



BOE Approved 8/18

# Cliffside Park Public Schools

## Intermediate ESL Unit 3

**Unit Name:** Survival

**Resource:** Milestones Green Textbook

**Duration:** 4 months

### Enduring Understandings

- Understanding the most destructive natural weather challenges and how to survive them. Dreams are important in one's life.
- Understanding how leadership affects survival in danger.
- Understanding that Dracula is used to show that appearances cannot be trusted.
- Understanding how leadership affects survival in danger.

### Essential Questions

- What does survival mean? What is a dream?
- What do people need to survive in dangerous places?
- What attributes do people need to survive?
- How do immigrants find a sense of belonging in a new place?

### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> <li>• I can use a science textbook section to identify structure, main idea, and details.</li> <li>• I can understand poems.</li> <li>• I can identify the central or main idea of the text.</li> <li>• I can understand the concept of survival.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding text structure</li> <li>• Identifying main ideas and details</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> </ul>	<ul style="list-style-type: none"> <li>• Unit 5, Chapter 2 "Fiercest Storms on Earth"</li> <li>• Unit 3, Chapter 2 "Dreams" by</li> </ul>

<ul style="list-style-type: none"> <li>• I can write a persuasive essay.</li> <li>• I can listen to peer stories of survival.</li> <li>• I can write a personal narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading to understand poetry.</li> <li>• Reading a graphic novel, using illustrations to assist comprehension.</li> <li>• Collaborating</li> <li>• Discussing &amp; explaining.</li> <li>• Questioning</li> <li>• Reading for understanding</li> <li>• Writing for communication</li> </ul>	<ul style="list-style-type: none"> <li>• Quizizz - <a href="https://quizizz.com">https://quizizz.com</a></li> <li>• Teacher prepared assessments, based on shorter chapters.</li> </ul> <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>• Compare &amp; contrast two survival stories - assessed with rubric</li> </ul>	<p>Langston Hughes and “ The Dream on my Wall” by Jane Medina</p> <ul style="list-style-type: none"> <li>• Milestones Green Textbook Unit 6, Belonging, Unit 3, Dreams ,</li> <li>• Milestones Green Textbook Unit 6, Chapter 2, “If your Name was Changed at Ellis Island”</li> <li>• <i>Dracula</i>, (or other gothic novel) Video (<i>Dracula</i>)</li> <li>• Milestones Green Textbook Unit 5, chapter 1, “Shackleton and the Lost Antarctic Expedition”</li> <li>• Newsela.com</li> <li>• Action magazine</li> <li>• <a href="http://www.englishforever.yone.com">www.englishforever.yone.com</a></li> <li>• Newspapers</li> <li>• Videos</li> <li>• Teacher created materials</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.

**CRP6.** Demonstrate creativity and innovation.

**Interdisciplinary Connections and Activities**

**Art:**

The art of survival - symbols and evaluation of art

(1.4.8.A.5) Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

(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)*

<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 “Survival”.</p> <p>Provide menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).</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>To increase the skill of summarizing in writing, utilize a content learning log which requires students to write a statement summarizing learning or identifying key points at the end of the lesson on survival. [This can be used by the teacher to assess student progress as well.]</p> <p>Provide sentence frames and graphic organizers to assist with the writing task.</p> <p>Use a word square to teach target academic vocabulary for the unit of survival.</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 1, Chapters 1 &amp; 2 texts.</p> <p>Access to word/picture banks for the “Survival” vocabulary</p> <p>Supply Students with Anchor Charts for writing the survival.</p> <p>Preferential seating - student can choose where they want to sit.</p> <p>Frequent breaks and prompting the student to refocus.</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>