



BOE Approved 8/18

Cliffside Park Public Schools

9 - 12 High School Transitional Unit 3 ESL

Unit Name: Choices

Resources: Milestone C Textbook

Duration: 2.5 months

Enduring Understandings

Oral discussion helps to build connections to others and create opportunities for learning. How does a speaker communicate so others will listen and understand the message

Effective communication relies on the usage of proper forms.

Written communication and proper grammar mechanics promote fluency of communication

Conventional spelling promotes common understanding

Legibility improves communication

Commas enable writers to clarify their meaning

Using commas incorrectly can make your writing unclear

Punctuation marks and grammar rules are like highway signs and traffic signals they help the writer avoid confusion.

Essential Question

- What are some things you think about before making a choice?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> • I can analyze author's purpose. • I can draw conclusions. • I can use different verb tenses. 	<ul style="list-style-type: none"> • Listening & responding • Using different tenses 	Formative: <ul style="list-style-type: none"> • Teacher observation of 	<ul style="list-style-type: none"> • www.readtheory.org • Magazines

<ul style="list-style-type: none"> • I can read & write grammatically correct punctuation. • I can place events from the story in chronological order. 	<p>to communicate in English</p> <ul style="list-style-type: none"> • Explaining • Reading for diverse purposes • Writing for diverse purposes 	<p>student responses</p> <ul style="list-style-type: none"> • Quizlet.com - https://quizlet.com • Kahoot- https://kahoot.it/ • Quizizz - https://quizizz.com . <p>Summative:</p> <ul style="list-style-type: none"> • Exit questions • Complete a personal information form. • Unit tests <p>Benchmarks</p> <ul style="list-style-type: none"> • WIDA placement (for new arrivals) • WIDA Model assessment • Spring WIDA assessment (for all ELLs) • Milestones benchmark tests <p>Alternative</p> <ul style="list-style-type: none"> • Choose a Civil Rights Leader to Research: search library or online resources . Use keywords such as “slavery”, “equal rights”, and “civil right leaders”. Choose one civil rights leader to research further. Describe the 	<ul style="list-style-type: none"> • Newspapers • Audio CDs • Teacher created materials • Multimedia resources • Milestone C textbook and workbook Unit 3 Chapter 1 and 2; • Finish Line for ELLs-English Proficiency Practice: Lesson 9 and 20.. • www.eslbrainpop.com
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		choices she OR he made in order to become a leader for civil rights. Submit electronic presentation.	
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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

- **Art**
 Choices artists make and their response to the choices made in their society.
 (1.4.12.A.4) Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

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)
<p>Research a Product: Establish a topic, identify a product to research. Identify persuasive techniques , list the ads' persuasive techniques and their claims about the product. Include facts and details, list the findings of reviewers and consumer reports. List them to each claim as a supporting fact, or one that does not support the claim. Present their findings as a compare/contrast.</p> <p>Integrate Higher Order Thinking Skills (HOTS) through research and extension projects specific to that "Choices" unit.</p>	<p>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> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>When introducing the unit of Choices, use a Think-Pair-Write-Share to provide written and oral language</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>processing time for the content learning of making choices.</p> <p>Pair visual prompts with verbal presentations</p> <p>Front load and immerse students in literacy and language experiences related to the choices 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>Use of anchor charts</p> <p>*Also See ELL Modifications</p>
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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>