



BOE Approved 8/18

## Cliffside Park Public Schools

### 9 - 12 High School Beginner Unit 2 ESL

**Unit Name:** About Me (Succeeding in the School Setting)

**Resources:** Milestone Introductory Textbook, Finish Line for Ells

**Duration:** 1.5 - 2 months

#### Enduring Understandings

- Reading is an active process between the reader and the text.
- Reading can provide us with news, information, enjoyment, and comfort.
- Literature provides a window for us to understand humanity past and present.
- Effective readers use a variety of appropriate critical thinking and comprehension strategies to construct meaning.
- Effective readers seek out

#### Essential Questions

- What do English speakers do in order to interact with others and make friends in school?
- What English is necessary for me to succeed in my English & Math classes?

#### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> <li>• I can learn to pronounce English words correctly.</li> <li>• I can welcome a new student &amp; ask to borrow things.</li> <li>• I can complete a “Student Emergency Information Form”.</li> <li>• I can use pronouns and possessive adjectives.</li> <li>• I can scan for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening &amp; responding</li> <li>• Spelling irregular sight words</li> <li>• Discussing &amp; interacting pertaining to when and where</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• teacher observation of student responses</li> <li>• Review students with a checklist of unit skills</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.englishforever.yone.org">www.englishforever.yone.org</a> website</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Audio CDs</li> <li>• Teacher created materials</li> <li>• Multimedia</li> </ul>

<ul style="list-style-type: none"> <li>• I can read &amp; write an informal letter.</li> <li>• I can use ordinal numbers when discussing dates and school events.</li> <li>• I can use capitalization and punctuation correctly when interacting with my friends in writing.</li> <li>• I can create and solve a math equation.</li> <li>• I can interact with graphs and charts.</li> </ul>	<p>events occur.</p> <ul style="list-style-type: none"> <li>• Responding to &amp; making requests</li> <li>• Showing interest in others</li> <li>• Reading to understand a letter</li> <li>• Writing in response to information on a form</li> </ul>	<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> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Exit questions</li> <li>• Complete a friendly letter.</li> <li>• Milestone 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>• Write a math problem for a partner to solve.</li> <li>• Make an invitation for a classmate, using the new English including ordinal numbers</li> <li>• Act out a dialogue - how do you welcome a new student?</li> </ul>	<p>resources</p> <ul style="list-style-type: none"> <li>• Milestone Introductory textbook and workbook Unit 1: About Me</li> <li>• Finish Line for ELLs-English Proficiency Practice: Folder C, Lesson 3, 12, 31.</li> <li>• BrainPop.com (ESL) - <a href="https://esl.brainpop.com">https://esl.brainpop.com</a> Level 1 - Unit 4 - Lessons 1 to 5 - Present Simple Tense; Level 1 - Unit 5 - Lessons 1 and 2 - Possessive and Tag Questions.</li> </ul>
--	--	---	---

**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**

### **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:**

- Draw a map with directions  
(NJSLs for Social Studies 6.2) World History/Global Studies (5-8 and 9-12 levels)

<b>Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies</b> <i>(Alternate Modes of Instruction and Support)</i>		
<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 math problems and applying the vocabulary &amp; problem solving skills.</p> <p>Write an informal letter to the teacher and include challenge words (tier 2 &amp; 3 vocabulary).</p> <p>Differentiated supports: content, process, product, environment</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>Brainstorm to build word problem &amp; student information form vocabulary and content before teaching the topic.</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to the “About Me” unit content</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of “About Me” unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>“About Me” specific vocabulary and literary terms should be pre-taught before each story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement.</p> <p>Intensive individual intervention (collaborate with the student’s special education teacher and other interventionists)</p> <p>*Also See ELL Modifications</p>

	<p>Provide students with visual models, sentence frames, concrete objects, and hands-on materials.</p> <p>Model writing and speaking related to the unit.</p> <p>*Also See At Risk/504 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>