

**Randolph Township Schools
Randolph Middle School
Intermediate English as a Second Language Curriculum**

“You live a new life for every language you speak. If you know only one language, you live only once.” - Czech proverb

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The primary goal of Randolph Township Schools' English as a Second Language (ESL) curriculum is to deepen student understanding of the language and culture of their new homeland. This curriculum is intended to provide our linguistically and culturally diverse students with a foundation for their success in our schools and community. It enables students who are non-native speakers of English to effectively use content knowledge and skills to develop within their new linguistic community. With academic language development and successful social communication as its goals, the ESL program addresses the needs of its growing population of English Language Learners (ELLs) from around the globe.

This curriculum aligns the WIDA (World Class Instructional Design and Assessment) standards and the NJ Student Learning Standards within the Understanding by Design framework. It integrates the six levels of English language proficiency within the language domains of listening, speaking, reading and writing. According to WIDA, its English language development standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools in the following areas: Social and Instructional, Language Arts, Mathematics, Science, and Social Studies. These five areas provide the foundation of this curriculum.

The Intermediate ESL program at Randolph Middle School provides instruction in English to non-native speakers of English who have progressed past the beginning level of English fluency, but have not achieved an advanced level as determined by a state mandated language assessment.

The curriculum will build upon what the students have already learned, reinforcing and developing vocabulary, while continuing to develop listening and speaking comprehension skills. Students will continue to read and write a variety of texts in English, but at a more challenging level. As they continue to develop these skills, the students will have the opportunity to become active participants in our school community, while meeting with academic and social success.

Placement in Intermediate ESL is based on scores from a state mandated language assessment along with ESL teacher recommendation.

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Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
2 weeks	I	Being in our School Community
6 weeks	II	Homes Around the World
7 weeks	III	Art of Expression
7 weeks	IV	Discovering the Past
7 weeks	V	Our Living Planet
7 weeks	VI	Finding Your True Self

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Unit I: Being in our School Community

TRANSFER: Students will be able to understand the rights and responsibilities of being in a school community.		
<p>STANDARDS / GOALS:</p> <p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within a school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>NJSLS for ELA: RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	A school is a community where one can explore and attain knowledge with guidance and support.	<ul style="list-style-type: none"> • How is school like a community?
	A member of a community has rights and responsibilities within that community.	<ul style="list-style-type: none"> • What are the rights and responsibilities of our school community?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to: (based on ELP levels in Appendix)
	<p>A community has different characteristics.</p> <p>A school community has different members and resources to help students.</p>	<p>Identify what a community is.</p> <p>Differentiate between a school community and other communities.</p> <p>Identify key members in the school administration.</p> <p>Utilize resources from school to support their learning, e.g. the media center, guidance office, and other resources.</p>

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Unit I: Being in our School Community

<p>task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>There is important information and expectations of students in our school community outlined in school policies, procedures, and protocol.</p> <p>Students can manage their learning for a desirable outcome.</p> <p>Technology has appropriate and acceptable uses when in an academic setting.</p> <p>There are different parts of speech in English that have specific rules and functions when communicating.</p> <p>Articles are used with nouns to denote number and to modify a noun.</p> <p>VOCABULARY: community, differentiate, policy, code, procedure, resources, media center, guidance office, technology, appropriate, accepted</p>	<p>Review schedules and identify teachers, classrooms, and resources needed.</p> <p>Comprehend the different student policies in the school handbook.</p> <p>Manage progress in their classes with resources such as assessment feedback and Genesis.</p> <p>Evaluate and define appropriate uses for technology in an academic setting.</p> <p>Differentiate between the main parts of speech (noun, verb, adjective, and adverb) and their functions.</p> <p>Determine which article is appropriate for a noun.</p>
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Unit I: Being in our School Community

<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Comparing and contrasting different communities (e.g. with a Venn Diagram).
- Completing a vocabulary assessment.
- Presenting their identity in the community (e.g. letter of introduction, power point).
- Identifying the different parts of speech in a text, as well as their function.

KEY LEARNING EVENTS AND INSTRUCTION:

- Read school policies and classroom rules.
- Define and use new vocabulary words.
- Listen to rules for technology use in an academic setting.
- Create a classroom web to show interconnectedness and collaboration.
- Log on to Office 365 to perform certain activities.
- Log on to Genesis to complete required documents and to check class progress/grades.
- Read short stories about communities.
- Review parts of speech.
- Use articles with nouns.

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Unit I: Being in our School Community

SUGGESTED TIME ALLOTMENT	2 weeks
SUPPLEMENTAL UNIT RESOURCES	Office 365 RMS Student Handbook Genesis Portal www.ISLCollective.com

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Unit II: Homes Around the World

TRANSFER: Students will be able to use their knowledge from this unit to help them assimilate to their new home in the United States.		
<p>STANDARDS / GOALS:</p> <p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within a school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>NJSLS for ELA: RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	A home is defined by one’s willingness to take part in social, emotional and academic experiences.	<ul style="list-style-type: none"> • What defines a home?
	Traditions and culture determine what comprises homes around the world.	<ul style="list-style-type: none"> • How are homes around the world similar and different?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to: (based on ELP levels in Appendix)
	<p>A home has different components such as members of a family, a common gathering area, and a physical structure.</p> <p>There are different types of homes around the world.</p>	<p>Identify the different aspects that make a dwelling a home.</p> <p>Compare and contrast a house and a home.</p> <p>Locate different types of homes around the world (e.g. one family, mutli-family, boathomes, tinyhomes).</p> <p>Categorize types of homes around the world.</p>

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Unit II: Homes Around the World

<p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues,</p>	<p>The design of homes around the world depends on many factors including climate, geography, readily accessible materials, socioeconomic levels and personal preferences.</p> <p>There are multiple strategies to improve and strengthen reading comprehension, such as asking questions, making predictions, and visualizing.</p> <p>Authors use different points of view to evoke feelings and express beliefs.</p> <p>Key vocabulary is necessary to describe places, homes, and people.</p> <p>Academic writing has central ideas with supporting details.</p>	<p>Analyze the reasons for different home types.</p> <p>Compare and contrast locations students have experienced, such as their home countries and their new communities in the United States.</p> <p>Evaluate the similarities and differences between homes using comparatives and superlatives.</p> <p>Evaluate reading strategies for effectiveness based on expectations.</p> <p>Use appropriate reading strategies depending on the text and student purpose.</p> <p>Analyze a text to find different points of view and how they affect the story.</p> <p>Define and categorize vocabulary necessary to describe places, homes, and the people who live in them.</p> <p>Write a paragraph with a main topic clearly outlined and supported with details.</p>
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Unit II: Homes Around the World

<p>building on others' ideas and expressing their own clearly.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering</p>	<p>An inference evolves from what we already know and/or have read.</p> <p>Prepositions of place help us understand the location of something or someone.</p> <p>VOCABULARY: house, apartment, home, place, familiar, neighborhood, neighbor, tradition, traditional, value, culture, festival, native, curious, immigrant, ordinary</p>	<p>Make inferences from what they have read.</p> <p>Comprehend a location based on a preposition of place.</p> <p>Use prepositions of place to describe where something or someone is located.</p>
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Unit II: Homes Around the World

a word or phrase important to comprehension or expression.		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Completing a vocabulary assessment. • Creating a presentation that demonstrates what their home was like before they came to Randolph. • Writing a short essay comparing and contrasting homes. • Sorting different types of homes based on their components. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Read different texts about homes around the world. • Make inferences about a text. • Use prepositions to explain where different homes and places are located. • Analyze point of view in a text. • Evaluate reading strategies. 		
SUGGESTED TIME ALLOTMENT	6 weeks	
SUPPLEMENTAL UNIT RESOURCES	<i>Inside A: unit 1</i> , Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook) Various short stories www.ISLCollective.com BrainPop BrainPop ESL	

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Unit III: Art of Expression

TRANSFER: Students will be able to express themselves in multiple ways in their everyday lives.		
<p>STANDARDS / GOALS:</p> <p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within a school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>NJSLS for ELA: RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	We can express ourselves through art, in particular through the use of poems, narratives, music, and plays.	<ul style="list-style-type: none"> • What are ways we can express ourselves?
	Authors use different literary devices and types of text to express themselves.	<ul style="list-style-type: none"> • How do authors express themselves?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to: (based on ELP levels in Appendix)
	Everyone is capable of expressing themselves in one way or another.	<p>Compare and contrast different ways to express themselves.</p> <p>Find creative ways to express themselves.</p> <p>Identify different themes in the art of expression.</p> <p>Compare and contrast universal themes in the art of expression.</p>
There are universal themes that occur in the ways we express ourselves.		

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Unit III: Art of Expression

<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to</p>	<p>Fiction and non-fiction texts have different features.</p> <p>Authors use figures of speech, tone, and appropriate language to express their point of view and/or purpose.</p> <p>Figurative language consists of words and phrases that have meaning outside of what the words mean by themselves.</p> <p>There are different types of appropriate language and methods of non-verbal communication.</p> <p>Facts are true statements and opinions are someone's beliefs.</p>	<p>Identify text features of fiction.</p> <p>Identify text features of non-fiction.</p> <p>Differentiate between the different features of fiction and non-fiction texts.</p> <p>Identify literary devices that authors use in their writing.</p> <p>Analyze the purpose of a literary device in conveying the authors meaning.</p> <p>Identify characteristics of different figurative language.</p> <p>Compare and contrast the use of figurative language to expand upon meaning.</p> <p>Match audience and occasion to appropriate language.</p> <p>Use appropriate facial expressions, body language, tone, and volume with different audience and occasion.</p> <p>Differentiate between fact and opinion.</p> <p>Use facts and opinions appropriately to describe different forms of expression.</p>
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Unit III: Art of Expression

<p>interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Count and non-count nouns have different characteristics and articles.</p> <p>Conjunctions connect phrases and show varying relationships between them.</p> <p>Writers use details to write an explanatory text.</p> <p>There are steps to writing a cohesive passage, such as plan, draft, write, edit, and publish.</p> <p>VOCABULARY: fiction, non-fiction, express, expression, idioms, metaphor, simile, mural, painting, literature, appropriate, roots, preserve, instrument, costume, perform, belief, proud</p>	<p>Determine the differences between count and non-count nouns.</p> <p>Use count and non-count nouns correctly, with the correct article.</p> <p>Differentiate between conjunctions and their uses.</p> <p>Write an explanatory text using details and English conventions.</p> <p>Use steps to write a cohesive passage.</p>
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Unit III: Art of Expression

<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Comparing and contrasting universal themes in art and literature. • Completing a vocabulary assessment. • Differentiating between fiction and non-fiction texts through text features. • Determining fact and opinions. • Presenting information about their chosen mode of expression. • Writing a passage using details and explanations. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Look at multiple methods of expression. • Read about different types of people, with different abilities, and how they express themselves.
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Unit III: Art of Expression

- Identify facts and opinions in a text.
- Present information to the class.
- Discuss text features with peers.
- Review multiple modes of expression and choose one for expansion.

SUGGESTED TIME ALLOTMENT	7 weeks
SUPPLEMENTAL UNIT RESOURCES	<i>Inside A: unit 8</i> , Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook) Short stories on people who learn to express themselves in different ways (e.g. Helen Keller) www.ISLCollective.com BrainPop BrainPop ESL

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Unit IV: Discovering the Past

TRANSFER: Students will be able to make connections between the past and the present in their own lives.		
<p>STANDARDS / GOALS:</p> <p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within a school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 3: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</p> <p>Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>NJSLS for ELA: RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Discoveries change our understanding of the world.	<ul style="list-style-type: none"> How do discoveries change us and the world?
	We can learn about the past through exploration and discovery.	<ul style="list-style-type: none"> How can we learn about the past?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to: (based on ELP levels in Appendix)
	When we explore and discover, we learn new things.	Identify different discoveries through time.
	Our concept of the past is always changing.	Categorize discoveries into different fields, such as science, history, etc.
There are different ways to explore our world.	Analyze discoveries and their effect on our concept of the past.	
	Chart how history has evolved, such as the discovery of the Americas.	
	Compare and contrast different ways to explore our world.	

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<p>(e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>People have their own reasons to explore and make discoveries.</p> <p>Verb tenses show when in time something has happened.</p> <p>The main idea of a text is supported by relevant details.</p> <p>Sequence is a common text structure that is used when describing things that happen over time.</p> <p>Parts of speech have rules that aid in effective communication and comprehension.</p>	<p>Identify different reasons for exploring our world.</p> <p>Analyze the process of exploring and discovering.</p> <p>Identify different verb tenses when reading.</p> <p>Comprehend when something happens based on their understanding of the verb tense.</p> <p>Find a main idea in a text and its supporting details.</p> <p>Differentiate between different text structures.</p> <p>Analyze the author’s purpose in using a text structure.</p> <p>Identify different parts of a word.</p> <p>Define a word based on its different word parts (base, prefix, suffix).</p> <p>Use prefixes and suffixes to change the meaning of a word.</p>
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<p>RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues building on others' ideas and expressing their own clearly</p>	<p>Writers use different resources to gather information.</p> <p>VOCABULARY: discover, discovery, famous, explore, explorer, past, present, search, remember, treasure, loss, civilization, artifact, ancient, archeologist</p>	<p>Gather information on a topic and write a summary about the main idea(s).</p>
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<p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
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<p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Completing a vocabulary assessment, using different word parts such as prefixes, roots, and suffixes. • Creating a timeline of relevant discoveries. • Matching main ideas and supporting details in a text. • Writing a text using sequence structure to demonstrate changes over time. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Share information about different discoveries. • Categorize different discoveries from the past. • Compare and contrast discoveries from the past. • Evaluate the reasons for exploration. • Compare different text structures. • Compare video of the exploration of the Titanic to texts about the Titanic. 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>7 weeks</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p><i>Inside A: unit 5</i>, Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook)</p> <p>Charlie Haas videos on the Titanic: https://www.youtube.com/watch?v=deBroxf5Bbw; https://www.youtube.com/watch?v=lQi9_1Z0_Ag&vl=fil www.ISLCollective.com</p> <p>BrainPop BrainPop ESL</p>	

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Unit V: Our Living Planet

TRANSFER: Students will be able to recognize the importance of our planet and how it affects our lives, both positively and negatively.		
<p>STANDARDS / GOALS:</p> <p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within a school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p>NJSLS for ELA: RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Our survival is dependent on Earth’s resources, many of which are finite.	<ul style="list-style-type: none"> Why is it important to protect Earth’s resources?
	It is necessary to be prepared for natural catastrophes because the forces of nature can cause human crises.	<ul style="list-style-type: none"> How should people cope with the forces of nature?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to: (based on ELP levels in Appendix)
	The Earth provides humans with the resources we need to live.	Identify the needs of humans provided by our planet.
All people have needs and wants which vary according to circumstance.	<p>Categorize needs and wants.</p> <p>Express needs and wants using the correct sentence format.</p>	

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<p>and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to</p>	<p>There are different text structures; problem/solution text structure is common when writing an adventure story.</p> <p>A legend is a very old story that presents a problem and solution that is usually based on a universal theme which transcends its culture of origin.</p> <p>There are different text structures. The cause and effect text structure is common when writing about environmental or natural occurrences.</p> <p>Synonyms and antonyms are words that expand our understanding about a topic.</p> <p>An author’s point of view is often evident in the literary devices used or in the development of a position.</p>	<p>Identify the problem, solution, and the events leading up to a solution of an adventure story.</p> <p>Create a problem/solution chart while reading or writing a story.</p> <p>Read a legend, while identifying the universal theme in the problem and solution.</p> <p>Compare and contrast legends from different cultures with similar universal themes.</p> <p>Identify cause and effect in a text.</p> <p>Write about a natural or environmental occurrence and its cause.</p> <p>Find and use synonyms and antonyms in writing.</p> <p>Identify an author’s point of view.</p> <p>Analyze the author’s point of view and how it is represented with literary devices or argument development.</p>
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<p>task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Writers use evidence and supporting details to craft an argumentative text.</p> <p>VOCABULARY: synonyms, antonyms, need, want, problem, cycle, crop, depend, natural resource, renewable resource, material, evacuate, fortunate, severe, frightened, shelter, natural forces, disaster</p>	<p>Write an argumentative essay.</p>
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<p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none">• Comparing and contrasting natural forces.• Completing a vocabulary assessment.• Analyzing universal themes in legends.• Writing an expository text stating the cause and effect of a natural occurrence with support from different sources.
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KEY LEARNING EVENTS AND INSTRUCTION:

- Read about environmental issues and determine the cause.
- Explain how a natural catastrophe can be solved or addressed.
- Compare and contrast different legends about similar universal themes.
- Discuss differences between needs and wants.
- Compare different authors' writing about a topic (e.g. water, natural forces).

SUGGESTED TIME ALLOTMENT

7 weeks

SUPPLEMENTAL UNIT RESOURCES

Inside A: unit 2 & 3, Moore, Short et al. National Geographic/Cengage Learning, 2014
(textbook)
Inside B: unit 8, Moore, Short et al. National Geographic/Cengage Learning, 2014
(textbook)
Various legends
www.ISLCollective.com
BrainPop
BrainPop ESL

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Unit VI: Finding Your True Self

TRANSFER: Students will be able to set a goal and determine steps necessary to reach it.		
<p>STANDARDS / GOALS:</p> <p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within a school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p>NJSLS for ELA: RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Taking care of our bodies and keeping them healthy benefits ourselves and others.	<ul style="list-style-type: none"> • What makes the human body remarkable?
	People can use their talents and strengths to create their own path in life.	<ul style="list-style-type: none"> • How should people use their talents?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to: (based on ELP levels in Appendix)
Each person has unique skills and abilities that can be developed.	<p>Identify their own personal skills and abilities.</p> <p>Compare and contrast skills and abilities.</p> <p>Develop a plan to increase skills and abilities.</p> <p>Analyze which skills and abilities are necessary to follow their dreams.</p>	
Skills and abilities are necessary to pursue an interest or a career.		

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<p>individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Gender does not determine ability.</p> <p>Folktales and legends all have universal themes that we still face today.</p> <p>A fiction passage has a plot, character, and setting.</p> <p>Descriptive text structure is often used when describing a person or setting.</p>	<p>Make a plan on how they will achieve their goals.</p> <p>Identify people who excel, regardless of gender.</p> <p>Compare and contrast gender assumptions.</p> <p>Identify universal themes in folktales and legends.</p> <p>Connect a universal theme from folktales and legends to today.</p> <p>Identify the plot of a story.</p> <p>Identify the characters and settings in a story.</p> <p>Determine author's purpose in writing a story.</p> <p>Identify descriptive words in a text.</p> <p>Create a text using descriptive text structure.</p>
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<p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Folktales have a structured pattern.</p> <p>Pronouns can be used to replace nouns to make a sentence clear and less cumbersome.</p> <p>Writers use personal experiences and events to write narratives.</p> <p>VOCABULARY: ability, skill, strength, gender, career, approach, assume, awkward, encourage, practice, weight, cell, circulate, examine, involve, organ, oxygen, system, vessel, survive, determined, encounter, warning, desire</p>	<p>Identify descriptive words in a text.</p> <p>Identify a folktale’s structured pattern.</p> <p>Plot out a folktale’s structure.</p> <p>Implement pronouns instead of nouns effectively in their writing.</p> <p>Write a narrative using background knowledge.</p>
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Unit VI: Finding Your True Self

ASSESSMENT EVIDENCE: Students will show their learning by:

- Completing a vocabulary assessment.
- Writing a descriptive text.
- Answering comprehension questions based on a short story.
- Charting the structure pattern in a folktale.
- Writing a narrative using background knowledge and experiences.

KEY LEARNING EVENTS AND INSTRUCTION:

- Learn about the author Gary Soto and his story, *The Challenge*.
- Read short stories that challenge typical gender assumptions.
- Work together to identify structure patterns in folktales.
- Collaborate on a story that has a descriptive text structure.

SUGGESTED TIME ALLOTMENT

7 weeks

SUPPLEMENTAL UNIT RESOURCES

Inside B: unit 2 & 4, Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook)
The Challenge, Gary Soto https://www.powershow.com/viewfl/406713-ODIIN/The_Challenge_by_Gary_Soto_powerpoint_ppt_presentation
Local News, Gary Soto https://www.eduplace.com/kids/tnc/gr6/gr6_th3_sel3.html
 Folk Tales Worksheet https://files.peacecorps.gov/uploads/wws/lesson-plans/files/folktales.folktalesworksheet.pdf?_ga=2.156524155.1330801534.1562678214-1638968102.1562678214
www.ISLCollective.com
 BrainPop
 BrainPop ESL

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APPENDIX A

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly 	
SPEAKING	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source 	
WRITING	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.