

CURRICULUM

FOR

ESL II Grades 7-8

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

ACKNOWLEDGMENTS

Jasmine Akauola, Supervisor of World Languages & ESL/Bilingual Programs

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

Michael Pedrosa

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
ESL II
Grade 7 & 8

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL II - Grades 7 & 8

PACING GUIDE

Unit	Title	Pacing
1	My Life & The World Around Me	10 weeks
2	Animal & Human Behavior	10 weeks
3	The Evolution of Man	10 weeks
4	Express Yourself!	10 weeks

ACCOMMODATIONS

<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 II – English as a Second Language

Unit Title: My Life & The World Around Me

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

Unit Summary: This unit is anchored by the novel, *Charlotte's Web* by E. B. White. Students will read this story about a pig named Wilbur and his life on the farm. Wilbur becomes very close with some characters from the novel, especially Charlotte, a spider who lives in Wilbur's stable. The story takes us throughout a journey of Wilbur being considered a special pig thanks to the special gifts he receives from Charlotte. This novel gives us an insight on friendship and sacrifice. Students will discover and associate Wilbur's 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 of friendship and sacrifice 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.7.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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

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

D. Establish and maintain a formal style/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

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 friendship, perseverance, and sacrifice.
- To never underestimate other and their qualities
- Showing compassion is a great human quality.
- Re-Introduce themselves to others and practice greetings/introductions will follow-up questions
- Cause and effect
- The hardships and successes of being determined
- Scaffold off of previous lessons of nouns and strengthen the possessive pronouns
- Reintroduce adjectives and find out its comparisons and contrasting

Unit Essential Questions:

- Would you consider any of the characters your friends after reading the book? Who and why?
- How do some of the experiences of the characters in Charlotte's Web relate to some of your own personal experiences?
- What qualities are important in friendship?
- What are the themes of the book?
- Why do you think the author felt compelled to write this book?

Knowledge and Skills:

Students will know...

- 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
- talking about likes/dislikes and the comparison of others
- incorporate the simple present tense of all verbs
- How to use a graphic organizer to brainstorm
- Successfully write a detailed 3 paragraph essay describing themselves and others using information acquired from previous lessons
- Understand sequence of events and transition from organized notes into paragraph form
- Differentiate between purpose and sequence

Students will be able to...

- analyze how setting and plot shape characters
- 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

RESOURCES

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 II – English as a Second Language

Unit Title: Animal & Human Behavior

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

Unit Summary: This unit is anchored by the novel, *Dare to Dream: Coretta Scott King and the Civil Rights Movement* by Angela Shelf Medearis. Students will read this story about a famous and respected person named Coretta Scott King. *Dare to Dream* chronicles the vision and life of Coretta Scott King, wife of Dr. Martin Luther King, Jr. and provides young readers with a clear, concise chronology of the civil rights movement. Through years of turmoil and violent hatred that deprived a movement of its greatest leader, Coretta Scott King has remained a lasting figure of peace and harmony. Students will analyze the story's setting, character development, plot, and theme of the unit. Students will discuss the author's message of courage and perseverance 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 4* – Language of Science
- *Standard 5* – Language of Social Studies

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.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.8.3. 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.8.10. 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.

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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

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

D. Establish and maintain a formal style/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

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 courage, perseverance, and sacrifice.
- To never underestimate other and their qualities
- Showing compassion is a great human quality.
- Fashion choices and the various rules that we can abide or not abide by.
- Synonyms and the use of a thesaurus.
- How to use a dictionary
- Asking for clarification and clarifying information.

Unit Essential Questions:

- During what historical time period does the novel/biography take place?
- Where did the character live, and why?
- What was that character's historical context?
- What role, if any, does the character's family play in his/her outlook on life?
- What obstacle(s) does the character overcome? How?

Knowledge and Skills:

Students will know...

- 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, answer, build on personal questions
- how to analyze choices to make the most responsible decisions
- How to use a graphic organizer to brainstorm
- Successfully write a detailed 5 paragraph essay descriptive essay and others using information acquired from previous lessons
- Successfully write a detailed 5 paragraph essay persuasive essay and others using information acquired from previous lessons
- Differentiate between fact and opinion

Students will be able to...

- analyze how setting and plot shape characters
- 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 write descriptive/persuasive essays using graphic organizers and information form text, as well as using prior knowledge to organize thoughts

EVIDENCE OF LEARNING

Assessment:

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

- Thematic essay - Analyze the impact of a leader and the influence they have had to make change, good or bad. Give examples and details of their work.
- Evidence-based responses about the interaction of informational 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
- Coretta Scott King and the Civil Rights Movement by Angela Shelf Medearis
- The Father of Black History: Carter G. Woodson (Readworks.org)
- The Harlem Renaissance (Readworks.org)
- Fashion Do or Don't? (Readworks.org)
- A Healthy Lifestyle (esl-lab.com/intermediate/)
- Our Family Roots (esl-lab.com/intermediate/)
- Identity Theft (esl-lab.com/intermediate/)

Equipment Needed:

- Projector
- Student Chromebook
- Headsets

UNIT OVERVIEW

Content Area: ESL II – English as a Second Language

Unit Title: The Evolution of Man

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

Unit Summary: This unit is anchored by the novel, *Diary of Anne Frank* by Francis Goodrich and Albert Hackett. Students will read this story about The Diary of Anne Frank tells the story of Anne and her family's struggles while they were hiding during World War II. The family hoped to evade the Nazis because of their Jewish faith. Another family consisting of three people and a dentist also hid with the Franks. This meant that eight people hid in the small Secret Annex that was attached to the back of Mr. Frank's business. While they are hiding in the Secret Annex, Anne, who is only 13, starts the process of growing up and maturing, while dealing with the realities of the war and the fear of being killed. This novel gives us an insight on family, fear, conflict, and grief. Students will discover Anne Frank's story and ask complex questions based on the environment and societal conditions. Students will analyze the story's setting, character development, plot, and theme of the unit. Supplemental texts will extend thematic learning. (HG)

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.7.7. 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.

F. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

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.

I. Establish and maintain a formal style/academic style, approach, and form.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style, academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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 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.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.7.8 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.

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.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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.

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

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.

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.8.6. 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.

Career Readiness, Life Literacies, and Key Skills:

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

9.4.8. CI 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.

Unit Understandings:

Students will understand that....

- The importance of courage, inner conflict, family.
- To strengthen the speaking ability with arguments and conceding from arguments
- How to speculate and confirm speculations.
- What are adverbs and the correct ways to use them.
- Reintroduce sequence of events
- Categorize and classify, grouping

Unit Essential Questions:

- What does it take to act courageously in times of extreme adversity?
- How does the relationship of characters impact or change the events of a story?
- What makes a relationship develop during a difficult time?
- What was the message being expressed?
- Was there a message of empathy?
- How did family interactions/relationships change during the story?
- How did the characters change over the course of the story?

Knowledge and Skills:

Students will know...

- 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
- How to analyze choices to make the most responsible decisions
- How to use a graphic organizer to brainstorm
- Successfully write a detailed classification essay.
- Build on writing a detailed 5 paragraph essay persuasive essay and others using information acquired from previous lessons
- The history of human flight in the United States and the milestones on space exploration

Students will be able to...

- Differentiate between verbs in past tense and past perfect
- Compare the verbs in present and past conditional.
- Students will be able to identify and create complex sentences in all tenses mentioned above
- Initiate the lesson on adverbs and identify them in sentences.
- Notice how an author develops different points of view
- Participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences
- Manage 20+ new academic vocabulary words correctly

- Compose write descriptive/persuasive essays using graphic organizers and information form text, as well as using prior knowledge to organize thoughts

EVIDENCE OF LEARNING

Assessment:

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

- Thematic essay: Students will write a letter to a friend, sharing about a time they faced adversity and/or had courage. Students will be able to use transitional words to share their experiences and close their letter by sharing personal advice.
- 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 a different character’s perspective change the way the story is observed
- analyze how character development reveals theme
- expand on complex sentences with the use of all verb tenses learned from all lessons up to date
- participate and interpret in a thoughtful, well-reasoned discussion
- use 20+ new academic vocabulary words correctly
- utilize prior knowledge and experiences when creating samples

RESOURCES

Teacher Resources:

- National Geographic Learning: IMPACT student book
- National Geographic Learning: IMPACT workbook
- Diary of Anne Frank by Francis Goodrich and Albert Hackett
- Children During the Holocaust (Readworks.org)
- Space and Space Travel (Readworks.org)
- Designing the First Flying Machine (Readworks.org)
- Anne Frank Documentary (<https://www.youtube.com/watch?v=4Oexbvp0eeA>)
- Airline Safety (esl-lab.com/intermediate/)

- Alien Encounters (esl-lab.com/intermediate/)

Equipment Needed:

- Projector
- Student Chromebook
- Headsets

UNIT OVERVIEW

Content Area: ESL II – English as a Second Language

Unit Title: Express Yourself!

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

Unit Summary: This unit is anchored by the novel, *Summer of Mariposas* by Guadalupe Garcia McCall. Students will read this story about Odilia and her four sisters. *Summer of the Mariposas* is a magical Mexican American retelling of the classic novel *The Odyssey*—and a celebration of sisterhood and maternal love. When Odilia and her four sisters find a dead body in the swimming hole, they embark on a hero's journey to return the deceased man to his family in Mexico. But returning home to Texas turns into an odyssey that would rival Homer's original tale.

This novel gives us an insight on family and love. Students will discover and associate Odilia's 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 of love and family 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 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.7.7. 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.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style, academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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 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.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.7.8 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.

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.

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

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.

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.8.6. 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.

Career Readiness, Life Literacies, and Key Skills:

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

9.4.8. CI 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.

Unit Understandings:

Students will understand that...

- The importance of love, family, and loss.
- To strengthen the speaking ability with arguments and conceding from arguments
- Comprehend multiple meaning words, homophones, homonyms.
- Expression of opinions and the acceptance of other opinions
- Explanation of a process
- Root words/suffixes/prefixes

Unit Essential Questions:

- What is the defining personality trait for the main characters?

- How does the relationship of characters impact or change the events of a story?
- How do we see the relationships between the characters develop during a difficult time?
- What was the message being expressed? How can we confirm this using the text as a source?
- How did family interactions/relationships change during the story?

Knowledge and Skills:

Students will know...

- The procedures of telling visual stories
- Understand different artists and their contributions to society
- How to watch a video (Animation Creations and Stage Fright in the Spotlight) and interpret its contents to others
- How to use a various graphic organizer to brainstorm
- Successfully write a detailed multi-paragraph narrative essay

Students will be able to...

- comprehend verbs in past progressive tense
- describing the information of various speeches
- Students will be able to understand gerunds, and infinitives
- Recognize drawing conclusions based on evidence from reading passages
- participate in a thoughtful, well-reasoned discussion using prior knowledge and experiences
- compose write informative/narrative essays using graphic organizers and information from text, as well as using prior knowledge to organize thoughts

EVIDENCE OF LEARNING

Assessment:

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

- Thematic essay: Students will write realistic fiction to share a journey they have experienced or hope to experience one day. Students will use descriptive writing to share details using their five senses.
- 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 a different character's perspective change the way the story is observed
- analyze how character development reveals theme
- expand on complex sentences with the use of all verb tenses learned from all lessons up to date
- participate and interpret in a thoughtful, well-reasoned discussion
- use 20+ new academic vocabulary words correctly
- utilize prior knowledge and experiences when creating samples

RESOURCES

Teacher Resources:

- National Geographic Learning: IMPACT student book
- National Geographic Learning: IMPACT workbook
- Summer of Mariposas by Guadalupe Garcia McCall
- Vincent's Drawing (Readworks.org)
- Arabic Calligraphy (Readworks.org)
- Leisure Activities (esl-lab.com/intermediate/)
- College Majors (esl-lab.com/intermediate/)

Equipment Needed:

- Projector
- Student Chromebook
- Headsets