



BOE Approved 8/18

## Cliffside Park Public Schools

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

**Unit Name:** Transitions

**Resources:** Milestone C Textbook

**Duration:** 2.5 months

#### Enduring Understanding

- Listening is the process of receiving , constructing meaning form, and responding to spoken and nonverbal messages. How can I clearly express myself ? When is it appropriate to ask questions? Rules, conventions of language , help readers understand what is being communicated.
- 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. Questioning and contributing help speakers convey their message explore issues and clarify their thinking. 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 with others?

#### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> <li>• I can use comparative &amp; superlative adjectives correctly.</li> <li>• I can use adjectives &amp; adverbs correctly.</li> <li>• I can use the past tense &amp; the present progressive tense.</li> <li>• I can read &amp; write grammatically correct</li> </ul>	<ul style="list-style-type: none"> <li>• Listening &amp; responding</li> <li>• Using different tenses to communicate in English</li> <li>• Explain</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of student responses</li> <li>• Quizlet.com - <a href="https://quizlet.com">https://quizlet.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• www.readtheory.org</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Audio CDs</li> <li>• Teacher created</li> </ul>

<p>punctuation.</p> <ul style="list-style-type: none"> <li>I can use &amp; write abbreviations of weights, measures, and temperatures, and contractions.</li> </ul>	<ul style="list-style-type: none"> <li>Critique others' work</li> <li>Reading for diverse purposes</li> <li>Writing for diverse purposes</li> </ul>	<ul style="list-style-type: none"> <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 personal information form.</li> <li>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>Keep a journal - teacher provides feedback</li> </ul>	<p>materials</p> <ul style="list-style-type: none"> <li>Multimedia resources</li> <li>Milestone C textbook and workbook Unit 2 Chapter 1 and 2;</li> <li>Finish Line for ELLs-English Proficiency Practice: Lesson 19 and Lesson 28.</li> <li><a href="http://www.eslbrainpop.com">www.eslbrainpop.com</a></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 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.

**CRP6.** Demonstrate creativity and innovation.

### **Interdisciplinary Connections and Activities**

#### **Music:**

- Exploration of music from different cultures  
(1.1.12.B.2) Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

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

<p align="center"><b>Modifications to Support Gifted and Talented Students</b></p>	<p align="center"><b>Modifications to Support English Language Learners</b></p>	<p align="center"><b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b></p>
<p>Higher level texts that address the same enduring understanding of the unit of Transitions.</p> <p>Integrate Higher Order Thinking Skills (HOTS) through research and extension projects specific to that Transitions 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>When introducing the unit of Transitions, use a Think-Pair-Write-Share to provide written and oral language processing time for the content learning of Transitions.</p> <p>Pair visual prompts with verbal presentations</p> <p>Front load and immerse students in literacy and language experiences related to the transition unit content</p> <p>Provide students with visual models, sentence frames, concrete objects, and hands-on materials.</p> <p>Model procedures.</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>Allow for Student Choice: Students should be permitted to demonstrate understanding of welcome unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Text to speech/Oral reading</p> <p>Access to word/picture banks</p> <p>Use of anchor charts</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>