li> </ul>	
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**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 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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

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.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **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**

#### **Art:**

The art of conflict - *i.e.* Picasso's Guernica

(1.2.12.A.2) Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras.

(1.2.8.A.2) Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

**Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies**  
*(Alternate Modes of Instruction and Support)*

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<p>Amplify learning by providing more challenging texts about conflict and resolution.</p> <p>Compacting the curriculum.</p> <p>A guided webquest to further explore the unit.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; provide key language uses to students.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Provide sentence frames and graphic organizers to assist with the writing task.</p> <p>Provide scaffolds for English via purposeful partnering and teacher modelling.</p> <p>*Also See At Risk/504 Modifications</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Text to speech - teacher models reading for Unit 4, Chapters 1 &amp; 2 texts.</p> <p>Access to word/picture banks for the “Conflict &amp; Resolution” vocabulary</p> <p>Supply Students with Anchor Charts for writing about conflict.</p> <p>*Also See ELL Modifications</p>

**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>