

CURRICULUM

FOR

ESL I Grades 7-8

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
ESL I
Grade 7 & 8

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL I - Grades 7 & 8

PACING GUIDE

| Unit | Title | Pacing |
|-------------|-------------------------|---------------|
| 1 | My World, My Life | 10 weeks |
| 2 | Adapting to Change | 10 weeks |
| 3 | Past, Present, & Future | 10 weeks |
| 4 | World Traveler | 10 weeks |

ACCOMMODATIONS

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| <p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. | <p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule. |
| <p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. | <p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. |

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: ESL I – English as a Second Language

Unit Title: My World, My Life

Target Course/Grade Level: ESL Level I/ 7th and 8th Grade

Unit Summary: This unit is anchored by the story *The Day You Begin* by Jacqueline Woodson. Students will read this story about Angelina who learns about herself as she makes her way through her first day of the school. She will realize the day you truly begin living is the day that you realize that even though you may be different from everyone else, once you find the courage to share your story, the world will create the space for you that you deserve. Students will discover and associate Angelina's background and story to their own identity. Students will analyze the story's setting, character development, plot, and theme of the unit. Students will discuss the author's message about rules and expectations in a society and compare their own opinions. Supplemental texts will extend thematic learning.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

WIDA Standards:

- *Standard 1* – Social and Instructional Language
- *Standard 2* - Language of Language Arts
- *Standard 3* – Language of Mathematics

NJ Student Learning Standards:

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.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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.

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.

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.

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.

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.

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.

W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.8.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.8.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.8.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

L.7.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.7.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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.

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.

L.8.5. Demonstrate understanding of word relationships and nuances in word meanings.

Career Readiness, Life Literacies, and Key Skills:

9.4.8CI Creativity and Innovation Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

9.4.8. GCA Global and Cultural Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

9.4.8. GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8. GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Unit Understandings:

Students will understand that...

- The importance of identity and culture.
- the positives of how we are all similar and different, celebration of diversity
- that young people must lift themselves up and be courageous to lift our self esteem and be proud of who we are.
- The sounds of all the letters of the alphabet and identifying them in various words
- Identify nouns and the various types of nouns
- Introduce themselves to others and practice greetings/introductions
- Use the verb TO BE correctly in all forms
- Differentiate the various types of classroom language in everyday use
- Scaffold off of previous lessons of nouns and introduce pronouns and apply them in all forms
- Reintroduce adjectives and find out its synonyms/antonyms
- Connect stories with images and representations to add meaning

Unit Essential Questions:

- What is one way that you feel very different than most people around you? How could people support you? How could you support others who feel different?
- What examples of people's differences did Woodson highlight in the story?
- What was the mood for the first large portion of the text?
- What is the theme of the book?
- Why do you think the author felt compelled to write this book?
- Why are differences important in our community? Nation? Classroom?
- How does a society benefit from diversity?

Knowledge and Skills:

Students will know...

- The interaction between text elements, with a specific focus on how the setting shapes both character development and plot
- What characters are shaped by the setting in which they live and the events which they experience
- How the development of characters reveals the theme of the novel
- The use of specific words can illustrate the beautification of a story
- Ask and answer personal questions
- Incorporate the simple present tense of all verbs
- Successfully write a detailed paragraph describing themselves using adjectives from previous lessons
- Understand sequence of events and transition from organized notes into paragraph form
- The correct pronunciation of various letters of the alphabet

Students will be able to...

- Analyze how setting and plot shape characters
- Talking about likes/dislikes and the comparison of others
- Analyze how character development reveals theme
- Notice how an author develops different points of view
- Create and punctuate complex sentences
- Participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences
- Manage 20+ new academic vocabulary words correctly
- Compose a reaction writing composition that will compare main character to themselves

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Thematic essay: Since being new to a school and/or country is difficult. How can we help people when they feel left out or alone? How can we incorporate someone’s culture and traditions into our classroom?
- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes
- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- analyze how setting and plot shape characters
- analyze how character development reveals theme
- create and punctuate complex sentences
- participate and interpret in a thoughtful, well-reasoned discussion
- use 20+ new academic vocabulary words correctly

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| <i>RESOURCES</i> |
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Teacher Resources:

- National Geographic Learning: IMPACT student book
- National Geographic Learning: IMPACT workbook
- The Day You Begin by Jacqueline Woodson
- Lisa's Lunar Year (Readworks.org)
- Dwayne "The Rock" Johnson and the Siva Tau (Readworks.org)
- Learning Words with Abuela (Readworks.org)
- Breakfast in India: Idlis (Readworks.org)
- Breakfast in Turkey: Sucuk and Eggs (Readworks.org)
- Family Relationships (esl-lab.com/easy/)
- New Friends (esl-lab.com/easy/)
- Nice To Meet You (esl-lab.com/easy/)
- Holiday Traditions (esl-lab.com/easy/)

Equipment Needed:

- Projector
- Student Chromebook
- Headsets

UNIT OVERVIEW

Content Area: ESL I – English as a Second Language

Unit Title: Adapting to Change

Target Course/Grade Level: ESL Level I/ 7th and 8th Grade

Unit Summary: This unit is anchored by the book *Bear Hug* by Katherine McEwen. Students will read about how one bear is facing his first winter alone. Just as his parents taught him, he gathers leaves for his cave and fishes for food in the river. Then, across the babbling water, he meets a mate, and they weather the winter together in a big bear hug. When spring arrives, so does a new bear cub, and the proud parents begin to teach him what they have learned. Students will discover and associate the bear's background and story to their own identity. Students will analyze the story's setting, character development, plot, and theme of the unit. Students will discuss the author's message about change and adapting to change. Supplemental texts will extend thematic learning.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

WIDA Standards:

- *Standard 1* – Social and Instructional Language
- *Standard 2* – Language of Language Arts
- *Standard 4* – Language of Science

NJ Student Learning Standards:

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.

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.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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.

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.

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.

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.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.7.5. 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.

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.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.

L.7.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.7.3. Use knowledge of language and conventions when writing, speaking, reading, or listening.

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.

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.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Career Readiness, Life Literacies, and Key Skills:

9.4.8. GCA Global and Cultural Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Unit Understandings:

Students will understand that...

- The importance of change within ourselves, community and environment
- Demonstrate the positives of technology
- Identify the different environments of a particular area in the world
- Compare and contrast certain areas with a time period
- Identify suffixes and prefixes and utilize them in everyday use
- Introduce times of the year
- Differentiate between positive and negative statements of auxiliary verbs
- How to identify main idea/main point from a reading passage
- Scaffold off of previous lessons chronological order/sequencing

Unit Essential Questions:

- Compare and contrast the main character from the beginning of the book to the end.
- What examples of change do we see during the reading?
- What were some obstacles faced by the main character?
- What is the theme of the book?
- Why do you think the author felt compelled to write this book?
- Why is change important in our community? Nation? Classroom?
- Describe incidences in your personal life that change was required?
- How has change affected technology?

Knowledge and Skills:

Students will know...

- the interaction between text elements, with a specific focus on how the setting shapes both character development and plot
- that characters are shaped by the setting in which they live and the events which they experience
- how the development of characters reveals the theme of the novel
- ask and answer personal questions
- how the use of technology has improved life skills
- generate a reaction to requests
- Understand sequence of events and transition from organized notes into paragraph form
- Practice the pronunciation of various letters of the alphabet

Students will be able to...

- analyze how setting and plot shape characters based on the reading
- analyze how character development reveals theme
- notice how an author develops different points of view
- challenge an opinion using fact-based information
- strengthen complex sentences
- Evaluate the different vowel sounds
- participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences
- compose a reaction writing composition that will compare main character to themselves

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Thematic essay: Using the importance of technology, how has your personal life improved since the introduction of laptops, cellphones, etc.? Compare and contrast how life was before these technologies were introduced into society?
- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes
- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- analyze how setting and plot shape characters
- analyze how character development reveals theme
- scaffolding information using prior knowledge as a base
- participate and interpret in a thoughtful, well-reasoned discussion

RESOURCES

Teacher Resources:

- National Geographic Learning: IMPACT student book
- National Geographic Learning: IMPACT workbook
- Bear Hug by Katherine McEwen
- Architecture is All Around (Readworks.org)
- Adventures in Story Quilts: Crossing Mountains (Readworks.org)
- Great Wall of China (Readworks.org)
- How Alaska Natives Live (Readworks.org)
- Homestay in the USA (esl-lab.com/easy/)
- Voicemail (esl-lab.com/easy/)

Equipment Needed:

- Projector
- Student Chromebook
- Headsets

UNIT OVERVIEW

Content Area: ESL I – English as a Second Language

Unit Title: Past, Present, & Future

Target Course/Grade Level: ESL Level I/7th & 8th Grade

Unit Summary: This unit is anchored by the novel *All the Way to America: The Story of a Big Italian Family and a Little Shovel*. Students will read this story about Dan Yaccarino’s great-grandfather’s journey to America with only a small shovel in his hand. Students will discover and associate Dan’s great grandfather's background and story to their own family’s journey to America. Students will analyze the story’s setting, character development, plot, and theme of the unit. Students will discuss the author’s message about the importance of “small shovel” and the closeness family has with multiple generations. Supplemental texts will extend thematic learning.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

WIDA Standards:

- *Standard 1* – Social and Instructional Language
- *Standard 2* – Language of Language Arts
- *Standard 4* – Language of Science
- *Standard 5* – Language of Social Studies

NJ Student Learning Standards:

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.

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).

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.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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 the purpose and audience have been addressed.

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.

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

L.7.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.7.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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.

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.

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.

SL.8.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Career Readiness, Life Literacies, and Key Skills:

9.4.8. GCA Global and Cultural Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Unit Understandings:

Students will understand that...

- The importance of history within ourselves and the community
- Demonstrate the positives of technology in connection of water
- Identify the different environments of a particular area in the world
- Understand the skill of time telling with the introduction of both numerical and roman
- Identify pronouns and all the various types of pronouns
- Introduce common articles and strengthen vowel and consonant skills
- Reintroduce nouns and show the differences between singular and plural nouns
- Identify propositions

Unit Essential Questions:

- The family left for the USA with a shovel, photographs and a recipe for tomato sauce. Why do you think those items were important?
- What were the different uses of the shovel over the years?
- What were some obstacles faced by the main character?
- What is the theme of the book?
- How are the main character's experiences similar to yours?

- Why should we pay attention to our elder's advice?

Knowledge and Skills:

Students will know...

- Protection v preservation
- that characters are shaped by the setting in which they live and the events which they experience
- compare the main character's voyage to personal family experiences
- ask and answer personal questions
- appreciate advice and heirlooms that has been sent down from generation to generation
- generate a reaction to requests
- Understand sequence of events and transition from organized notes into paragraph form
- Practice the pronunciation of long vowel sounds of the alphabet

Students will be able to...

- Differentiate between fact and opinion
- Perfect the ability to brainstorm during the organization portion of an essay
- Highlight particular prefixes and use them in real life events
- challenge an opinion using fact-based information
- introduce and strengthen the present progressive and simple past tenses of verbs
- identify an author's purpose in a reading passage

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| <p><i>EVIDENCE OF LEARNING</i></p> |
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Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Thematic essay: In the story, the main characters traveled a long distance from their home country to a new country. There were many things handed down from their elders. Using prior experiences, how has your journey to the United States differed from reading? Was there anything sent down from past generations that is still treasured in your household?
- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes
- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- analyze how setting and plot shape characters
- analyze how character development reveals theme
- scaffolding information using prior knowledge as a base
- participate and interpret in a thoughtful, well-reasoned discussion

RESOURCES

Teacher Resources:

- National Geographic Learning: IMPACT student book
- National Geographic Learning: IMPACT workbook
- All the Way to America: The Story of a Big Italian Family and a Little Shovel by Dan Yaccarino
- Native American Life Long Ago (Readworks.org)
- Life of an Iroquois Family (Readworks.org)
- The Immigrant Experience (Readworks.org)
- Our Family Roots (esl-lab.com/easy/)
- Travel on Sky Airlines (esl-lab.com/easy/)

Equipment Needed:

- Projector
- Student Chromebook
- Headsets

UNIT OVERVIEW

Content Area: ESL I – English as a Second Language

Unit Title: World Traveler

Target Course/Grade Level: ESL Level I/ 7th and 8th Grade

Unit Summary: This unit is anchored by the novel *The House on Mango Street*. Students will read a story about Esperanza Cordero, a 12-year-old Chicana girl growing up in the Hispanic quarter of Chicago. Based in part on Cisneros's own experience, the novel follows Esperanza over the span of one year in her life, as she enters adolescence and begins to face the realities of life as a young woman in a poor and patriarchal community. Elements of Mexican-American culture and themes of social class, race, identity, and gender are interwoven throughout the novel.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

WIDA Standards:

- *Standard 1* – Social and Instructional Language
- *Standard 2* – Language of Language Arts
- *Standard 4* – Language of Science
- *Standard 5* – Language of Social Studies

NJ Student Learning Standards:

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.

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.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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 (e.g., lighting, sound, color, or camera focus and angles in a film).

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.

RL.7.10. 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.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

G. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

H. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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 the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

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.

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.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

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.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.7.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.7.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

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.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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

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.

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.

W.8.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.8.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

SL.8.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

L.8.5. Demonstrate understanding of word relationships and nuances in word meanings.

Career Readiness, Life Literacies, and Key Skills:

9.4.8. GCA Global and Cultural Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Unit Understandings:

Students will understand that...

- The importance of deterring stereotypes and prejudices
- The overcoming of stereotypes and prejudices
- The meaning of self-definition
- Women’s responsibilities toward each other, as opposed to how they are looked at and treated

Unit Essential Questions:

- What effect does society have on the individual?
- How do our personal experiences shape the way we view ourselves?
- Does labeling and stereotyping influence how we look at and understand the world?
- What were some obstacles faced by the main character?
- How are the main character’s experiences similar to yours?

Knowledge and Skills:

Students will know...

- Protection v preservation
- Concentrate on select suffixes and its meanings and uses
- Making and responding to suggestions/orders
- Giving directions using prepositions
- Reintroduce adjectives
- Comparing 2 or more objects

Students will be able to...

- Learn about the vastness of space and the current technology needed to explore it
- Compare 2 or more objects using comparatives and superlatives
- Highlight particular suffixes and use them in real life events
- Visualize a scene and organizing thoughts to prepare for writing response
- Identify and include parts of a blog

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Thematic essay: In the story, the main characters traveled a long distance from their home country to a new country. There were many things handed down from their elders. Using prior experiences, how has your journey to the United States differed from reading? Was there anything sent down from past generations that is still treasured in your household?
- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes

- Open ended/multiple choice exams
- Visual Projects that combine multiple lessons
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- analyze how setting and plot shape characters
- analyze how character development reveals theme
- scaffolding information using prior knowledge as a base
- participate and interpret in a thoughtful, well-reasoned discussion
- recognizing one's own identity in the process of growing up
- understanding how someone can culturally connect themselves to a community

RESOURCES

Teacher Resources:

- National Geographic Learning: IMPACT student book
- National Geographic Learning: IMPACT workbook
- House on Mango Street by Sandra Cisneros
- All About Space (Readworks.org)
- What is the Milky Way (Readworks.org)
- Immigrant in U.S. Cities (Readworks.org)
- Alien Encounters (esl-lab.com/intermediate/)
- Street Market (esl-lab.com/intermediate/)

Equipment Needed:

- Projector
- Student Chromebook
- Headsets