

**Randolph Township Schools  
Randolph Middle School  
Advanced English as a Second Language**

*“Speak a new language so that the world will be a new world.” -Rumi*

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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 the 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 Advanced ESL program at Randolph Middle School provides instruction in English to non-native speakers of English who have progressed past the intermediate level of English fluency and have achieved an advanced level as determined by a state mandated language assessment.

The curriculum will expand and synthesize upon what the students have already learned. The overarching goal will be toward attaining near-peer ability in listening, speaking, reading, and writing skills. Students will continue to read and write a variety of texts in English, approaching grade level difficulty. 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 Advanced ESL is based on scores from a state mandated language assessment along with ESL teacher recommendation.

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 Curriculum Pacing Chart**

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

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**Unit I: Getting Started in a New Academic Setting**

<b>TRANSFER:</b> Students will be able to recognize their rights and responsibilities in a school community.		
<p><b>STANDARDS/GOALS:</b></p> <p><b>WIDA:</b>          Standard 1: English Language Learners communicate for social and instructional purposes within the 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><b>NJSLA:</b>          RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	A school is a community with members and resources to support students.	<ul style="list-style-type: none"> <li>• What are the characteristics of a school community?</li> </ul>
	A member of a community has rights and responsibilities within that community.	<ul style="list-style-type: none"> <li>• What are the rights and responsibilities of our school community?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b> (based on ELP levels in Appendix A)
	<p>A community has different characteristics.</p> <p>A school community has different members and resources to help students.</p>	<p>Identify what constitutes a community.</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, such as media center, guidance office, and other resources.</p>

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**Unit I: Getting Started in a New Academic Setting**

<p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Communities can be exclusive and cause division.</p> <p>Our class community is inclusive.</p> <p>There is important information and expectations of students in our school community outlined in school policies, procedures, and protocols.</p> <p>Students manage their learning for a desirable outcome.</p>	<p>Identify the characteristics of a community that is exclusive.</p> <p>Compare and contrast inclusive and exclusive communities through texts.</p> <p>Explore the benefits of inclusive communities.</p> <p>Identify and comprehend rules and behavioral expectations in class.</p> <p>Maintain an inclusive community based on mutually beneficial behaviors.</p> <p>Review schedules and identify teachers, classrooms, and resources needed for success in school.</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>
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**Unit I: Getting Started in a New Academic Setting**

<p>W.8.2. 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.8.4. 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.8.5. 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.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>There are different parts of speech in English that have certain rules and functions when communicating.</p> <p><b>VOCABULARY:</b>        community, differentiate, policy, code, procedure, resources, media center, guidance office, technology, appropriate, accepted</p>	<p>Differentiate between the main parts of speech (noun, verb, adjective, and adverb) and their functions.</p>
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**Unit I: Getting Started in a New Academic Setting**

<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.6. 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><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Chunking parts of speech from a text.</li> <li>• Completing a vocabulary assessment.</li> <li>• Presenting their identity in the community (e.g. letter of introduction, power point).</li> <li>• Identifying the different parts of speech in a text as well as their function.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Read school policies and classroom rules.</li> <li>• Define and use new vocabulary words.</li> <li>• Listen to rules for technology use in an academic setting.</li> <li>• Create a classroom web to show interconnectedness and collaboration.</li> <li>• Log on to Office 365 to perform certain activities.</li> <li>• Log on to Genesis to complete required documents and to check class progress/grades.</li> </ul>		

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**Unit I: Getting Started in a New Academic Setting**

<ul style="list-style-type: none"><li>• Read short stories about community.</li><li>• Review parts of speech and how to use them correctly.</li></ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>2 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	Genesis RMS Student Handbook Microsoft Office 365 <a href="http://www.ISLCollective.com">www.ISLCollective.com</a> <a href="https://www.facinghistory.org/sites/default/files/Chunking_Worksheet.pdf">https://www.facinghistory.org/sites/default/files/Chunking_Worksheet.pdf</a> <a href="https://www.facinghistory.org/sites/default/files/We_They_Rudyard_Kipling.pdf">https://www.facinghistory.org/sites/default/files/We_They_Rudyard_Kipling.pdf</a> <a href="https://www.facinghistory.org/sites/default/files/We_They_Worksheet.pdf">https://www.facinghistory.org/sites/default/files/We_They_Worksheet.pdf</a>

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**Unit II: Homes Around the World**

<b>TRANSFER:</b> Students will be able to recognize that a home is where one feels safe and respected.		
<p><b>STANDARDS/GOALS:</b></p> <p><b>WIDA:</b> Standard 1: English Language Learners communicate for social and instructional purposes within the 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><b>NJSLA:</b> RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	A home is where a person has a common culture with others.	<ul style="list-style-type: none"> <li>How does a group of people form a common culture?</li> </ul>
	It is important to surround ourselves with the support of family and friends for our own mental well-being.	<ul style="list-style-type: none"> <li>Who do we support in our lives?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b> (based on ELP levels in Appendix A)
	A home culture is a system of knowledge shared by a group of people.	Identify the characteristics of a home.
	When different cultures meet, they are both affected.	Categorize different types of homes based on culture.
		Describe the effects, throughout history, of interaction between cultures.
		Evaluate the benefits and drawbacks to cultural interactions.

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<p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Every member of a community adds to their community in a unique way.</p> <p>Friendships can happen in any community and from any culture.</p> <p>Fiction and non-fiction have different characteristics.</p> <p>Fiction is created from the author’s imagination and non-fiction is based on facts.</p>	<p>Explore ways that communities support their members.</p> <p>Analyze the interconnectedness of a home community.</p> <p>Identify unique friendships and relationships in communities.</p> <p>Determine the advantages and disadvantages of interacting with those who are different.</p> <p>Describe the different characteristics of fiction and non-fiction.</p> <p>Compare and contrast fiction and non-fiction.</p> <p>Identify and categorize the characteristics of fiction and non-fiction.</p> <p>Identify a text as fiction or non-fiction based on its characteristics.</p>
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<p>W.8.2. 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.8.4. 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.8.5. 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.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Fictional texts often have a plot with characters and a setting.</p> <p>Authors have a purpose when writing.</p> <p>Fictional texts have plot and a theme.</p> <p>There are multiple strategies to improve and strengthen reading comprehension, e.g. asking questions, making predictions, visualizing.</p> <p>Figurative language aids in reading comprehension.</p>	<p>Analyze plot, character, and setting in a fictional text.</p> <p>Determine the plot and the different stages in the plot.</p> <p>Determine author's purpose.</p> <p>Identify mood and tone of a text.</p> <p>Relate the mood and tone of a text to the author's purpose.</p> <p>Identify the theme of a story.</p> <p>Map the plot of a story in order to aid in comprehension.</p> <p>Use different reading strategies to improve comprehension.</p> <p>Identify figurative language used in a text.</p> <p>Compare and contrast different types of figurative language for purpose.</p> <p>Evaluate reading strategies for efficacy.</p>
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**Unit II: Homes Around the World**

<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.6. 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>Sequencing text structure is commonly used when writing about events that have occurred.</p> <p>Nouns and verbs have different functions in a sentence. A noun typically answers the question what and a verb typically describes the action.</p> <p>Verbs have tenses that show time.</p> <p>Many words have origins in other languages such as Latin and Greek.</p> <p>Comparative and superlative forms of adjectives help show relationships between things.</p>	<p>Recognize a sequence text structure.</p> <p>Find and use transition words that signify a sequence in a text.</p> <p>Determine the different functions of nouns and verbs.</p> <p>Determine the tense of a verb.</p> <p>Differentiate between verb tenses and how they affect meaning.</p> <p>Identify common root words and their origins.</p> <p>Use word origins to aid in comprehension of vocabulary.</p> <p>Form comparative and superlative forms of adjectives.</p> <p>Differentiate between a comparative and a superlative.</p>
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**Unit II: Homes Around the World**

	<p>Compare and contrast structure is ideal when describing and comparing two or more items.</p> <p>Prepositions aid in determining the location of a person or object.</p> <p><b>VOCABULARY:</b>          simile, personification, custom, encounter, analyze, respond, response, blend, conquer, conflict, source, forever, spread, feature</p>	<p>Identify the two items in a compare and contrast text that are being compared.</p> <p>Evaluate compare and contrast text structure for its efficacy.</p> <p>Find prepositions in a text.</p> <p>Locate position of a person or object based on a preposition.</p>
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<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Completing a vocabulary assessment.</li> <li>• Presenting different information about the effects cultures have on each other.</li> <li>• Writing an essay comparing two texts about the same topic.</li> <li>• Demonstrating reading comprehension through an assessment.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Read texts about cultural interactions.</li> <li>• Compare and contrast texts about the same occurrence.</li> </ul>
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**Unit II: Homes Around the World**

<ul style="list-style-type: none"> <li>• Sequence historical events.</li> <li>• Compare fiction and non-fiction.</li> <li>• Identify parts of speech and their roles.</li> <li>• Compare word roots.</li> <li>• Discuss relationships that have developed over time.</li> </ul>	
<b>SUGGESTED TIME ALLOTMENT</b>	<b>6 weeks</b>
<b>SUPPLEMENTAL UNIT RESOURCES</b>	<i>Inside B: unit 5 &amp; 6</i> , Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook) <a href="https://clpe.org.uk/poetryline/poems/old-world-new-world">https://clpe.org.uk/poetryline/poems/old-world-new-world</a> <a href="https://hiplatina.com/my-name-is-maria-de-jesus-film/">https://hiplatina.com/my-name-is-maria-de-jesus-film/</a> ISLcollective.com Brainpop Brainpop ESL

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**Unit III: Art of Expression**

<b>TRANSFER:</b> Students will be able to value different forms of expression and find appropriate ways to express themselves.		
<p><b>STANDARDS/GOALS:</b></p> <p><b>WIDA:</b> Standard 1: English Language Learners communicate for social and instructional purposes within the 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><b>NJSLA:</b> RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	People use different talents to express themselves.	<ul style="list-style-type: none"> <li>• What are different ways to express yourself?</li> </ul>
	Inventions are often solutions to existing problems.	<ul style="list-style-type: none"> <li>• How can an invention express an idea?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b> (based on ELP levels in Appendix A)
	There are different ways to express oneself through the arts.	<p>Identify various methods of self-expression.</p> <p>Evaluate different methods of expression for personal preference, e.g. through the use of poems, plays, songs, short stories.</p>

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**Unit III: Art of Expression**

<p>RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>W.8.2. 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.8.4. 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.8.5. 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.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the</p>	<p>People are unique individuals who have different talents and strengths.</p> <p>Myths are a type of short story with specific characteristics.</p> <p>Myths have universal themes that are often grounded in nature.</p> <p>There are multiple strategies to improve and strengthen reading comprehension, such as asking questions, making predictions, and visualizing.</p> <p>Descriptive text structure is often used to give a detailed description of something to give the reader a mental picture.</p>	<p>Analyze the benefit of having different talents and strengths, e.g. an eye for color makes painting easier.</p> <p>Differentiate between what talents are valued in different situations.</p> <p>Compare and contrast different stories, such as myths and legends.</p> <p>Evaluate the characteristics of a myth.</p> <p>Identify common universal themes in myths.</p> <p>Relate myth themes to natural phenomena.</p> <p>Use different reading strategies to improve comprehension.</p> <p>Recognize a descriptive text structure.</p> <p>Identify common descriptive terms used to give a mental picture to the reader.</p>
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<p>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.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather</p>	<p>Problem and solution text structure is ideal when identifying a challenge and how it is addressed.</p> <p>Words have different parts, such as roots, prefixes and suffixes, which add to the meaning.</p> <p>Many words are compound words that have a unique meaning that is different from the base words.</p> <p>Each word has several synonyms and antonyms which elaborate or alter its original meaning.</p> <p>In order for a sentence to be complete it needs to have certain criteria, including minimally a subject and a predicate.</p>	<p>Identify how a problem is solved in a problem and solution text structure.</p> <p>Relate inventions to the problem they have addressed.</p> <p>Identify common root words and their meanings.</p> <p>Find prefixes and suffixes on a word and evaluate how they change the meaning of the root word.</p> <p>Find the base words in a compound word.</p> <p>Determine meaning of a compound word based on its base words and context.</p> <p>Find synonyms and antonyms of a word in order to clarify meaning.</p> <p>Identify the parts of a sentence.</p> <p>Create sentences that meet the criteria of a sentence.</p>
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<p>vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>A complete sentence must include at a minimum a subject and a predicate.</p> <p><b>VOCABULARY:</b>          express, expression, intent, intention, invent, invention, solve, solution, evolution, talent, talented, clever, challenge (n), challenge (v)</p>	<p>Evaluate sentences for efficacy.</p> <p>Synthesize ideas and information into effective sentences.</p>
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Writing a descriptive text.</li> <li>• Completing a vocabulary assessment.</li> <li>• Demonstrating reading comprehension through an assessment.</li> <li>• Presenting the benefits of a talent or strength.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Explore ways to write texts for different purposes.</li> <li>• Compare talents that people have.</li> <li>• Find word parts.</li> <li>• Use reading strategies.</li> <li>• Read myths, articles, and short stories.</li> </ul>		
<p><b>SUGGESTED TIME ALLOTMENT</b></p>	<p><b>7 weeks</b></p>	
<p><b>SUPPLEMENTAL UNIT RESOURCES</b></p>	<p><i>Inside B: unit 1 &amp; 2</i>, Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook)</p>	

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	Brainpop Brainpop ESL ISLcollective.com
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**Unit IV: Discovering the Past**

<b>TRANSFER:</b> Students will be able to make connections between the past and the present in their own lives.		
<p><b>STANDARDS/GOALS:</b></p> <p><b>WIDA:</b> Standard 1: English Language Learners communicate for social and instructional purposes within the 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><b>NJSLA:</b> RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	The present can emulate events that happened in history.	<ul style="list-style-type: none"> <li>• What are patterns in the history of our world?</li> </ul>
	Our past impacts the possibilities for the future.	<ul style="list-style-type: none"> <li>• How does our past impact the future?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b> (based on ELP levels in Appendix A)
	Our lives are impacted by the decisions and actions of our ancestors.	Connect past events to present situations.
Viewpoints on history are seen through a cultural lens.	<p>Categorize cause and effect throughout history.</p> <p>Read different texts about a historical event with varying viewpoints.</p> <p>Compare and contrast different viewpoints about a historical topic.</p>	

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<p>modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p> <p>RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>People emigrate for personal reasons.  Many people emigrate in order to have a better life.</p> <p>Refugees are forced to flee their countries to save their own lives or the lives of their loved ones.</p> <p>The United States is a country of immigrants.</p> <p>Not all immigrants share the same experience when emigrating to a new country.</p> <p>Interactions between people can be positive or negative.</p>	<p>Identify immigration patterns in the world over time.</p> <p>Analyze causes for past and present immigration.</p> <p>Relate personal history of immigration in their family.</p> <p>Examine different refugee experiences.</p> <p>Evaluate reasons for refugees fleeing their countries.</p> <p>Identify different periods of immigration in U.S. history.</p> <p>Compare and contrast different immigrant experiences in U.S. history.</p> <p>Appraise interactions between different cultural groups in the U.S.</p> <p>Compare cultural interactions in other countries.</p>
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<p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>W.8.2. 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.8.4. 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.8.5. 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.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several</p>	<p>There are different elements of a plot, such as rising action, falling action, and climax.</p> <p>Cause and effect text structure is used to show a relationship between two or more occurrences.</p> <p>There are multiple strategies to improve and strengthen reading comprehension, including asking questions, making predictions, and visualizing.</p> <p>There are different word parts including prefixes, suffixes, and roots, which aid in vocabulary comprehension.</p> <p>Adjectives are used to describe nouns.</p> <p>Descriptive text structure is used to describe people, things, or occurrences.</p>	<p>Identify the different elements of a plot.</p> <p>Fill out a plot map.</p> <p>Recognize cause and effect text structure.</p> <p>Write a text using cause and effect text structure.</p> <p>Use different reading strategies to improve comprehension.</p> <p>Evaluate reading strategies for efficacy.</p> <p>Categorize the different parts of a word.</p> <p>Describe the meaning of a word part, such as a prefix or suffix.</p> <p>Identify adjectives in a sentence and the nouns they modify.</p> <p>Use adjectives correctly in a text.</p> <p>Classify text structures.</p> <p>Identify items being described in a descriptive text.</p>
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<p>sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8. 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.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Adjectives describe nouns or pronouns. Adverbs are used to describe verbs, adjectives, and other adverbs.</p> <p><b>VOCABULARY:</b>          ancestors, emigrate, immigrate, immigrant, refugee, prefix, suffix, adverb, adjective, describe, description, descriptive, history</p>	<p>Compare and contrast adverbs and adjectives.</p> <p>Connect adverbs to the words they modify.</p>
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<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.6. 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:**

- Writing a text with cause and effect text structure.
- Comparing immigration trends throughout history.
- Relating personal immigration experiences.
- Discussing interactions between different cultural groups.
- Completing a vocabulary assessment.
- Demonstrating reading comprehension through an assessment.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Read texts on historical topics.
- Compare immigrant and refugee stories.

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- Analyze interactions between people and cultural groups.
- Study immigration patterns throughout history.
- Explore ways to write texts for different purposes.
- Utilize reading strategies.
- Read poetry and short stories.

**SUGGESTED TIME ALLOTMENT**

**7 weeks**

**SUPPLEMENTAL UNIT RESOURCES**

*Inside B: unit 3*, Moore, Short et al. National Geographic/Cengage Learning, 2014  
(textbook)

<https://www.janetwong.com/a-suitcase-of-seaweed/>

ISLcollective.com

Brainpop ESL

Brainpop

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**Unit V: Our Living Planet**

<b>TRANSFER:</b> Students will be able to effect positive change on how they use the planet's resources.		
<p><b>STANDARDS/GOALS:</b></p> <p><b>WIDA:</b> Standard 1: English Language Learners communicate for social and instructional purposes within the 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><b>NJSLA:</b> RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	The Earth is our home and it is facing many challenges due to man's carelessness.	<ul style="list-style-type: none"> <li>• What are some of the challenges facing Earth?</li> </ul>
	There are many ways to positively affect the Earth.	<ul style="list-style-type: none"> <li>• How can changing our ways benefit the Earth?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b>SKILLS</b> <b>Students will be able to:</b> (based on ELP levels in Appendix A)
	The Earth is an ideal planet for humans to live on.	Identify the different planets in our solar system and their viability for life.
There are different problems the Earth is facing today such as global warming, extinction of animal species and an increase of natural disasters.	<p>Compare Earth to other planets in the solar system.</p> <p>State the different problems planet Earth is facing.</p> <p>Evaluate the Earth's problems and how they can affect humans and other living creatures.</p>	

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<p>meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p> <p>RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on</p>	<p>Humans and historical events have sometimes negatively affected Earth’s natural resources.</p> <p>There are many ways that we can make Earth safer and cleaner through our actions such as reducing the use of single-use plastics and recycling.</p> <p>Many people are, and have been, invested in preserving our planet.</p> <p>There are multiple strategies to improve and strengthen reading comprehension, such as asking questions, making predictions, and visualizing.</p>	<p>List negative changes in our planet over time.</p> <p>Classify negative changes in our planet according to the cause of the change.</p> <p>Describe actions that will positively affect the Earth.</p> <p>Distinguish the feasibility of actions to benefit the Earth.</p> <p>Read several texts about positive environmental actions in the past and present.</p> <p>Appraise different environmental actions for efficacy.</p> <p>Investigate and develop positive actions that they can take to support our planet.</p> <p>Use different reading strategies to improve comprehension.</p> <p>Evaluate reading strategies for efficacy.</p>
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<p>meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to</p>	<p>An author uses persuasive writing to convince the reader of the veracity of their opinion.</p> <p>Context clues aid in learning new vocabulary.</p> <p>Connotations are ideas associated with words whereas denotations are the literal meanings of words.</p> <p>Universal themes and symbols are literary elements that help the reader make connections to the world around them.</p> <p>Figurative language aids in reading comprehension.</p>	<p>Identify persuasive text.</p> <p>Analyze the argument an author presents.</p> <p>Write a persuasive essay to establish their opinion and persuade the reader.</p> <p>Find context clues in a sentence with new vocabulary.</p> <p>Determine meaning of new vocabulary based on context clues.</p> <p>Differentiate between denotations and connotations.</p> <p>Look for and identify universal themes and symbols.</p> <p>Connect symbols and themes to other experiences.</p> <p>Identify figurative language used in a text.</p> <p>Compare and contrast different types of figurative language for purpose.</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.8.5. 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.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8. 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>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Technical and academic language are necessary to comprehend academic text.</p> <p>Knowledge of word forms and grammatical elements aid in reading comprehension.</p> <p>Verbs have different tenses and forms that all add to the meaning of a sentence.</p> <p><b>VOCABULARY:</b>  environment, environmental, process, preserve, preservation, ideal, affect, effect, context, invest, universal, recycle</p>	<p>Differentiate between technical and interpersonal language.</p> <p>Recognize different word forms and grammatical elements in a sentence.</p> <p>Use their knowledge of word forms and grammatical elements to clarify meaning in a sentence.</p> <p>Identify different tenses and forms of a verb.</p> <p>Differentiate between the meaning and time of different verb forms.</p>
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<p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
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L.8.6. 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.

**ASSESSMENT EVIDENCE: Students will show their learning by:**

- Completing a vocabulary assessment.
- Demonstrating reading comprehension through an assessment.
- Evaluating environmental programs for efficacy.
- Developing an individual plan for helping the environment.
- Writing a persuasive essay to persuade others of their opinion.
- Discussing different themes and symbols in relation to their world.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Read texts about Earth and its environmental problems.
- Compare Earth to other planets in the solar system.
- Brainstorm solutions to environmental problems.
- Address types of language in a text, its purpose, and appropriate usage.
- Practice differentiating between grammatical elements in a sentence/text.
- Explore ways to write texts for different purposes.
- Use reading strategies.
- Read poetry, legends, folktales, articles and short stories.

**SUGGESTED TIME ALLOTMENT**

**7 weeks**

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**Unit V: Our Living Planet**

<b>SUPPLEMENTAL UNIT RESOURCES</b>	<p><i>Inside B: unit 8</i>, Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook)</p> <p><a href="https://www.edutopia.org/blog/english-language-learners-academic-language-larry-ferlazzo">https://www.edutopia.org/blog/english-language-learners-academic-language-larry-ferlazzo</a>, <a href="http://www.englishvocabularyexercises.com/AWL/id21.htm">http://www.englishvocabularyexercises.com/AWL/id21.htm</a>, <a href="https://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf">https://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf</a></p> <p>ISLcolloective.com</p> <p>Brainpop</p> <p>Brainpop ESL</p>
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**Unit VI: Finding Your True Self**

<b>TRANSFER:</b> Students will be able to develop confidence in themselves and how they are perceived by others.		
<p><b>STANDARDS/GOALS:</b></p> <p><b>WIDA:</b> Standard 1: English Language Learners communicate for social and instructional purposes within the 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><b>NJSLA:</b> RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Our experiences shape our identities.	<ul style="list-style-type: none"> <li>• What shapes our identities?</li> </ul>
	Each person’s body has unique abilities and strengths.	<ul style="list-style-type: none"> <li>• Why is the human body so amazing?</li> </ul>
	Our words and actions affect how we are perceived.	<ul style="list-style-type: none"> <li>• Why are our words and actions important?</li> </ul>
	<b><u>KNOWLEDGE</u></b> <b>Students will know:</b>	<b><u>SKILLS</u></b> <b>Students will be able to:</b> (based on ELP levels in Appendix A)
	<p>The body is the world’s most complex machine.</p> <p>There are multiple systems in our bodies that help us live and survive.</p>	<p>Compare and contrast our body to other machines.</p> <p>Evaluate the capabilities of the human body.</p> <p>Identify the different systems in our body.</p> <p>Associate body systems with their functions.</p> <p>Outline how body systems keep us alive.</p>

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<p>meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence</p>	<p>Hard work and perseverance can pay off.</p> <p>Multiple factors shape our identities.</p> <p>Our identities are partly defined by others in our society.</p> <p>Non-fiction texts have a main idea supported by details.</p> <p>Each word has several synonyms and antonyms which elaborate or alter its original meaning.</p>	<p>Determine the benefits of persistence.</p> <p>Assess when it is acceptable to change course.</p> <p>List factors that shape our identities, such as culture, biology, and experiences.</p> <p>Differentiate between factors that others can use to define our identities.</p> <p>Debate the validity of how others perceive us.</p> <p>Identify a main idea and its supporting details in a text.</p> <p>Evaluate details for their connection to the main idea.</p> <p>Write a text with a clear main idea and supporting details.</p> <p>Find synonyms and antonyms of a word in order to clarify meaning.</p>
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<p>is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>W.8.2. 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.8.4. 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.8.5. 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.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and</p>	<p>There are multiple strategies to improve and strengthen reading comprehension including asking questions, making predictions, and visualizing.</p> <p>Sequence text structure is commonly used when writing a text that has chronological order.</p> <p>Compare and contrast text structure is appropriate when describing and comparing two or more objects or ideas.</p> <p>Possession of an item can be demonstrated in different ways.</p>	<p>Use different reading strategies to improve comprehension.</p> <p>Recognize a sequence text structure.</p> <p>Find and use transition words that signify a sequence in a text.</p> <p>Identify the two items in a compare and contrast text that are being compared.</p> <p>Evaluate compare and contrast text structure for its efficacy.</p> <p>Identify different ways that possession can be demonstrated.</p> <p>Differentiate between plural and singular possessive nouns.</p> <p>Compare and contrast possessive adjectives and possessive nouns.</p>
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<p>evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Indefinite pronouns can be used to refer to people or things without identifying exactly who or what they are.</p> <p><b>VOCABULARY:</b>  self, identity, identify, complex, unique, perceive, perception, system, function (n), function (v), persevere, perseverance, persistent, bodily</p>	<p>Identify indefinite pronouns.</p> <p>Differentiate between the 4 types of indefinite pronouns.</p> <p>Emphasize the use of certain indefinite pronouns in negative statements and questions.</p>
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<p>L.8.6. 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><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Comparing different bodily systems.</li> <li>• Writing a text with main idea and supporting details.</li> <li>• Completing a vocabulary assessment.</li> <li>• Demonstrating reading comprehension through an assessment.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• Explore ways to write texts for different purposes.</li> <li>• Use reading strategies.</li> <li>• Read poetry, articles, and short stories about identity.</li> <li>• Demonstrate possession in writing.</li> <li>• Examine bodily systems.</li> </ul>		
<p><b>SUGGESTED TIME ALLOTMENT</b></p>	<p><b>7 weeks</b></p>	
<p><b>SUPPLEMENTAL UNIT RESOURCES</b></p>	<p><i>Inside B: unit 4</i>, Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook)</p> <p><a href="https://www.facinghistory.org/resource-library/identity-and-community/what-shapes-your-identity">https://www.facinghistory.org/resource-library/identity-and-community/what-shapes-your-identity</a>,</p> <p>ISLcolloective.com</p> <p>Brainpop</p> <p>Brainpop ESL</p>	



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

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

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.