Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Beginner
Course Number: 050100

Course Overview/Description:
This is a beginner level course for English language learners who possess a proficiency level of "entering" to "beginning" as defined in the WIDA Consortium CAN DO Descriptors. In this class, students can expect to address the five English language development standards necessary to communicate information, ideas and concepts in the following areas:

- Standard 1: Social and Instructional Language
- Standard 2: The Language of Language Arts
- Standard 3: The Language of Mathematics
- Standard 4: The Language of Science
- Standard 5: The Language of Social Studies

Therefore, the possible units covered in this course are content driven to support students' academic language development needed to engage with peers, educators and content curriculums. Within the framework of the WIDA CAN DO Descriptors and language standards, students will develop proficiency in the four domains of language: listening, speaking, reading and writing. This course is aligned both with the WIDA English Language Development Standards and with the New Jersey Student Learning Standards for English Language Arts. Each curriculum unit presents sample learning activities aligned with these Standards.

Pacing:
Since the population of Multiple Language Learners changes each year, the composition of students in the class varies. Some students may be repeating the course and need targeted reinforcement of specific skills or content areas. Teachers can adjust their curriculum to cater to these varying needs, ensuring that all students receive appropriate support. Thus, *suggested* units are listed below. It is not expected that all units are implemented. This flexibility is crucial.Teachers can select units based on the progress and readiness of their current students. If a group of students struggled with a particular unit in the past, the teacher may decide to revisit or approach it differently to enhance comprehension and retention. In essence, the ability for teachers to choose units acknowledges the diverse needs of students and allows for instructional flexibility to optimize learning outcomes. It underscores the importance of adapting curriculum and instruction to meet the evolving needs of language learners in a supportive and responsive manner.

Possible Units (included in this curriculum):

High Frequency Learning Verbs
Describing People
Civics and Government
Water and Weather
Tell Tale Heart
Layers of the Earth
Cells: Animals & Plants
Photosynthesis
Solar Systems
American Revolution
Matter

Assessment Categories & Weights:

Marking Periods 1 - 4	
Category	Percentage
Major Assessments (2 each marking period)	35%
Minor Assessments (5 each marking period)	30%
Project/Multi-day Assignment (! per marking period)	10%
Practice/Participation (at least two each week)	25%

Requirements & Expectations:

1. Apply learned vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
2. Have a charged chromebook and organized binder/folder.
3. Attempt to complete all assignments and projects.
4. Attend class on time and prepare.
5. Respect self, classroom and others.
6. Follow all district/school rules.

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Course Name: MLL Beginner
Course Number: 050100
Unit Title: High Frequency Learning Verbs

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: High Frequency Learning Verbs

The goal of this unit is to equip students, who are functioning at an entering or emerging level of English language proficiency, with basic to moderate level learning verbs necessary to function in an academic classroom and apply in content areas. They will examine and practice high frequency learning verbs through activities and tasks that are common across content curriculums.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
1. What is an action verb? 2. What verbs are essential for following instructions in a classroom? 3. What verbs are essential to completing academic tasks and assessments? 4. What application is necessary for high frequency learning verbs? 5. What skills are assessed through learning verbs? 6. How does the application of learning verbs demonstrate comprehension of a concept?	1. Identify and define high frequency learning verbs. 2. Spell the learning verbs using the English alphabet. 3. Differentiate between the learning verbs. 4. Recognize oral commands verbalized through learning verbs. 5. Interpret the tasks and skills connected to the learning verbs. 6. Apply the learning verbs accurately.	1. WIDA Standard 2: Language of Language Arts/ English Language Arts (ELA) Standards: RL.9-10.4 2. WIDA Standard 2: Language of Language Arts/English Language Arts (ELA) Standards: L.9-10.2 3.WIDA Standard 2: Language of Language Arts/English Language Arts (ELA) Standards: L.9-10.5: 4. WIDA Standard 1: Social and Instructional Language/English Language Arts (ELA) Standards: SL.9-10.1 5. WIDA Standard 2: Language of Language Arts/English Language Arts (ELA) Standards: SL.9-10.3 6. WIDA Standard 2: Language of Language Arts/English Language Arts (ELA) Standards: L.9-10.1

Tier 2 Vocabulary	Tier 3 Vocabulary

High-frequency words used throughout the unit	Discipline-specific words used throughout the unit
identify, define, verbs, spell, write, differentiate, distinguish, similarities, differences, recognize, listen, follow, directions, respond, understand, comprehend, apply, use, practice	regular, irregular, compare/contrast, interpret

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSLS

1. Objective: Identify and define high frequency learning verbs.
    - NJ Standard: World Languages Standard 7.1.12.B.4: Use knowledge of the target language to increase understanding of English and to expand vocabulary.

2. Objective: Spell the learning verbs using the English alphabet.
    - NJ Standard: Technology Standard 8.1.12.B.4: Use appropriate technology tools to enhance learning and productivity.

3. Objective: Differentiate between the learning verbs.
    - NJ Standard: Mathematics Standard 1.1.12.B.1: Analyze and explain how various types of learning verbs are used in mathematical contexts.
    - NJ Standard: Social Studies Standard 6.1.12.C.2: Evaluate how different verbs are used in historical and cultural contexts.

4. Objective: Recognize oral commands verbalized through learning verbs.
    - NJ Standard: World Languages Standard 7.1.12.A.4: Understand spoken language in various situations and contexts.
    - NJ Standard: Visual and Performing Arts Standard 1.1.12.B.1: Interpret oral instructions in artistic and performance settings.

5. Objective: Interpret the tasks and skills connected to the learning verbs.
    - NJ Standard: Science Standard 5.1.12.A.3: Use scientific verbs to describe processes and phenomena.
    - NJ Standard: Career Ready Practices Standard 9.1.12.D.1: Interpret tasks and directions in order to complete assignments accurately.

6. Objective: Apply the learning verbs accurately.
    - NJ Standard: Health and Physical Education Standard 2.1.12.C.3: Apply verbs related to physical activities and health practices.
    - NJ Standard: Family and Consumer Sciences Standard 8.1.12.D.1: Demonstrate the ability to use verbs effectively in culinary and household tasks.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student’s proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Identify and define high frequency learning verbs.
Suggested Activities
Learning Verbs Booklet

Specific Learning Objective: Spell the learning verbs using the English alphabet.
Suggested Activities
Pronunciation and spelling of learning verbs

Specific Learning Objective: Differentiate between the learning verbs.
Suggested Activities
Intermediate level learning verbs Higher level learning verbs Compare and Contrast

Specific Learning Objective: Recognize oral commands verbalized through learning verbs.
Suggested Activities
Divide students into small groups and give each group a set of picture cards depicting a sequence of actions. Have each group arrange the picture cards in the correct order to form a logical sequence.

Specific Learning Objective: Interpret the tasks and skills connected to the learning verbs.
Suggested Activities
Practicing with Learning Verbs

Specific Learning Objective: Apply the learning verbs accurately.
Suggested Activities
Learning verbs review Google from practice

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR

UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments

Summative	Formative	Performance
The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement: ● Pre-Test ● Unit Test	The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to: ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice	The following assessments require students to utilize various strands of mathematics. ● Projects ● Performance Tasks ● Homework ● Classwork

List of Accommodations and Modifications

- Special Education
- 504 Students
- At Risk Students
- MLL
- Gifted and Talented

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Beginner
Course Number: 050100
Unit Title: Describing People

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Describing People

The goal of this unit is to develop the social language students need to describe peoples' physical characteristics and personality traits. To increase the level of proficiency necessary to describe self and others, students will conjugate the verb be to discuss states of being, and the verb have to indicate possession of specific traits and characteristics. Students will construct negative and interrogative statements using the helping verb do. They will also link nouns and subject pronouns as they relate to gender. Students will categorize common nouns used to identify males vs. females and adjectives used to describe age, physical characteristics, and personality traits.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
1. What are the subject pronouns? 2. What are the conjugations of the verb to be? 3. What use of the verb be applies when describing peoples' physical and personality traits? 4. How are the interrogative and negative formed with the helping verbs be and do? 5. What part of speech are people? 6. What common nouns are commonly used to identify people? 7. What categories of nouns are used to describe the physical appearance of people?	1. List the subject pronouns according to person and gender. 2. Conjugate the verbs be, do and have. 3. Construct the negative and interrogative forms. 4. Differentiate between physical and personality traits. 5. Identify categories of nouns used to describe physical appearance. 6. Describe physical characteristics using adjectives. 7. Determine the stages of life by the range of ages. 8. Identify the common nouns used to indicate males versus females. 9. Describe personality traits using adjectives. 10. Articulate a description of a classmate. 11. Pose and respond to specific questions about personality using the correct language and form.	1. WIDA Standard 1: Social and Instructional Language/ELA-LITERACY.L.9-10.1 2. WIDA Standard 1: Social and Instructional Language/ELA-LITERACY.L.9-10.1 3. WIDA Standard 1: Social and Instructional Language/.ELA-LITERACY.L.9-10.1 4. WIDA Standard 2: Language of Language Arts/.ELA-LITERACY.L.9-10.1 5. WIDA Standard 1: Social and Instructional Language/.ELA-LITERACY.L.9-10.1 6. WIDA Standard 2: Language of Language Arts/ELA-LITERACY.L.9-10.1 7. Standard 4: Language of Science/SCI.9-12.LS1.C 8. WIDA Standard 1: Social and

	12. Survey the personality traits of classmates and chart the results. 13. Write a self description. 14. Write a comparison text about yourself and a family member.	Instructional Language/ELA-LITERACY.L.9-10.1 9. WIDA Standard 2: Language of Language Arts/ELA-LITERACY.L.9-10.1 10. WIDA Standard 2: Language of Language Arts/ELA-LITERACY.SL.9-10.4 11. WIDA Standard 2: Language of Language Arts/ELA-LITERACY.SL.9-10.1 12. Standard 3: Language of Mathematics/ELA-LITERACY.SL.9-10.5 13. WIDA Standard 2: Language of Language Arts/ELA-LITERACY.W.9-10.2 14. WIDA Standard 2: Language of Language Arts/ELA-LITERACY.W.9-10.2

Tier 2 Vocabulary High-frequency words used throughout the unit	**Tier 3 Vocabulary** Discipline-specific words used throughout the unit
I, you, he, she, it, we, they, am, is, are, was, were, do, does, did, have, has, had, not, don't, doesn't, didn't, do, does, did, who, what, where, when, why, how, tall, short, young, old, big, small, thin, fat, kind, friendly, smart, shy, outgoing, funny, serious, hardworking, lazy, hair, eyes, face, skin, body, height, weight, black, brown, blue, green, curly, straight, long, short, baby, child, teenager, adult, senior, man, woman, boy, girl, male, female, I, my, me, you, your, we, our, both, each, also, but	describe, characteristics, traits, features, similar, different, question, answer, survey, results, compare, contrast, write

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSLS

1. List the subject pronouns according to person and gender.
    - NJSLS.ELA-LITERACY.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Conjugate the verbs be, do, and have.
    - NJSLS.ELA-LITERACY.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Construct the negative and interrogative forms.
    - NJSLS.ELA-LITERACY.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4. Differentiate between physical and personality traits.
    - NJSLS.ELA-LITERACY.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

5. Identify categories of nouns used to describe physical appearance.
    - NJSLS.ELA-LITERACY.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6. Describe physical characteristics using adjectives.
    - NJSLS.ELA-LITERACY.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

7. Determine the stages of life by the range of ages.
    - NJSLS.SCI.9-12.LS1.C: Organization for Matter and Energy Flow in Organisms (Biological Processes)
    - NJSLS.SOC.6.1.12.C.16.a: Relate scientific and technological innovations in terms of life span.

8. Identify the common nouns used to indicate males versus females.
    - NJSLS.ELA-LITERACY.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9. Describe personality traits using adjectives.
    - NJSLS.ELA-LITERACY.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

10. Articulate a description of a classmate.
    - NJSLS.ELA-LITERACY.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

11. Pose and respond to specific questions about personality using the correct language and form.
    - NJSLS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions.

12. Survey the personality traits of classmates and chart the results.
    - NJSLS.MATH.CONTENT.HSS.ID.A.1: Represent data with plots on the real number line.

13. Write a self-description.
    - NJSLS.ELA-LITERACY.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas.

14. Write a comparison text about yourself and a family member.
    - NJSLS.ELA-LITERACY.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student’s proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate

higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

<u>How</u> will students uncover content and build skills?

Specific Learning Objective: List the subject pronouns according to person and gender.
Suggested Activities
Intro to Pronouns

Specific Learning Objective: Conjugate the verbs be, do and have.
Suggested Activities
States of Being Notes Do and Does

Specific Learning Objective: Construct the negative and interrogative forms.
Suggested Activities
Negative Form

Specific Learning Objective: Differentiate between physical and personality traits.
Suggested Activities
Personality Traits Physical Appearance

Specific Learning Objective: Identify categories of nouns used to describe physical appearance.
Suggested Activities
Noun Study Guide

Specific Learning Objective: Describe physical characteristics using adjectives.
Suggested Activities
Ways to Use Adjectives

Specific Learning Objective: Determine the stages of life by the range of ages.
Suggested Activities
Stages in Life

Specific Learning Objective: Identify the common nouns used to indicate males versus females.
Suggested Activities
Common and Proper Nouns

Specific Learning Objective: Describe personality traits using adjectives.
Suggested Activities
Adjectives Practice Describing a Friend

Specific Learning Objective: Articulate a description of a classmate.
Suggested Activities
Describe a Classmate

Specific Learning Objective: Pose and respond to specific questions about personality using the correct language and form.
Suggested Activities
Fill in States of Being

Specific Learning Objective: Survey the personality traits of classmates and chart the results.
Suggested Activities
Practicing Personality Traits

Specific Learning Objective: Write a self description.
Suggested Activities

Practicing describe and define

Specific Learning Objective: Write a comparison text about yourself and a family member.
Suggested Activities
Practicing Compare and Contrast

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments		
Summative	**Formative**	**Performance**
The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement: ● Pre-Test ● Unit Test	The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to: ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice	The following assessments require students to utilize various strands of mathematics. ● Projects ● Performance Tasks ● Homework ● Classwork
List of Accommodations and Modifications ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented		

State Mandates and Resources
● New Jersey Student Learning Standards ● WIDA Standards

Black Horse Pike Regional School District

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Course Name: MLL Beginner
Course Number: 050100
Unit Title: Civics and Government

Updated: July, 2024

PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Civics and Government

The goal of this unit is to develop the language of civics and government students use to understand the fundamental framework of the national government in the United States; the structure and duties held under each branch; the concept of separation of powers; and voting rights and laws.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
1. What use of the present simple is used to discuss civics and government? 2. What noun types are capitalized? 3. What is a proper noun? 4. What is a democracy? 5. What type of government exists in the United States? 6. What are the three branches of government? 7. Why is the government divided into the three branches? 8. What are the powers of each branch? 9. How is the bicameral legislature divided? 10. What is the president's cabinet and what purpose does it serve? 11. Why should citizens vote? 12. What are the voting laws?	1. Identify the use of the present simple: truths and generalizations. 2. Explain what a proper noun is and how to recognize one. 3. Define democracy. 4. Identify the three branches of the United States Federal Government. 5. Define the key terms associated with each branch. 6. Distinguish the roles and responsibilities of each of the three branches. 7. Explain the purpose of separation of powers. 8. Describe the bicameral chambers of Congress. 9. Explain why voting is fundamental in a democracy.	1. WIDA Standard 2: Language for Language/NJSLSA.L.1 2. WIDA Standard 2: Language for Language/NJSLSA.L.1 3. WIDA Standard 5: Language for Social Studies/6.1.12.CivicsPI.14.a 4. WIDA Standard 5: Language for Social Studies/6.1.12.CivicsPI.3.a 5. WIDA Standard 1: Social and Instructional Language/6.1.12.CivicsPI.3.a 6. WIDA Standard 1: Social and Instructional Language/6.1.12.CivicsPI.3.a 7. WIDA Standard 1: Social and Instructional Language/6.1.12.CivicsPI.3.a 8. WIDA Standard 1: Social and Instructional Language/6.1.12.CivicsPI.3.a 9. WIDA Standard 9: Language for Social Studies/6.1.12.CivicsPI.14.a

Tier 2 Vocabulary High-frequency words used throughout the unit	Tier 3 Vocabulary Discipline-specific words used throughout the unit

democracy, republic, citizen, vote, election, rights, freedom, equality, legislative, executive, judicial, congress, senate, house of representatives, president, supreme court, constitution, legislation, bill, law, veto, amendment, cabinet, justice, checks and balances, separation of powers, authority, governance, oversight, jurisdiction, enforcement, division, balance, prevent, abuse, tyranny, independence, bicameral, legislator, debate, committee, session, constituency, suffrage, ballot, polling, electoral, campaign, majority, turnout, registration	present simple, truth, generalization, habit, fact, routine, base form, conjugate, third person singular, proper noun, common noun, capitalization, specific, general, name, title, place

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSLS

1. Identify the use of the present simple: truths and generalizations.

- NJSLSA.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Explain what a proper noun is and how to recognize one.

- NJSLSA.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Define democracy.

- 6.1.12.CivicsPI.14.a: Analyze how the United States Constitution has protected and restricted civil rights and liberties.
- 6.1.12.CivicsPI.14.b: Evaluate the effectiveness of governmental policies and practices in supporting democracy and the protection of civil rights.

4. Identify the three branches of the United States Federal Government.

- 6.1.12.CivicsPI.3.a: Analyze how the United States Constitution separated and delegated powers and responsibilities among the three branches of government.

5. Define the key terms associated with each branch.

- 6.1.12.CivicsPI.3.a: Analyze how the United States Constitution separated and delegated powers and responsibilities among the three branches of government.

6. Distinguish the roles and responsibilities of each of the three branches.

- 6.1.12.CivicsPI.3.a: Analyze how the United States Constitution separated and delegated powers and responsibilities among the three branches of government.

7. Explain the purpose of separation of powers.

- 6.1.12.CivicsPI.3.a: Analyze how the United States Constitution separated and delegated powers and responsibilities among the three branches of government.

8. Describe the bicameral chambers of Congress.

- 6.1.12.CivicsPI.3.a: Analyze how the United States Constitution separated and delegated powers and responsibilities among the three branches of government.

9. Explain why voting is fundamental in a democracy.

- 6.1.12.CivicsPI.14.a: Analyze how the United States Constitution has protected and restricted civil rights and liberties.
- 6.1.12.CivicsPD.14.a: Use case studies and current events to explain key ideas and issues surrounding the protection of individual rights and civil liberties.

Resources

Online Resources

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MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their

thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.
Gifted & Talented Accommodations/Modifications:
Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Identify the use of the present simple: truths and generalizations.
Suggested Activities
Present Simple: Facts

Specific Learning Objective: Explain what a proper noun is and how to recognize one.
Suggested Activities
Proper Noun Scavenger Hunt

Specific Learning Objective: Define democracy.
Suggested Activities
Basic Concepts of Democracy

Specific Learning Objective: Identify the three branches of the United States Federal Government.
Suggested Activities

Three Branches of Government

Specific Learning Objective: Define the key terms associated with each branch.
Suggested Activities
Vocabulary: Branches of Government

Specific Learning Objective: Distinguish the roles and responsibilities of each of the three branches.
Suggested Activities
Branches of Government

Specific Learning Objective: Explain the purpose of separation of powers.
Suggested Activities
Separation of Powers

Specific Learning Objective: Describe the bicameral chambers of Congress.
Suggested Activities
Legislative Branch

Specific Learning Objective: Explain why voting is fundamental in a democracy.
Suggested Activities
Voting

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments		
Summative	**Formative**	**Performance**
The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement:	The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to:	The following assessments require students to utilize various strands of mathematics. • Projects

• Pre-Test • Unit Test	• Teacher observations • Self-Assessments • Student record-keeping • Quizzes • Warm-ups • Exit Tickets • Participation in class discussions • Independent Practice	• Performance Tasks • Homework • Classwork

List of Accommodations and Modifications

- Special Education
- 504 Students
- At Risk Students
- MLL
- Gifted and Talented

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Beginner
Course Number: 050100
Unit Title: Water and Weather

Updated: July, 2024

PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Water and Weather

The goal of this unit is to develop the language of science students need to understand the properties and states of matter. This unit will establish a foundation so student can engage in discourse about atoms, elements and compounds, and examine the subatomic structure. The unit also exposes students to the language used for standard units of weights and measure and the scientific instruments use to evaluate matter.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
1. What use of the present simple is used to discuss matter? 2. What is the rule for 3rd person singular? 3. What type of nouns are matter, mass, volume, and weight? 4. What are the four states of matter? 5. What is made of matter? 6. How is matter defined? 7. From what is matter made? 8. What are elements? 9. What are molecules? 10. What are compounds? 11. What is the subatomic structure of an atom? 12. How is the state of matter related to the motion and arrangement of its molecules? 13. How is matter measured? 14. What scientific instruments used to measure matter? 15. What are the units of measurement used? 16. What are the properties of	1. Identify the use of the present simple: truth and facts. 2. Implement the rule for 3rd person singular. 3. Explain why matter, mass, volume, and weight are uncountable nouns. 4. Define matter. 5. Identify the three states of matter. 6. Describe the structure of an atom. 7. Define element, molecule and compound. 8. Identify two properties by which matter can be described. 9. List properties that can be observed during physical changes or chemical changes. 10. Distinguish the changes that matter undergoes during physical changes versus chemical changes. 11. Determine and define ways to measure the states of matter (mass, volume, density and pressure).	1. WIDA Standard 2: Language for Language Arts/NJSLS.ELA-LITERACY.L.9-10.1 2. WIDA Standard 2: Language for Language Arts/NJSLS.ELA-LITERACY.L.9-10.1 3. WIDA Standard 4: Language for Science/NJSLS.ELA-LITERACY.L.9-10.4 4. WIDA Standard 4: Language for Science/NJSLS-SCI.HS-PS1-1 5. WIDA Standard 4: Language for Science/NJSLS-SCI.HS-PS1-3 6. WIDA Standard 4: Language for Science/NJSLS-SCI.HS-PS1-1 7. WIDA Standard 4: Language for Science/NJSLS-SCI.HS-PS1-1 8. WIDA Standard 4: Language for Science/NJSLS-SCI.HS-PS1-3 9. WIDA Standard 4: Language for Science/NJSLS-SCI.HS-PS1-2 10. WIDA Standard 4: Language for Science/NJSLS-SCI.HS-PS1-2 11. WIDA Standard 4: Language for Science/NJSLS-SCI.HS-PS1-3

matter and how can these properties change? 17. What is the difference between a physical change and a chemical change? 18. What is the atomic number and how is it determined? 19. What is atomic mass and how is it determined?	12. Identify tools used to measure matter and the units of measurement. 13. Convert units of measurement. 14. Distinguish between the atomic number and the atomic mass of an atom.	12. WIDA Standard 4: Language for Science/NJSLS-SCI.HS-PS1-3 13. WIDA Standard 4: Language for Science/NJSLS.MATH.HSN.Q.A.1 14. WIDA Standard 4: Language for Science/NJSLS-SCI.HS-PS1-1

Tier 2 Vocabulary High-frequency words used throughout the unit	**Tier 3 Vocabulary** Discipline-specific words used throughout the unit
matter, mass, volume, weight, measure, quantity, substance, physical, chemical, solid, liquid, gas, state of matter, nucleus, proton, neutron, electron, subatomic particle, element, molecule, compound, chemical bond, property, physical property, chemical property, density, color, texture, physical change, chemical change, observable property, reactivity, combustibility, melting point, boiling point, reaction, transformation, measure, pressure, units, measurement tools, balance, scale, graduated cylinder, ruler, thermometer, units (grams, liters, centimeters, degrees), convert, metric system, imperial system, conversion factor, atomic number, atomic mass, periodic table, proton, neutron	present simple tense, subject, verb, truth, fact, statement, third person singular, verb conjugation, inflection, grammar rule, he/she/it, uncountable noun

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSLS

1. Identify the use of the present simple: truth and facts.
    - NJSLS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Implement the rule for 3rd person singular.
    - NJSLS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Explain why matter, mass, volume, and weight are uncountable nouns.

- NJSLS.ELA-Literacy.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content.

4. Define matter.
    - NJSLS-SCI.HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

5. Identify the three states of matter.
    - NJSLS-SCI.HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

6. Describe the structure of an atom.
    - NJSLS-SCI.HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

7. Define element, molecule, and compound.
    - NJSLS-SCI.HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

8. Identify two properties by which matter can be described.
    - NJSLS-SCI.HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

9. List properties that can be observed during physical changes or chemical changes.
    - NJSLS-SCI.HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

10. Distinguish the changes that matter undergoes during physical changes versus chemical changes.
    - NJSLS-SCI.HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

11. Determine and define ways to measure the states of matter (mass, volume, density, and pressure).
    - NJSLS-SCI.HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

12. Identify tools used to measure matter and the units of measurement.

- NJSLS-SCI.HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

13. Convert units of measurement.
    - NJSLS.MATH.HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

14. Distinguish between the atomic number and the atomic mass of an atom.
    - NJSLS-SCI.HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative

learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.
Gifted & Talented Accommodations/Modifications:
Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Identify the use of the present simple: truth and facts.
Suggested Activities
Present Simple

Specific Learning Objective: Implement the rule for 3rd person singular.
Suggested Activities
3rd Person Singular

Specific Learning Objective: Explain why matter, mass, volume, and weight are uncountable nouns.
Suggested Activities
What makes up matter?

Specific Learning Objective: Define matter.
Suggested Activities
Matter and Substances

Specific Learning Objective: Identify the three states of matter.
Suggested Activities
States of Matter Poster Project

Specific Learning Objective: Describe the structure of an atom.
Suggested Activities
Structure of an Atom

Specific Learning Objective: Define element, molecule and compound.
Suggested Activities
Vocabulary Handout

Specific Learning Objective: Identify two properties by which matter can be described.
Suggested Activities
Structures and Properties of Matter

Specific Learning Objective: List properties that can be observed during physical changes or chemical changes.
Suggested Activities
Physical and Chemical Changes Worksheet

Specific Learning Objective: Distinguish the changes that matter undergoes during physical changes versus chemical changes.
Suggested Activities
Physical vs Chemical Changes

Specific Learning Objective: Determine and define ways to measure the states of matter (mass, volume, density and pressure).
Suggested Activities
Matter Review Quiz

Specific Learning Objective: Identify tools used to measure matter and the units of measurement.

Suggested Activities
Metric System Notes

Specific Learning Objective: Convert units of measurement.
Suggested Activities
Metric Ladder Method

Specific Learning Objective: Distinguish between the atomic number and the atomic mass of an atom.
Suggested Activities
Atomic Mass/Number Worksheet

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments		
Summative	**Formative**	**Performance**
The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement: ● Pre-Test ● Unit Test	The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to: ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice	The following assessments require students to utilize various strands of mathematics. ● Projects ● Performance Tasks ● Homework ● Classwork
List of Accommodations and Modifications ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented		

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Beginner
Course Number: 050100
Unit Title: Tell Tale Heart

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Tell Tale Heart

This unit aims to make Edgar Allan Poe's "The Tell-Tale Heart" accessible and engaging for the beginning level student. Through a combination of scaffolding strategies (including a modified text) , interactive activities, and multimedia resources, students will explore the themes, vocabulary, and literary devices in the text. The unit will also focus on developing students' reading comprehension, critical thinking, and language skills. By the end of the unit, students will be able to analyze the text, understand its significance, and express their interpretations both verbally and in writing.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
1. How does the narrator's point of view influence the reader's understanding of the story? 2. What clues does Edgar Allan Poe provide to help readers determine whether the narrator is reliable or unreliable? 3. What role does guilt play in the narrator's actions and mental state? 4. How does Poe use literary devices such as symbolism, irony, and foreshadowing to enhance the story? 5. How does the narrator's perception of reality differ from the actual events in the story? 6. What does "The Tell-Tale Heart" suggest about the nature of reality and how it can be distorted? 7. What do the narrator's actions and thoughts reveal about his character? 8. What does the beating heart symbolize in the story?	1. Identify the main ideas and key details in "The Tell-Tale Heart." 2. Summarize the plot and describe the sequence of events. 3. Determine the meaning of unfamiliar words and phrases using context clues and other strategies. 4. Analyze the narrator's point of view and its impact on the story. 5. Identify and explain the use of literary devices such as symbolism, irony, and foreshadowing. 6. Discuss the themes of guilt, madness, and the nature of reality in the story. 7. Practice using complex sentences and varied sentence structures to describe events and characters. 8. Compare and contrast the narrator's perception of reality with actual events in the story. 9. Present an oral summary or analysis of a passage from the story.	1. WIDA Standard 1: Social and Instructional Language/ NJSLS.ELA-Literacy.RL.9-10.1 2. .WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.RL.9-10.2 3. .WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.L.9-10.4 4. .WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.RL.9-10.6 5..WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.RL.9-10.4 6. WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.RL.9-10.2 7. .WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.L.9-10.1 8. .WIDA Standard 2: The Language of Language Arts/ NJSLS.ELA-Literacy.RL.9-10.5 9. WIDA Standard 1: Social and Instructional Language/ NJSLS.ELA-Literacy.SL.9-10.4

Tier 2 Vocabulary High-frequency words used throughout the unit	**Tier 3 Vocabulary** Discipline-specific words used throughout the unit
Upset, Sharp, Planning, Hiding, Cleverly, Wisdom, Crack, Guesses, Quietly, Strongly, Repeated sound, Fake, Boldness, Lie, Stop, Listen, Shame, Craziness, Clarity, Madness, Inner voice, Truth, View, Distrust, Fixation, Tension, Scared, Extreme fear, Killing, Emotion, Death	Narrator, Point of View, Perspective, Plot, Sequence of Events, Theme, Character, Setting, Conflict, Resolution, Summary, Inference, Context Clues, Symbolism, Irony, Foreshadowing, Mood, Tone, Imagery, Figurative Language, Connotative Meaning, Denotative Meaning, Complex Sentence, Sentence Structure, Compare, Contrast, Analysis, Evidence, Thesis

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSLS

1. Identify the main ideas and key details in "The Tell-Tale Heart."
    - NJSLS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Summarize the plot and describe the sequence of events.
    - NJSLS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Determine the meaning of unfamiliar words and phrases using context clues and other strategies.
    - NJSLS.ELA-Literacy.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
4. Analyze the narrator’s point of view and its impact on the story.
    - NJSLS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
5. Identify and explain the use of literary devices such as symbolism, irony, and foreshadowing.
    - NJSLS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time

and place; how it sets a formal or informal tone).

6. Discuss the themes of guilt, madness, and the nature of reality in the story.

    - NJSLS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

7. Practice using complex sentences and varied sentence structures to describe events and characters.

    - NJSLS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

8. Compare and contrast the narrator's perception of reality with actual events in the story.

    - NJSLS.ELA-Literacy.RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

9. Present an oral summary or analysis of a passage from the story.

    - NJSLS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments;

Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Identify the main ideas and key details in "The Tell-Tale Heart."

Suggested Activities
Tell Tale Heart Foldable

Specific Learning Objective: Summarize the plot and describe the sequence of events.

Suggested Activities
Tell Tale Heart Close Reading

Specific Learning Objective: Determine the meaning of unfamiliar words and phrases using context clues and other strategies.
Suggested Activities
Tell Tale Heart Vocab Practice

Specific Learning Objective: Analyze the narrator's point of view and its impact on the story.
Suggested Activities
Tell Tale Heart Flipbook

Specific Learning Objective: Discuss the themes of guilt, madness, and the nature of reality in the story.
Suggested Activities
Google Slide

Specific Learning Objective: Practice using complex sentences and varied sentence structures to describe events and characters.
Suggested Activities
Annotated sample page

Specific Learning Objective: Compare and contrast the narrator's perception of reality with actual events in the story.
Suggested Activities
Tell Tale Heart Worksheet

Specific Learning Objective: Present an oral summary or analysis of a passage from the story.
Suggested Activities
Background for story

Specific Learning Objective: Identify and explain the use of literary devices such as symbolism, irony, and foreshadowing.

Suggested Activities
Setting analysis

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments		
Summative	**Formative**	**Performance**
The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement: ● Pre-Test ● Unit Test	The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to: ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice	The following assessments require students to utilize various strands of mathematics. ● Projects ● Performance Tasks ● Homework ● Classwork
List of Accommodations and Modifications ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented		

State Mandates and Resources
● New Jersey Student Learning Standards ● WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Beginner
Course Number: 050100
Unit Title: Layers of the Earth

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Layers of the Earth

The purpose of this unit is to have students engage in a study of Earth's structure with a focus on its layers. Students will investigate the core, mantle, and crust, analyzing their composition, physical properties, and roles in geological processes. Through hands-on activities, scientific inquiry, and language development tasks, students will develop a deep understanding of Earth science concepts while enhancing their academic vocabulary and communication skills.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
1. What are the layers of the Earth, and how do they contribute to the planet's overall structure? 2. How do scientists study and understand the composition and properties of Earth's layers? 3. What role do convection currents play in shaping Earth's surface features? 4. What are the implications of Earth's layer interactions on natural phenomena such as earthquakes and volcanic eruptions? 5. Why is it important for us to understand Earth's layers in the context of environmental sustainability and resource management? 6. How does knowledge of Earth's structure help us predict and mitigate the impact of natural disasters?	1. Identify and describe the layers of the Earth, including the core, mantle, and crust, with specific attention to the differences between oceanic and continental crust. 2. Explain the composition and physical properties of each layer, such as density, temperature, and state (solid or molten). 3. Analyze the role of convection currents in the mantle and their impact on Earth's surface features, such as volcanic activity and plate movement. 4. Use scientific vocabulary accurately to discuss the layers of the Earth and related geological processes. 5. Develop academic vocabulary related to Earth science, such as lithosphere, asthenosphere, and tectonic plates, through contextual use and application. 6. Practice listening and speaking skills by participating in discussions about the layers of the	1. WIDA Standard 4: The Language of Science/NJSLS Standard 5.9 2. WIDA Standard 4: The Language of Science/NJSLS Standard 5.9 3. iWIDA Standard 4: The Language of Science/NJSLS Standard 5.9 4. WIDA Standard 4: The Language of Science/NJSLS Standard 5.1 5. WIDA Standard 1: Social and Instructional Language/NJSLS Standard 5.9 6. WIDA Standard 1: Social and Instructional Language/NJSLS Standard 5.1 7.WIDA Standard 2: The Language of Language Arts/ NJSLS Standard 5.9 8. WIDA Standard 2: The Language of Language Arts/ NJSLS Standard 5.9 9. Standard 4: The Language of Science/ NJSLS Standard 5.9

	Earth, using appropriate scientific terminology. 7. Enhance reading comprehension by interpreting informational texts about Earth's structure, including diagrams and charts that illustrate layer composition and interactions. 8. Write descriptive paragraphs or essays using academic language to explain the significance of Earth's layers in geological processes and environmental stability. 9. Analyze real-world examples of geological phenomena, such as earthquakes and volcanic eruptions, related to Earth's structure.	

Tier 2 Vocabulary High-frequency words used throughout the unit	**Tier 3 Vocabulary** Discipline-specific words used throughout the unit
Earth, Structure, Layer, Core, Mantle, Crust, Lithosphere, Asthenosphere, Tectonic plates, Plate boundaries, Convection currents, Volcano, Volcanic, Eruption, Earthquake, Seismic waves, Density, Temperature, Geological processes, Subduction, Rift zone, Mid-ocean ridge, Seafloor spreading, Erosion, Sedimentary rock, Metamorphic rock, Igneous rock, Mineral, Surface, Landform, Process, Movement, Energy, Pressure, Force, Change	Identify, Label, Diagram, Similarities, Differences, Compare, Contrast, Describe, Function, Structure, Component, Explain, Illustrate, Recognize, Part, Whole, Model, Support, Observe, Summarize, Text, Sentence, Listen, Read, Write, Speak, Use, Understand, Response, Simple, Key, Vocabulary, Comprehension, Present, Information, Evidence, Detail

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSLS

1. Identify and describe the layers of the Earth, including the core, mantle, and crust, with specific attention to the differences between oceanic and continental crust.

- NJSLS Standard 5.9 (Earth and Space Science): Students will gain an understanding of the structure, dynamics, and geophysical systems of the Earth.

2. Explain the composition and physical properties of each layer, such as density, temperature, and state (solid or molten).

- NJSLS Standard 5.9 (Earth and Space Science): Students will analyze Earth's materials and

processes.

3. Analyze the role of convection currents in the mantle and their impact on Earth's surface features, such as volcanic activity and plate movement.

- NJSLS Standard 5.9 (Earth and Space Science): Students will understand the structure and motion of the Earth's interior.

4. Use scientific vocabulary accurately to discuss the layers of the Earth and related geological processes.

- NJSLS Standard 5.1 (Science Practices and Engineering Design): Students will engage in practices that are essential for scientific inquiry.

5. Develop academic vocabulary related to Earth science, such as lithosphere, asthenosphere, and tectonic plates, through contextual use and application.

- NJSLS Standard 5.1 (Science Practices and Engineering Design): Students will engage in practices that are essential for scientific inquiry.

6. Practice listening and speaking skills by participating in discussions about the layers of the Earth, using appropriate scientific terminology.

- NJSLS Standard 5.1 (Science Practices and Engineering Design): Students will engage in practices that are essential for scientific inquiry.

7. Enhance reading comprehension by interpreting informational texts about Earth's structure, including diagrams and charts that illustrate layer composition and interactions.

- NJSLS Standard 5.1 (Science Practices and Engineering Design): Students will engage in practices that are essential for scientific inquiry.

8. Write descriptive paragraphs or essays using academic language to explain the significance of Earth's layers in geological processes and environmental stability.

- NJSLS Standard 3.1 (Writing): Students will write for a range of purposes and audiences.

9. Analyze real-world examples of geological phenomena, such as earthquakes and volcanic eruptions, related to Earth's structure.

- NJSLS Standard 5.9 (Earth and Space Science): Students will understand the structure and motion of the Earth's interior.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle

- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student’s proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Identify and describe the layers of the Earth, including the core, mantle, and crust, with specific attention to the differences between oceanic and continental crust.
Suggested Activities
Layers of the Earth Presentation

Specific Learning Objective: Explain the composition and physical properties of each layer, such as density, temperature, and state (solid or molten).
Suggested Activities
Layers of the Earth and Present Simple

Specific Learning Objective: Analyze the role of convection currents in the mantle and their impact on Earth's surface features, such as volcanic activity and plate movement.
Suggested Activities
Layers of the Earth Diagram

Specific Learning Objective: Use scientific vocabulary accurately to discuss the layers of the Earth and related geological processes.
Suggested Activities
Earth Questions

Specific Learning Objective: Develop academic vocabulary related to Earth science, such as lithosphere, asthenosphere, and tectonic plates, through contextual use and application.
Suggested Activities
Layers of the Earth Vocab Google Forms

Specific Learning Objective: Practice listening and speaking skills by participating in discussions about the layers of the Earth, using appropriate scientific terminology.
Suggested Activities
Students will work in groups to research and present on one layer of the Earth (crust, mantle, outer core, inner core), focusing on its composition, characteristics, and importance. They will use visuals and simplified language to explain their findings, followed by a class discussion to deepen understanding and reinforce language skills. This activity aims to enhance comprehension of Earth's layers while developing speaking and listening abilities in a supportive learning environment.

Specific Learning Objective: Enhance reading comprehension by interpreting informational texts

about Earth's structure, including diagrams and charts that illustrate layer composition and interactions.
Suggested Activities
3-2-1 Layers of the Earth

Specific Learning Objective: Write descriptive paragraphs or essays using academic language to explain the significance of Earth's layers in geological processes and environmental stability.
Suggested Activities
5 Ws of Layers of the Earth

Specific Learning Objective: Analyze real-world examples of geological phenomena, such as earthquakes and volcanic eruptions, related to Earth's structure.
Suggested Activities
Research on news specific websites current geological phenomena and share research with classmates.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments		
Summative	**Formative**	**Performance**
The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement: ● Pre-Test ● Unit Test	The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to: ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice	The following assessments require students to utilize various strands of mathematics. ● Projects ● Performance Tasks ● Homework ● Classwork
List of Accommodations and Modifications ● Special Education ● 504 Students ● At Risk Students ● MLL		

- Gifted and Talented

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Beginner
Course Number: 050100
Unit Title: High Cells, Animal and Plant

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Cells, Animal and Plant

This unit aims to familiarize students with the structure and functions of plant and animal cells, emphasizing the recognition, naming, and comparison of cell components, as well as the effective use of related vocabulary in reading, writing, and oral communication.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
1. What are the main parts of plant and animal cells, and what are their functions? 2. How do plant and animal cells differ in structure and function? Why are cell membranes important for all cells? 3. What role do chloroplasts play in plant cells that animal cells do not have? 4. How do the parts of a cell work together to keep the cell alive? 5. In what ways do the structures of plant and animal cells reflect their functions? 6. Why is it important to understand the differences between plant and animal cells? 7. How can we visually represent the similarities and differences between plant and animal cells? 8. What processes occur within a cell that are essential for life?	1. Recognize and name the main parts of a plant and animal cell (nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, mitochondria). 2. Identify key differences and similarities between plant and animal cells. 3. Describe the basic functions of the main parts of a plant and animal cell. 4. Label diagrams of plant and animal cells accurately. 5. Learn and use key vocabulary related to plant and animal cells (e.g., cell, nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, mitochondria). 6. Read and understand simple texts about plant and animal cells. 7. Listen to descriptions of cell components and functions and demonstrate understanding. 8. Write simple sentences describing the parts and functions of plant and animal cells. 9. Describe the parts of a plant and animal cell orally using appropriate vocabulary.	1. WIDA Standard 4: The Language of Science/ NJSLS-S HS-LS1-1 2. WIDA Standard 4: The Language of Science/NJSLS-S MS-LS1-2 3. WIDA Standard 4: The Language of Science/ NJSLS-S MS-LS1-2 4. WIDA Standard 4: The Language of Science/ NJSLS-S MS-LS1-2 5. WIDA Standard 1: Social and Instructional Language/NJSLS-ELA Literacy L.9-10.6 6. WIDA Standard 2: The Language of Language Arts/ NJSLS-ELA Literacy RST.6-8.2 7. WIDA Standard 4:The Language of Science/NJSLS-ELA Literacy SL.9-10.2 8. WIDA Standard 3: The Language of Mathematics/ NJSLS-ELA Literacy WHST.6-8.2 9. WIDA Standard 4: The Language of Science/NJSLS-ELA Literacy SL.9-10.4

Tier 2 Vocabulary High-frequency words used throughout the unit	Tier 3 Vocabulary Discipline-specific words used throughout the unit
Cell, Nucleus, Cytoplasm, Cell Membrane, Cell Wall, Chloroplast, Mitochondria, Organelle, Eukaryotic Cell, Prokaryotic Cell, Ribosome, Vacuole, Golgi Apparatus, Endoplasmic Reticulum (ER), Lysosome, Plasma Membrane, Chromosome, Centriole, Photosynthesis, Diffusion, Osmosis, Tissue, Organ, Organ System	Identify, Label, Diagram, Similarities, Differences, Compare, Contrast, Describe, Function, Structure, Component, Explain, Illustrate, Recognize, Part, Whole, Model, Support, Observe, Summarize, Text, Sentence, Listen, Read, Write, Speak, Use, Understand, Response, Simple, Key, Vocabulary, Comprehension, Present, Information, Evidence, Detail

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSLS

1. Recognize and name the main parts of a plant and animal cell (nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, mitochondria).

- HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

2. Identify key differences and similarities between plant and animal cells.

- HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

3. Describe the basic functions of the main parts of a plant and animal cell.

- HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

4. Label diagrams of plant and animal cells accurately.

- HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

5. Learn and use key vocabulary related to plant and animal cells (e.g., cell, nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, mitochondria).

- NJSLS-ELA Literacy L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Read and understand simple texts about plant and animal cells.

- NJSLS-ELA Literacy RST.9-10.2: Determine the central ideas or conclusions of a text; trace the text's

explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

7. Listen to descriptions of cell components and functions and demonstrate understanding.

- NJSLS-ELA Literacy SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

8. Write simple sentences describing the parts and functions of plant and animal cells.

- NJSLS-ELA Literacy WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

9. Describe the parts of a plant and animal cell orally using appropriate vocabulary.

- NJSLS-ELA Literacy SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down

tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.
Gifted & Talented Accommodations/Modifications:
Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Recognize and name the main parts of a plant and animal cell (nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, mitochondria).
Suggested Activities
Plant Cell Coloring

Specific Learning Objective: Identify key differences and similarities between plant and animal cells.
Suggested Activities
Poster Project

Specific Learning Objective: Describe the basic functions of the main parts of a plant and animal cell.
Suggested Activities
Cell model project

Specific Learning Objective: Label diagrams of plant and animal cells accurately.
Suggested Activities
Google Form Practice

Specific Learning Objective: Learn and use key vocabulary related to plant and animal cells (e.g., cell, nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, mitochondria).
Suggested Activities
Organelle Functions

Specific Learning Objective: Read and understand simple texts about plant and animal cells.
Suggested Activities
What is a cell?

Specific Learning Objective: Listen to descriptions of cell components and functions and demonstrate understanding.
Suggested Activities
Animal Cell Foldable

Specific Learning Objective: Write simple sentences describing the parts and functions of plant and animal cells.
Suggested Activities
Compare and contrast

Specific Learning Objective: Describe the parts of a plant and animal cell orally using appropriate vocabulary.
Suggested Activities
Animal cell coloring

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments

Summative	Formative	Performance
The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement: ● Pre-Test ● Unit Test	The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to: ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice	The following assessments require students to utilize various strands of mathematics. ● Projects ● Performance Tasks ● Homework ● Classwork
List of Accommodations and Modifications ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented		

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Beginner
Course Number: 050100
Unit Title: High Frequency Photosynthesis

Updated: July, 2024

PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Photosynthesis

The purpose of this unit is to help MLL high school students understand the process of photosynthesis while enhancing their English language skills and scientific knowledge. Students will learn to define and use key vocabulary related to photosynthesis, such as chlorophyll, carbon dioxide, and glucose. They will be able to explain the steps of photosynthesis in written and oral forms, including the role of sunlight, water, and carbon dioxide. Additionally, students will compare photosynthesis to other plant processes and describe its importance to life on Earth. By the end of the unit, students will develop their ability to construct informative texts and engage in scientific discussions using precise language.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
1. How can we effectively define and use key vocabulary related to photosynthesis, such as chlorophyll, carbon dioxide, and glucose, in both written and spoken contexts? 2. What are the best strategies for summarizing the process of photosynthesis in a clear and concise manner? 3. How can we construct informative and coherent texts that explain the steps of photosynthesis? 4. In what ways can we compare photosynthesis to other plant processes using comparative and superlative language structures? 5. How can we engage in scientific discussions about photosynthesis, using precise and	1. Define and explain the process of photosynthesis, including the roles of sunlight, water, and carbon dioxide. 2. Identify and describe the function of chlorophyll in photosynthesis. 3. Outline the steps of photosynthesis and explain how glucose and oxygen are produced. 4. Compare photosynthesis to other plant processes and describe its significance in the ecosystem. 5. Explain the importance of photosynthesis to life on Earth and its impact on the environment and food chains. 6. Use key vocabulary related to photosynthesis accurately in both written and spoken forms.	1. WIDA ELD Standard 4: Language of Science/ELD-SC.9-12.4 2. WIDA ELD Standard 4: Language of Science/ELD-SC.9-12.4 3. WIDA ELD Standard 4: Language of Science/ELD-SC.9-12.4 4. WIDA ELD Standard 4: Language of Science/ELD-SC.9-12.4 5. WIDA ELD Standard 4: Language of Science/ELD-SC.9-12.4 6. WIDA ELD Standard 1: Social and Instructional Language/ELD-SI.9-12.1: 7. WIDA ELD Standard 4: Language of Science/ELD-SC.9-12.4 8. WIDA ELD Standard 2: Language of Language Arts/ELD-LA.9-12.2: 9. WIDA ELD Standard 2: Language of Language Arts/ELD-LA.9-12.2 10. WIDA ELD Standard 4: Language of Science/ELD-SC.9-12.4

accurate language to explain its importance to life on Earth?	7. Summarize the process of photosynthesis in a clear and concise manner. 8. Construct informative texts that explain the steps and significance of photosynthesis. 9. Use comparative and superlative language structures to compare photosynthesis to other plant processes. 10. Engage in scientific discussions about photosynthesis, using precise and accurate language to articulate its importance.	

Tier 2 Vocabulary High-frequency words used throughout the unit	**Tier 3 Vocabulary** Discipline-specific words used throughout the unit
Photosynthesis, Chlorophyll, Carbon dioxide, Oxygen, Glucose, Chloroplast, Light-dependent reactions, Stomata, Respiration, Photosystem, ATP, Thylakoid, Carbohydrates,	Define, Explain, Describe, Outline, Compare, Contrast, Importance, Significance, Process, Function, Vocabulary, Summarize, Construct, Engage, Articulate

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSLS

1. Define and explain the process of photosynthesis, including the roles of sunlight, water, and carbon dioxide.

- HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

2. Identify and describe the function of chlorophyll in photosynthesis.

- HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

3. Outline the steps of photosynthesis and explain how glucose and oxygen are produced.

- HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

4. Compare photosynthesis to other plant processes and describe its significance in the ecosystem.

- HS-LS2-3: Develop and use a model to illustrate the cycling of matter and flow of energy among

living and nonliving parts of an ecosystem.

5. Explain the importance of photosynthesis to life on Earth and its impact on the environment and food chains.

- HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

6. Use key vocabulary related to photosynthesis accurately in both written and spoken forms.

- NJSLSA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

7. Summarize the process of photosynthesis in a clear and concise manner.

- NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

8. Construct informative texts that explain the steps and significance of photosynthesis.

- NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

9. Use comparative and superlative language structures to compare photosynthesis to other plant processes.

- NJSLSA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

10. Engage in scientific discussions about photosynthesis, using precise and accurate language to articulate its importance.

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

Resources

Online Resources

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- ELLLO (English Listening Lesson Library Online)
- USA Learns

- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student's proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Define and explain the process of photosynthesis, including the roles of sunlight, water, and carbon dioxide.

Suggested Activities

Define and Label Photosynthesis

Specific Learning Objective: Identify and describe the function of chlorophyll in photosynthesis.
Suggested Activities
3D Leaf

Specific Learning Objective: Outline the steps of photosynthesis and explain how glucose and oxygen are produced.
Suggested Activities
Photosynthesis Equation

Specific Learning Objective: Compare photosynthesis to other plant processes and describe its significance in the ecosystem.
Suggested Activities
Foldable

Specific Learning Objective: Explain the importance of photosynthesis to life on Earth and its impact on the environment and food chains.
Suggested Activities
Photosynthesis

Specific Learning Objective: Use key vocabulary related to photosynthesis accurately in both written and spoken forms.
Suggested Activities
Key Vocab

Specific Learning Objective: Summarize the process of photosynthesis in a clear and concise manner.
Suggested Activities
Photosynthesis Review

Specific Learning Objective: Construct informative texts that explain the steps and significance of photosynthesis.
Suggested Activities

Making Energy

Specific Learning Objective: Use comparative and superlative language structures to compare photosynthesis to other plant processes.
Suggested Activities
Photosynthesis Reading

Specific Learning Objective: Engage in scientific discussions about photosynthesis, using precise and accurate language to articulate its importance.
Suggested Activities
Photosynthesis Model

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments		
Summative	**Formative**	**Performance**
The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement: ● Pre-Test ● Unit Test	The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to: ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice	The following assessments require students to utilize various strands of mathematics. ● Projects ● Performance Tasks ● Homework ● Classwork
List of Accommodations and Modifications ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented		

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

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Course Name: MLL Beginner
Course Number: 050100
Unit Title: Solar System

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Solar System

The goal of this unit is to develop the language of science students need to understand our solar system. Students will learn the vocabulary to engage in discourse about the celestial bodies of our solar system and the gravitational force of the sun that holds them in orbit. Students to expand their knowledge of adjectives through the functions and rules in using comparatives and superlatives.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
1. What is an adjective? 2. What is a comparative and how is it formed? 3. What is a superlative and how is it formed? 4. What are the spelling rules for comparatives and superlatives? 5. What is a solar system and what does ours consist of? 6. How does the solar system stay together? 7. What are the names and the order of the planets in our solar system? 8. What are the similarities and differences between the inner planets and the outer planets? 9. What separates the inner planets from the outer planets?	1. Differentiate between comparatives and superlatives. 2. Apply the spelling rules to form comparatives and superlatives. 3. Identify the objects in our solar system. 4. Explain what holds the planets in orbit around the sun. 5. Identify the eight planets closest to the sun to the furthest. 6. Describe the eight planets using adjectives. 7. Identify and differentiate between the inner planet and the outer planets. 8. Compare and contrast the eight planets. 9. Describe the asteroid belt.	1. WIDA Standard 2: Language of Language ArtsELA-/L.9-10.1.B 2. WIDA Standard 2: Language of Language Arts/ELA-L.9-10.2.C: 3. WIDA Standard 4: Language of Science/ NJSLS.SCI.ESS1.B 4. WIDA Standard 4: Language of Science/ NJSLS.SCI.ESS1.B 5. WIDA Standard 4: Language of Science/ NJSLS.SCI.ESS1.B 6. WIDA Standard 4: Language of Science/ NJSLS.SCI.ESS1.B 7. WIDA Standard 4: Language of Science/ NJSLS.SCI.ESS1.B 8. WIDA Standard 4: Language of Science/ NJSLS.SCI.ESS1.B 9. WIDA Standard 4: Language of Science/ NJSLS.SCI.ESS1.B

Tier 2 Vocabulary High-frequency words used throughout the unit	**Tier 3 Vocabulary** Discipline-specific words used throughout the unit
Solar system, Planet, Moon, Asteroid, Comet, Sun, Star, Gravity, Gravitational pull, Orbit, Force, Centripetal force, Newton's law, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune,	Comparative, Superlative, Adjective, Degree, Comparison, More, Most, Than, Suffix, Drop the 'e', Change 'y' to 'i', Regular adjectives, Irregular adjectives, Comparative form, Superlative form

Terrestrial, Gaseous, Rocky, Large, Small, Hot, Cold, Rings, Atmosphere, Inner planets, Outer planets, Terrestrial planets, Gas giants, Ice giants, Asteroid belt, Similarities, Differences, Diameter, Mass, Composition, Temperature, Moons, Region, Space debris	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSLS

1. Differentiate between comparatives and superlatives.

- NJSLS.ELA-LITERACY.L.9-10.1.B: Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

2. Apply the spelling rules to form comparatives and superlatives.

- NJSLS.ELA-LITERACY.L.9-10.2.C: Spell correctly.

3. Identify the objects in our solar system.

- NJSLS.SCI.ESS1.B: Earth and the Solar System: The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.

4. Explain what holds the planets in orbit around the sun.

- NJSLS.SCI.HS-PS2-4: Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

5. Identify the eight planets closest to the sun to the furthest.

- NJSLS.SCI.ESS1.B: Earth and the Solar System: Understanding the order and organization of the solar system.

6. Describe the eight planets using adjectives.

- NJSLS.SCI.ESS1.B: Earth and the Solar System: Develop detailed descriptions using scientific vocabulary.

7. Identify and differentiate between the inner planets and the outer planets.

- NJSLS.SCI.ESS1.B: Earth and the Solar System: Compare and contrast the characteristics of inner and outer planets.

8. Compare and contrast the eight planets.

- NJSLS.SCI.HS-ESS1-4: Use mathematical or computational representations to predict the motion of

orbiting objects in the solar system.

9. Describe the asteroid belt.

- NJSLS.SCI.ESS1.B: Earth and the Solar System: Describe the location and characteristics of the asteroid belt.

Resources

Online Resources

- Pear Assessment
- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student’s proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage

the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Differentiate between comparatives and superlatives.
Suggested Activities
Comparatives and Superlatives in Solar System

Specific Learning Objective: Apply the spelling rules to form comparatives and superlatives.
Suggested Activities
Comparatives

Specific Learning Objective: Identify the objects in our solar system.
Suggested Activities
Solar System Reading

Specific Learning Objective: Explain what holds the planets in orbit around the sun.
Suggested Activities
Solar System Worksheet

Specific Learning Objective: Identify the eight planets closest to the sun to the furthest.
Suggested Activities
Solar System Vocab

Specific Learning Objective: Describe the eight planets using adjectives.
Suggested Activities
Solar System Presentation

Specific Learning Objective: Identify and differentiate between the inner planet and the outer planets.
Suggested Activities
Inner planets

Specific Learning Objective: Compare and contrast the eight planets.
Suggested Activities
Planets

Specific Learning Objective: Describe the asteroid belt.
Suggested Activities
Asteroid

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments		
Summative	**Formative**	**Performance**
The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement: ● Pre-Test ● Unit Test	The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to: ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice	The following assessments require students to utilize various strands of mathematics. ● Projects ● Performance Tasks ● Homework ● Classwork

List of Accommodations and Modifications ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented		

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Beginner
Course Number: 050100
Unit Title: American Revolution

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: American Revolution

The goal of this unit is to develop the language of social studies and to build a foundation of early American history students need to understand colonization, the motivating factors and events that led to the Declaration of Independence and the American Revolution.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
1. What use of the past simple is used to discuss early colonial America? 2. How is the past simple formed? 3. How are irregular verbs different from regular verbs when using the past simple? 4. Which verb takes the tense when composing questions and negative statements about the completed past? 5. What terms are nouns or verbs depending on context? 6. Where were the original colonies? 7. Who were the relevant groups of people during colonial times? 8. What were the causes of the Revolutionary War? 9. What was the purpose of the Declaration of Independence? 10. Why was the United States Constitution written and who was its architect?	1. Construct the past simple. 2. Distinguish between regular verbs and irregular verbs. 3. Recognize the use of did not and was/were not to construct the negative. 4. Distinguish the helping verb from the main verb. 5. Understanding the helping verb takes the tense and the main verb remains in the base form. 6. Pluralize nouns applying the correct rules. 7. Name and locate on a United States map the original thirteen colonies. 8. Define key terms related to the people; things and verbs of the Revolutionary War. 9. Recognize tax, protest, boycott, rebel, battle can serve as a noun or a verb depending on the context in which the words are used. 10. Examine the tense and form used to discuss the American Revolution. 11. Identify the causes and effects of the Revolutionary War. 12. Sequence the major events that	1. WIDA Standard 1: Social and Instructional Language/ELA-NJSLSA.L.9-10.1 2. WIDA Standard 1: Social and Instructional Language/ELA-NJSLSA.L.9-10.1 3. WIDA Standard 1: Social and Instructional Language/ELA-NJSLSA.SL.9-10.6 4. WIDA Standard 1: Social and Instructional Language/ELA-NJSLSA.L.9-10.4 5. WIDA Standard 1: Social and Instructional Language/ELA-NJSLSA.L.9-10.1 6. WIDA Standard 1: Social and Instructional Language/ELA-NJSLSA.L.9-10.1: 7. WIDA Standard 5: The Language of Social Studies/6.1.12.GeoSV.2.a 8. WIDA Standard 5: The Language of Social Studies/6.1.12.HistoryCC.2.a 9. WIDA Standard 2: The Language of Language Arts/NJSLSA.L.9-10.4 10. Standard 2: The Language of Language Arts/NJSLSA.L.9-10.1 11. WIDA Standard 5: The Language of Social Studies/6.1.12.HistoryCC.2.b

	led to the Declaration of Independence. 13. Explain the importance of the drafting and ratification of the United States Constitution.	12. WIDA Standard 5: The Language of Social Studies/6.1.12.HistoryCC.2.b 13. WIDA Standard 5: The Language of Social Studies/6.1.12.CivicsDP.3.a

Tier 2 Vocabulary High-frequency words used throughout the unit	**Tier 3 Vocabulary** Discipline-specific words used throughout the unit
United States map, original thirteen colonies, key terms, Revolutionary War, tax, protest, boycott, rebel, battle, noun, verb, tense, American Revolution, causes, effects, Declaration of Independence, sequence, major events, drafting, ratification, United States Constitution, checks and balances, federal system, individual rights, common good	past simple, regular verbs, irregular verbs, negative sentences, did not, was not, were not, helping verb, main verb, base form, pluralize, nouns

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSLS

1. Construct the past simple.

    - NJSLSA.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Distinguish between regular verbs and irregular verbs.

    - NJSLSA.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Recognize the use of did not and was/were not to construct the negative.

    - NJSLSA.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4. Distinguish the helping verb from the main verb.

    - NJSLSA.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5. Understanding the helping verb takes the tense and the main verb remains in the base form.

    - NJSLSA.L.9-10.1: Demonstrate command of the conventions of standard English grammar and

usage when writing or speaking.

6. Pluralize nouns applying the correct rules.

- NJSLSA.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

7. Name and locate on a United States map the original thirteen colonies.

- 6.1.12.GeoSV.2.a (Grade 12): Use geographic tools and resources to determine the importance of the role of location and place in relation to relationships and connections among people, places, ideas, and environments.

8. Define key terms related to the people, things, and verbs of the Revolutionary War.

- 6.1.12.HistoryCC.2.a (Grade 12): Analyze how colonial experiences and ideas about rights and government influenced the creation of the new nation and its government.

9. Recognize tax, protest, boycott, rebel, battle can serve as a noun or a verb depending on the context in which the words are used.

- NJSLSA.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials.

10. Examine the tense and form used to discuss the American Revolution.

- NJSLSA.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

11. Identify the causes and effects of the Revolutionary War.

- 6.1.12.HistoryCC.2.b (Grade 12): Analyze the impact of significant political, social, and economic events that led to the American Revolution.

12. Sequence the major events that led to the Declaration of Independence.

- 6.1.12.HistoryCC.2.b (Grade 12): Analyze the impact of significant political, social, and economic events that led to the American Revolution.

13. Explain the importance of the drafting and ratification of the United States Constitution.

- 6.1.12.CivicsDP.3.a (Grade 12): Analyze how the concept of checks and balances limits the power of government and the importance of the rule of law in protecting individual rights and promoting the common good.

Resources

Online Resources

- Pear Assessment

- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
- USA Learns
- Quizlet

MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student’s proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: Construct the past simple.
Suggested Activities
Past Simple Notes

Specific Learning Objective: Distinguish between regular verbs and irregular verbs.
Suggested Activities
Irregular Verbs

Specific Learning Objective: Recognize the use of did not and was/were not to construct the negative.
Suggested Activities
was/were

Specific Learning Objective: Distinguish the helping verb from the main verb.
Suggested Activities
Helping verb

Specific Learning Objective: Understand the helping verb takes the tense and the main verb remains in the base form.
Suggested Activities
More Helping Worksheets

Specific Learning Objective: Pluralize nouns applying the correct rules.
Suggested Activities
Plural Nouns

Specific Learning Objective: Name and locate on a United States map the original thirteen colonies.
Suggested Activities
13 Colonies Map

Specific Learning Objective: Define key terms related to the people; things and verbs of the Revolutionary War.
Suggested Activities
Revolutionary War Vocab

Specific Learning Objective: Recognize tax, protest, boycott, rebel, battle can serve as a noun or a verb depending on the context in which the words are used.
Suggested Activities
Verb v Noun

Specific Learning Objective: Examine the tense and form used to discuss the American Revolution.
Suggested Activities
Past Tense Verbs

Specific Learning Objective: Identify the causes and effects of the Revolutionary War.
Suggested Activities
Causes of Revolutionary War

Specific Learning Objective: Sequence the major events that led to the Declaration of Independence.
Suggested Activities
Declaration of Independence

Specific Learning Objective: Explain the importance of the drafting and ratification of the United States Constitution.
Suggested Activities
Constitution Flow Chart

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments

Summative	Formative	Performance
The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement: ● Pre-Test ● Unit Test	The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to: ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice	The following assessments require students to utilize various strands of mathematics. ● Projects ● Performance Tasks ● Homework ● Classwork
List of Accommodations and Modifications ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented		

State Mandates and Resources

- New Jersey Student Learning Standards
- WIDA Standards

Black Horse Pike Regional School District

Where inspiring excellence is our standard, and student achievement is the result.

Course Name: MLL Beginner
Course Number: 050100
Unit Title: Matter

Updated: July, 2024

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Unit Title: Matter

The goal of this unit is to develop the language of science students need to understand the properties and states of matter. This unit will establish a foundation so student can engage in discourse about atoms, elements and compounds, and examine the subatomic structure. The unit also exposes students to the language used for standard units of weights and measure and the scientific instruments used to evaluate matter.

Essential Questions	Learning Targets/Objectives	NJSLS/WIDA Standard
1. What use of the present simple is used to discuss matter? 2. What is the rule for 3rd person singular? 3. What type of nouns are matter, mass, volume, and weight? 4. What are the four states of matter? 5. What is made of matter? 6. How is matter defined? 7. From what is matter made? 8. What are elements? 9. What are molecules? 10. What are compounds? 11. What is the subatomic structure of an atom? 12. How is the state of matter related to the motion and arrangement of its molecules? 13. How is matter measured? 14. What scientific instruments used to measure matter? 15. What are the units of measurement used? 16. What are the properties of matter and how can these properties change? 17. What is the difference	1. Identify the use of the present simple: truth and facts. 2. Implement the rule for 3rd person singular. 3. Explain why matter, mass, volume, and weight are uncountable nouns. 4. Define matter. 5. Identify the three states of matter. 6. Describe the structure of an atom. 7. Define element, molecule and compound. 8. Identify two properties by which matter can be described. 9. List properties that can be observed during physical changes or chemical changes. 10. Distinguish the changes that matter undergoes during physical changes versus chemical changes. 11. Determine and define ways to measure the states of matter (mass, volume, density and pressure). 12. Identify tools used to measure	1.WIDA Standard 1: Social and Instructional Language/NJSLSA.ELA.L.9-10.1 2. 1.WIDA Standard 1: Social and Instructional Language/NJSLSA.ELA.L.9-10.1 3. Standard 4: Language of Science/ NJSLS:HS-PS1-1 4. Standard 4: Language of Science/ NJSLS:HS-PS1-1 5. Standard 4: Language of Science/ NJSLS:HS-PS1-4 6. Standard 4: Language of Science/ NJSLS:HS-PS1-1 7. Standard 4: Language of Science/ NJSLS:HS-PS1-1 8. Standard 4: Language of Science/ NJSLS:HS-PS1-3 9. Standard 4: Language of Science/ NJSLS:HS-PS1-5 10. Standard 4: Language of Science/ NJSLS:HS-PS1-2 11. Standard 4: Language of Science/ NJSLS:HS-PS1-3 12. Standard 4: Language of Science/ NJSLS:HS-PS1-3 13. Standard 4: Language of Science/ NJSLS:HS-PS1-2

between a physical change and a chemical change? 18. What is the atomic number and how is it determined? 19. What is atomic mass and how is it determined?	matter and the units of measurement. 13. Convert units of measurement. 14. Distinguish between the atomic number and the atomic mass of an atom.	14. 10. Standard 4: Language of Science/ NJSLS:HS-PS1-1

Tier 2 Vocabulary High-frequency words used throughout the unit	**Tier 3 Vocabulary** Discipline-specific words used throughout the unit
matter, mass, volume, weight, states of matter, atom, element, molecule, compound, properties of matter, physical changes, chemical changes, mass, volume, density, pressure, tools for measuring matter, units of measurement, atomic number, atomic mass	present simple, 3rd person singular

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

Interdisciplinary Connections

Interdisciplinary Connections & NJSLS

1. Identify the use of the present simple: truth and facts.

   - NJSLSA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Implement the rule for 3rd person singular.

   - NJSLSA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Explain why matter, mass, volume, and weight are uncountable nouns.

   - HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

4. Define matter.

   - HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

5. Identify the three states of matter.

- HS-PS1-4: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

6. Describe the structure of an atom.

- HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

7. Define element, molecule, and compound.

- HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

8. Identify two properties by which matter can be described.

- HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

9. List properties that can be observed during physical changes or chemical changes.

- HS-PS1-5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

10. Distinguish the changes that matter undergoes during physical changes versus chemical changes.

- HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

11. Determine and define ways to measure the states of matter (mass, volume, density, and pressure).

- HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

12. Identify tools used to measure matter and the units of measurement.

- HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

13. Convert units of measurement.

- HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

14. Distinguish between the atomic number and the atomic mass of an atom.

- HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

Resources

Online Resources

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- IXL
- Quizizz
- EdPuzzle
- Canva
- Khan Academy
- Randall's ESL Cyber Listening Lab
- ESL Video
- ELLLO (English Listening Lesson Library Online)
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MLL Accommodations/Modifications

Use clear, simple sentences; Avoid idiomatic expressions and slang; Use pictures, diagrams, and charts to explain concepts; Label classroom objects with words and images; Provide instructions and key vocabulary in both English and the student's native language if needed; Allow bilingual dictionaries or translation apps; Give students additional time to complete tasks and assessments; Provide breaks to prevent fatigue; Offer focused, small-group or one-on-one instruction; Create peer tutoring opportunities with proficient English speakers; Use assessments that are less language-dependent, such as multiple-choice questions with pictures; Allow oral responses instead of written ones; Regularly check for understanding; Use thumbs up/down, nodding, or other non-verbal cues to gauge comprehension; Assign shorter or simplified tasks; Focus on key concepts and vocabulary; Provide reading materials that match the student's language proficiency level; Use simplified texts that cover the same content as the grade-level material; Allow students to use word banks or sentence frames; Accept shorter, less complex written responses; Break down tasks into smaller, more manageable steps; Use graphic organizers to help students organize their thoughts; Set specific language goals for each lesson in addition to content objectives; Focus on key vocabulary and phrases relevant to the lesson; Incorporate hands-on activities and cooperative learning to promote language use; Use role-plays, games, and other interactive methods to practice English in context; Integrate language learning apps and online resources; Utilize language learning software that adapts to the student’s proficiency level.

Gifted & Talented Accommodations/Modifications:

Provide advanced materials and resources that match their cognitive abilities; Use tiered assignments that offer varying levels of complexity; Offer advanced vocabulary lists and encourage the use of sophisticated language structures; Provide language learning opportunities that integrate higher-level thinking skills; Group students with peers of similar cognitive abilities for certain activities; Allow collaboration with native speakers or other multilingual peers on advanced projects.; Provide opportunities for independent study or research projects on topics of interest; Offer subjects or topics that align with the student's interests and strengths; Incorporate tasks that require analysis, evaluation, and synthesis of information; Use open-ended questions and projects that promote critical thinking and problem-solving; Encourage self-directed learning through independent research projects; Allow students to design their own experiments, investigations, or creative works.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Specific Learning Objective: .Identify the use of the present simple: truth and facts.
Suggested Activities
Present Simple

Specific Learning Objective: Implement the rule for 3rd person singular.
Suggested Activities
Present Simple Review

Specific Learning Objective: Explain why matter, mass, volume, and weight are uncountable nouns.
Suggested Activities
Intro to Matter

Specific Learning Objective: Define matter.
Suggested Activities
Matter Quiz

Specific Learning Objective: Identify the three states of matter.
Suggested Activities
States of Matter

Specific Learning Objective: Describe the structure of an atom.
Suggested Activities
Atom

Specific Learning Objective: Define element, molecule and compound.
Suggested Activities
Compounds

Specific Learning Objective: Identify two properties by which matter can be described.
Suggested Activities
Properties of Matter

Specific Learning Objective: List properties that can be observed during physical changes or chemical changes.
Suggested Activities
Physical v Chemical

Specific Learning Objective: Distinguish the changes that matter undergoes during physical changes versus chemical changes.
Suggested Activities
Intro the Chemical Reactions

Specific Learning Objective: Determine and define ways to measure the states of matter (mass, volume, density and pressure).
Suggested Activities
Introduction to Density

Specific Learning Objective: Identify tools used to measure matter and the units of measurement.
Suggested Activities
Metric System Notes

Specific Learning Objective: Convert units of measurement.
Suggested Activities
Metric Ladder

Specific Learning Objective: Distinguish between the atomic number and the atomic mass of an atom.
Suggested Activities
Chemistry of Life

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

Assessments		
Summative	**Formative**	**Performance**
The following assessments will be used to evaluate student learning, skill acquisition, and academic achievement: ● Pre-Test ● Unit Test	The effectiveness of the instructional program will be based on numerous activities and strategies including the following and are not limited to: ● Teacher observations ● Self-Assessments ● Student record-keeping ● Quizzes ● Warm-ups ● Exit Tickets ● Participation in class discussions ● Independent Practice	The following assessments require students to utilize various strands of mathematics. ● Projects ● Performance Tasks ● Homework ● Classwork
List of Accommodations and Modifications ● Special Education ● 504 Students ● At Risk Students ● MLL ● Gifted and Talented		

State Mandates and Resources
● New Jersey Student Learning Standards ● WIDA Standards