

## Lakewood Public School District Curriculum Guide

Grade: 6-8

Content Area: ESL 1 (low)

**Original Adoption:** 2023 NJSL English Language Arts and English as a Second Language (8-21-24); Math NJSL Mathematics (8-21-24); 2020 NJSL Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

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### Recommended Pacing Guide

UNIT 1: Starting Out (1-4)

60-75 days

UNIT 2: School and Health (5-8)

60-75 days

UNIT 3: Community and Cultures (9-10)

32-40 days

### Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

**UNIT 1: Starting Out (1-4)**

**Duration: 60-75 days**

### Introduction

This unit will present and introduce students to the foundational literacy skills needed to be successful reading and writing in English. Students will also learn essential English vocabulary and skills that will enable them to interact with English speaking teachers and peers. Students will begin to learn about the United States and its place in the world. This unit is designed for students with limited English proficiency and will provide them with vital and foundational English language that is necessary to advance to higher levels of English proficiency. It is also designed to help students acclimate to new life in the U.S.

**Suggested Accommodations**

**Multilingual Learners:**

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education/Students with Disabilities:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Phonics/Word Study PDF

**504 Plans:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Phonics/Word Study PDF
- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

**Gifted and Talented:**

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Wonders Level Reader Library Online

- Wonders Center Activity Cards

**Students at Risk of Failure:**

- Provide peer tutoring
- Phonics/Word Study PDF
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

**Economically Disadvantaged:**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

**Culturally Diverse:**

- Create pictures, posters, art, books, maps, flags, etc to hang in the classroom.
- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

[New Jersey Student Learning Standards](#)

**WIDA English Language Proficiency Standards**

**Standard 2 – The Language of Language Arts**

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- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

### NJ Student Learning Standards for English Language Arts

#### Reading Standards

- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

#### Writing Standards

- W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Speaking and Listening Standards

- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

#### Language Standards

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

#### **Standard 1 – Social and Instructional Language**

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- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

### **Standard 3 – The Language of Math**

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Math**.

### **Standard 5 – The Language of Social Studies**

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

### **Visual and Performing Arts:**

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

### **World Languages:**

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.PRSENT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSENT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSENT.3: Describe orally and in writing people and things from the home and school environment.

## **Computer Science & Design Thinking**

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

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- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

### Career Readiness, Life Literacies & Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions
- 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### **Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental,	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and

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social and economic impacts of decisions.	the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

### Social Emotional Learning Standards

#### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

#### Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

#### Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

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### Evidence of Student Learning

**Formative Tasks:**

- Formative assessments available under resources for teachers through the Inside the U.S.A platform. [Inside the USA Assessments](#)
- Conferencing individual/small group
- Anchor text and vocabulary connections
- Peer- Group
- Group/ Pair Activities
- [Graphic organizers](#)
- Think-Pair- Share
- Do- Now
- Prior Knowledge Activity
- Vocabulary Build/Word Study
- Vocabulary in Context Activity
- Index Cards
- Student binders/notebooks
- Student portfolios

**Alternative Assessments:**

- Refer to alternative support on the Inside the U.S.A. guide.
- Teacher created project-based assessment
- Turn and talks
- DRA
- Open Book Exams
- Replacing tests with verbal summaries
- Teacher Created/Modified Vocabulary Assessments
- Teacher Created/Modified quizzes and tests
- Response to Literature writing prompts
- Choice Boards
- Presentations to small groups
- WIDA-style writing tasks
- WIDA-style speaking tasks
- Assessments and reports generated by Kahoot, Quizlet, Readworks, Google Classroom,

**Summative Assessments:**

- Use of Assessments provided in the teacher's guide for each unit.
- Vocabulary Tests
- Quizzes
- Oral Presentations

**Benchmark Assessments:**

- I Can Statements
- Writing Prompt
- Reading Comprehension (Achieve 3000 score)

### Knowledge & Skills

**Enduring Understandings:**

- We use greetings and introductions to talk to people and make new friends.
- We can describe people and things using words for colors, shapes, numbers, family, and school.
- Stories and books help us learn about other people and places. We show understanding by answering simple questions.

**Essential Questions:**

- How can I use English to communicate with friends and teachers at school?
- How does English help me to connect with the world around me?
- How can I use cognates and my L1 knowledge to make my target language stronger?
- How can I use what I know about letter sounds to help me decode words in English?

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<ul style="list-style-type: none"> <li>● Learning to give and follow simple directions helps us communicate in school and everyday life.</li> <li>● We use words for time, days, and activities to talk about our daily routines and school schedules.</li> <li>● We can describe characters and events in a story by using simple vocabulary for people, places, and things.</li> <li>● Asking and answering questions helps us share information and understand others.</li> <li>● Stories about different students' lives help us compare experiences and learn how people spend their days in different places.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I use my background knowledge to help me adjust to my new life in the U.S.A.?</li> </ul>
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<b>Content</b>	<b>Skills</b>
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<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Identify letters and letter sounds.</li> <li>● Identify high frequency words.</li> <li>● Decode unknown words in text.</li> <li>● Identify and use basic English vocabulary and phrases to communicate with peers and teachers.</li> <li>● Describe information about themselves and their school.</li> <li>● Develop simple sentences using correct grammar and punctuation.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Students will give personal information. For example:             <ul style="list-style-type: none"> <li>○ My name is ____.</li> <li>○ I live at ____.</li> <li>○ My phone number is ____.</li> <li>○ I am from _____. Now I live in _____.</li> </ul> </li> <li>● Students will make introductions.</li> <li>● Students will give information using the following patterns:             <ul style="list-style-type: none"> <li>○ This is ____.</li> <li>○ Here is ____.</li> <li>○ I have ____.</li> <li>○ It is ____.</li> <li>○ Is this ____?</li> <li>○ Yes, it is/No, it's not.</li> <li>○ What's in/on the ____?</li> </ul> </li> <li>● Students will ask and answer questions.</li> <li>● Students will give and follow commands using polite words (e.g., please, thank you, you're welcome, etc.)</li> <li>● Students will recognize high frequency words and decode new words with the short <i>a</i>.</li> <li>● Students will ask and answer questions using the following patterns:             <ul style="list-style-type: none"> <li>○ What time is it? It's ____.</li> <li>○ What day is it? It's ____.</li> <li>○ When is ____? It's at ____.</li> </ul> </li> </ul>
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- Where is \_\_\_? It's in \_\_\_.
- Students will give information about people and what they can do using patterns:
  - He is [a bus driver].
  - I am [a student].
  - Can you [swim]?
  - Yes, I can.
  - No, I can't.
- Students will recognize high frequency words and decode new words with the short *i*.

### Core Instructional & Supplemental Materials

#### **Suggested Activities/Resources:**

- Decodable Text: *This is Tam*
- Writing: Write about yourself
- Writing: Write about your school
- Unit 1 Project: Make a Class List
- Unit 2 Project: Tell About Your School
- Decodable Text: Tim & Lil
- Writing: Write about your first day in the USA
- Writing: Write about a classmate
- Unit 3 Project: Create a School Directory
- Unit 4 Project: Describe Class Photos
- Follow pacing guide and related resources
- Accompany lessons with one period a week of Rosetta Stone

#### Vocabulary Routines

- connect words with visuals
- use vocabulary picture cards
- students practice using words with partners or groups
- learn patterns and structures
- connect new vocabulary to prior knowledge
- use graphic organizers (e.g., word webs, T Charts, Venn Diagrams) to relate words
- use games and role-play to review/practice
- identify cognates

#### Reading Routines

- develop phonemic awareness
- use sound/spelling cards
- teach high frequency words

#### **Varied Levels of Text:**

- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2020). *Inside the USA* Cengage Learning/National Geographic Learning.
  - Student Edition
  - Grammar and Writing Lab workbooks and digital resources
  - MindTap digital resources
- Teacher Created Materials
- Selected Readworks and CommonLit supplemental texts

#### **Supplemental Resources**

- MindTap ebook and activities
- Student Practice Book
- Learning to Read Decodable Texts
- Theme Books
- Letter Cards & High Frequency Word Cards
- Alternate Support Lessons
- Binders/Notebooks
- Smart Board
- Computer
- White board
- Chrome Book Chart
- [www.quizlet.com](http://www.quizlet.com)
- [www.Googleclassroom.com](http://www.Googleclassroom.com)
- [www.youtube.com](http://www.youtube.com)
- [www.Kahoot.com](http://www.Kahoot.com)
- Rosetta Stone
- Achieve 3000
- Standards-aligned sentence frames (TE

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<ul style="list-style-type: none"> <li>● models and role-plays with scripts</li> <li>● read the theme book:             <ul style="list-style-type: none"> <li>○ preview (picture walk-through)</li> <li>○ echo and pair reading</li> <li>○ use graphic organizers to map elements of the story</li> <li>○ identify and model signal words</li> <li>○ partner retelling of story</li> </ul> </li> <li>● read decodable texts:             <ul style="list-style-type: none"> <li>○ review/reteach sound/spelling cards and high frequency words</li> <li>○ students read independently</li> <li>○ reread with a partner</li> <li>○ discuss as a class</li> </ul> </li> </ul>	<p style="text-align: right;">appendices)</p> <p><b>ESL Specific Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="https://www.colorincolorado.org/">https://www.colorincolorado.org/</a></li> <li>● <a href="http://iteslj.org/">http://iteslj.org/</a></li> <li>● <a href="https://www.tesol.org/">https://www.tesol.org/</a></li> <li>● <a href="http://esl-bits.net/">http://esl-bits.net/</a></li> <li>● <a href="http://a4esl.org/">http://a4esl.org/</a></li> <li>● <a href="http://eslcafe.com">http://eslcafe.com</a></li> <li>● <a href="https://www.brainpop.com/">https://www.brainpop.com/</a></li> <li>● <a href="http://www.readworks.org">www.readworks.org</a></li> </ul>
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<b>UNIT 2: School and Health (5-8)</b>	<b>Duration: 60-75 days</b>
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**Introduction**

This unit will continue to further students' foundational literacy skills and build upon prior knowledge to improve reading and writing in English. Students will also continue to learn new English vocabulary and skills that will enable them to interact with English speaking teachers and peers about themselves and their own emotions. Students will learn how to communicate to others and identify their hobbies, likes, and dislikes. Students will be able to communicate in relation to time and place. This unit will also introduce students to health and wellness along with life skills. This unit will also present and introduce students to English vocabulary and skills that will enable them to interact with English speaking teachers and peers about themselves and the creation of a healthy lifestyle.

### Suggested Accommodations

- Multilingual Learners:**
- Provide extra time
  - Pre-Teach vocabulary using visuals and gestures
  - Chunk texts
  - Summarize as you go
  - Preview lessons
  - Graphic organizers
  - Highlight key words
  - Sentence starters
  - Prompting and cueing
  - Activate schema
  - Build background knowledge

- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

**Special Education/Students with Disabilities:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Phonics/Word Study PDF

**504 Plans:**

- Allow extra time to complete assignments or tests
- Work in a small group
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- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

**Gifted and Talented:**

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Wonders Level Reader Library Online
- Wonders Center Activity Cards

**Students at Risk of Failure:**

- Provide peer tutoring
- Phonics/Word Study PDF
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
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- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
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### **Economically Disadvantaged:**

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### **Culturally Diverse:**

- Create pictures, posters, art, books, maps, flags, etc to hang in the classroom.
- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

## [New Jersey Student Learning Standards](#)

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#### **Standard 2 – The Language of Language Arts**

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- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

#### **Writing Standards**

## Lakewood Public School District Curriculum Guide

Grade: 6-8

Content Area: ESL 1 (low)

- W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
  - W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

### Speaking and Listening Standards

- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Language Standards

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Interdisciplinary Connections

### WIDA English Language Proficiency Standards

#### **Standard 1 – Social and Instructional Language**

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

#### **Standard 4 – The Language of Science**

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

#### **Standard 5 – The Language of Social Studies**

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

### World Languages:

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

## Lakewood Public School District Curriculum Guide

Grade: 6-8

Content Area: ESL 1 (low)

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

### Health and Physical Education

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

### Computer Science & Design Thinking

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.

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**Grade: 6-8**

**Content Area: ESL 1 (low)**

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

### Career Readiness, Life Literacies & Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### **Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## Lakewood Public School District Curriculum Guide

<b>Grade: 6-8</b>	<b>Content Area: ESL 1 (low)</b>
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<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>

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<b>Grade: 6-8</b>	<b>Content Area: ESL 1 (low)</b>
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communicate effectively.	
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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**Self-Awareness**

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

## Lakewood Public School District Curriculum Guide

<b>Grade: 6-8</b>	<b>Content Area: ESL 1 (low)</b>
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- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

### Evidence of Student Learning

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Formative assessments available under resources for teachers through the Inside the U.S.A platform. <a href="#">Inside the USA Assessments</a></li> <li>● Conferencing individual/small group</li> <li>● Anchor text and vocabulary connections</li> <li>● Peer- Group</li> <li>● Group/ Pair Activities</li> <li>● <a href="#">Graphic organizers</a></li> <li>● Think-Pair- Share</li> <li>● Do- Now</li> <li>● Prior Knowledge Activity</li> <li>● Vocabulary Build/Word Study</li> <li>● Vocabulary in Context Activity</li> <li>● Index Cards</li> <li>● Student binders/notebooks</li> <li>● Student portfolios</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Refer to alternative support on the Inside the U.S.A. guide.</li> <li>● Teacher created project-based assessment</li> <li>● Turn and talks</li> <li>● DRA</li> <li>● Open Book Exams</li> <li>● <b>Replacing tests with verbal summaries</b></li> <li>● Teacher Created/Modified Vocabulary Assessments</li> <li>● Teacher Created/Modified quizzes and tests</li> <li>● Response to Literature writing prompts</li> <li>● Choice Boards</li> <li>● Presentations to small groups</li> <li>● WIDA-style writing tasks</li> <li>● WIDA-style speaking tasks</li> <li>● Assessments and reports generated by Kahoot, Quizlet, Readworks, Google Classroom,</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Use of Assessments provided in the teacher's guide for each unit.</li> <li>● Vocabulary Tests</li> <li>● Quizzes</li> <li>● Oral Presentations</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● I Can Statements</li> <li>● Writing Prompt</li> <li>● Reading Comprehension (Achieve 3000 score)</li> </ul>

### Knowledge & Skills

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● We use food, money, and technology words to talk about what we like, what we need, and how we buy or ask for things.</li> <li>● We can understand and follow signs, safety words, and directions to help us stay safe and find our way.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can I use English to communicate with friends and teachers about my feelings and interests?</li> <li>● How can the use of gestures and emotional expressions communicate ideas and feelings?</li> </ul>
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Lakewood Public School District Curriculum Guide

Grade: 6-8

Content Area: ESL 1 (low)

- Stories about lunches and travels around the world help us learn about different cultures and compare them to our own experiences.
- We use words for body parts, feelings, and health to describe how we feel and how others feel.
- Knowing clothing and weather vocabulary helps us talk about what to wear and why.
- Adjectives and time-order words help us describe people, things, and events clearly.
- Stories about feelings and clothing help us understand ourselves, make choices, and communicate our ideas in English.

- How can I use what I know about books and literature in my first language to help me better learn in English?
- What topics do I know a lot about and that interest me that I can teach to others?
- Why is it important to maintain good physical and mental health and how can knowing the names of body parts (in English) help me?
- Do I have any helpful computer skills that I can show my teacher and classmates?
- What do I know about weather and how is weather in the U.S. different from my home country?
- Why are various types of clothing important in relation to weather and culture?
- How can I use English to communicate time order words so that I may express my needs?

**Content**

**Skills**

*Students will...*

- Identify letters and letter sounds.
- Identify high frequency words.
- Decode unknown words in text.
- Identify and use basic English vocabulary and phrases to communicate with peers and teachers about feelings and interests.
- Identify parts of the body and healthy habits for school and home.
- Compare and contrast types of weather and appropriate clothing among different countries.
- Develop simple sentences using correct grammar and punctuation. memorize, recite, identify, and match new vocabulary words
- differentiate, compare, and contrast pictures, words, and ideas

*Students will be able to ...*

- Students will give information about food and food counts:
  - This/hat is \_\_\_\_.
  - These/Those \_\_\_\_.
- Students will express likes and dislikes:
  - Do you like \_\_\_\_?
  - Yes, I like \_\_\_\_.
  - No, I do not like \_\_\_\_.
- Students will use language to buy and sell things:
  - How much is \_\_\_\_?
  - The [item] is [price].
  - How much are \_\_\_\_/
  - The [items] are [price].
  - How much does it cost? It costs \_\_\_\_.
  - How much do they cost? They cost \_\_\_\_.
- Students will express needs and wants:
  - I need a/some \_\_\_\_.
  - I want a/some \_\_\_\_.
- Students will give and follow commands related to using technology (e.g., call, give,

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listen, make, play, print, take, turn on/turn off, write, etc.)

- Students will give and follow commands and warnings (e.g., Be careful! Go that way! Help! Hurry up! Slow down! Stop! Watch out! etc.)
- Students will recognize high frequency words and decode new words with the short *o*.
- Students will describe themselves:
  - I am [tall].
  - I have [blue eyes].
  - My [hair] is [brown].
- Students will describe other people:
  - He is [kind].
  - She has [red hair].
  - His [hair] is [curly].
- Students will express feelings related to health an emotions:
  - How do you feel?
  - I feel fine/bad.
  - My \_\_\_ hurts.
  - I have a [headache/fever].
  - I feel [sad].
  - I am [frustrated].
- Students will ask and answer questions about things:
  - Does the [shirt] have a [collar]?
  - Yes, it does.
  - No, it doesn't.
- Students will describe things:
  - This is a [large, blue] [sweater].
  - This [shirt] has [short sleeves].
- Students will express ideas:
  - It's [cold] today. I'll wear a [coat].
- Students will recognize high frequency words and decode new words with the short *e*.

Core Instructional & Supplemental Materials

**Suggested Activities/Resources:**

- Decodable Text: *Dot & Ron*
- Writing: Write about your favorite food
- Writing: Write how to do something
- Unit 5 Project: Make Your Favorite Food
- Unit 6 Project: Make an Information Book

**Varied Levels of Text:**

- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2020). *Inside the USA* Cengage Learning/National Geographic Learning.
  - Student Edition

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**Grade: 6-8**

**Content Area: ESL 1 (low)**

- Decodable Text: *Where is My Pen?*
- Writing: Describe a friend
- Writing: Write a letter and a list
- Unit 7 Project: Make a Photo Gallery About Feelings
- Unit 8 Project: Design a Piece of Clothing
- Follow pacing guide and related resources
- Accompany lessons with one period a week of Rosetta Stone

### Vocabulary Routines

- connect words with visuals
- use vocabulary picture cards
- students practice using words with partners or groups
- learn patterns and structures
- connect new vocabulary to prior knowledge
- use graphic organizers (e.g., word webs, T Charts, Venn Diagrams) to relate words
- use games and role-play to review/practice
- identify cognates

### Reading Routines

- develop phonemic awareness
- use sound/spelling cards
- teach high frequency words
- models and role-plays with scripts
- read the theme book:
  - preview (picture walk-through)
  - echo and pair reading
  - use graphic organizers to map elements of the story
  - identify and model signal words
  - partner retelling of story
- read decodable texts:
  - review/reteach sound/spelling cards and high frequency words
  - students read independently
  - reread with a partner
  - discuss as a class

- Grammar and Writing Lab workbooks and digital resources
- MindTap digital resources
- Teacher Created Materials
- Selected Readworks and CommonLit supplemental texts

### **Supplemental Resources**

- MindTap ebook and activities
- Student Practice Book
- Learning to Read Decodable Texts
- Theme Books
- Letter Cards & High Frequency Word Cards
- Alternate Support Lessons
- Binders/Notebooks
- Smart Board
- Computer
- White board
- Chrome Book Chart
- [www.quizlet.com](http://www.quizlet.com)
- [www.Googleclassroom.com](http://www.Googleclassroom.com)
- [www.youtube.com](http://www.youtube.com)
- [www.Kahoot.com](http://www.Kahoot.com)
- Rosetta Stone
- Achieve 3000
- Standards-aligned sentence frames (TE appendices)

### **ESL Specific Resources**

- <https://www.colorincolorado.org/>
- <http://iteslj.org/>
- <https://www.tesol.org/>
- <http://esl-bits.net/>
- <http://a4esl.org/>
- <http://eslcafe.com>
- <https://www.brainpop.com/>
- [www.readworks.org](http://www.readworks.org)

**UNIT 3: Community and Cultures (9-10)**

**Duration: 32-40 days**

### Introduction

This unit will present and introduce students to English vocabulary and skills that will enable them to interact with English speaking teachers and peers about the world around them and how they fit into it. Students will utilize their acquired English communication skills to connect content vocabulary with the creation of simple written and spoken sentences. Students will connect prior content knowledge of foundational English to new vocabulary related to the topics of **communities, places, and cultures.**

### Suggested Accommodations

#### Multilingual Learners:

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge
- Work toward longer passages as skills in English increase
- Use visuals
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

#### Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications
- Phonics/Word Study PDF

#### 504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Phonics/Word Study PDF

- Use large print books, Braille, or books on CD (digital text)
- Follow all 504 modifications

**Gifted and Talented:**

- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Wonders Level Reader Library Online
- Wonders Center Activity Cards

**Students at Risk of Failure:**

- Provide peer tutoring
- Phonics/Word Study PDF
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources

**Economically Disadvantaged:**

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

**Culturally Diverse:**

- Create pictures, posters, art, books, maps, flags, etc to hang in the classroom.
- Create an emotionally positive classroom climate.
- Bring in guest speakers
- Create effective communication
- Model and teach cultural respect

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Grade: 6-8

Content Area: ESL 1 (low)

- Build relationships with students by interviewing students to understand their background

### New Jersey Student Learning Standards

#### **WIDA English Language Proficiency Standards**

##### **Standard 2 – The Language of Language Arts**

- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

#### **NJ Student Learning Standards for English Language Arts**

##### **Reading Standards**

- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

##### **Writing Standards**

- W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
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##### **Speaking and Listening Standards**

- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

##### **Language Standards**

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based

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on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Interdisciplinary Connections

#### WIDA English Language Proficiency Standards

##### **Standard 1 – Social and Instructional Language**

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting

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- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

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- English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

#### World Languages:

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

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7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

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- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

### **Health and Physical Education**

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

### **Computer Science & Design Thinking**

- 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

### **Career Readiness, Life Literacies & Key Skills**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

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- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

<b>Career Readiness, Life Literacies, and Key Skills Practices</b>	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every

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and effective management.	decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

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### Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## Evidence of Student Learning

### Formative Tasks:

- Formative assessments available under resources for teachers through the Inside the U.S.A platform. [Inside the USA Assessments](#)
- Conferencing individual/small group
- Anchor text and vocabulary connections
- Peer- Group
- Group/ Pair Activities
- [Graphic organizers](#)
- Think-Pair- Share
- Do- Now
- Prior Knowledge Activity
- Vocabulary Build/Word Study
- Vocabulary in Context Activity
- Index Cards
- Student binders/notebooks
- Student portfolios

### Alternative Assessments:

- Refer to alternative support on the Inside the U.S.A. guide.
- Teacher created project-based assessment
- Turn and talks
- DRA
- Open Book Exams
- **Replacing tests with verbal summaries**
- Teacher Created/Modified Vocabulary Assessments
- Teacher Created/Modified quizzes and tests
- Response to Literature writing prompts
- Choice Boards
- Presentations to small groups
- WIDA-style writing tasks
- WIDA-style speaking tasks

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	<ul style="list-style-type: none"> <li>Assessments and reports generated by Kahoot, Quizlet, Readworks, Google Classroom,</li> </ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Use of Assessments provided in the teacher's guide for each unit.</li> <li>Vocabulary Tests</li> <li>Quizzes</li> <li>Oral Presentations</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>I Can Statements</li> <li>Writing Prompt</li> <li>Reading Comprehension (Achieve 3000 score)</li> </ul>

**Knowledge & Skills**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>We use words for body parts, feelings, and health to describe how we feel and how others feel.</li> <li>Knowing clothing and weather vocabulary helps us talk about what to wear and why.</li> <li>Adjectives and time-order words help us describe people, things, and events clearly.</li> <li>Stories about feelings and clothing help us understand ourselves, make choices, and communicate our ideas in English.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can I use English to communicate with friends and teachers about community and culture?</li> <li>How can I communicate with others about places in the community and why they are important?</li> <li>What do I know about shopping in my community and can I communicate in English to get what I need?</li> <li>Who are important people in my community and why?</li> <li>What are some major celebrations in the U.S? How do they differ from celebrations in my country?</li> </ul>
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<b>Content</b>	<b>Skills</b>
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<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>Identify and discuss personal cultural history and new life in the U.S.</li> <li>Recall names of places and people in the community and tell why they are important.</li> <li>Students will recognize, read, and write high frequency words.</li> <li>Students will read short texts with familiar words and spelling patterns independently.</li> <li>Students will develop phonemic awareness.</li> <li>Students will associate sounds and spellings (j, b, w, k, short e).</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>Students will describe themselves:             <ul style="list-style-type: none"> <li>I am [tall].</li> <li>I have [blue eyes].</li> <li>My [hair] is [brown].</li> </ul> </li> <li>Students will describe other people:             <ul style="list-style-type: none"> <li>He is [kind].</li> <li>She has [red hair].</li> <li>His [hair] is [curly].</li> </ul> </li> <li>Students will express feelings related to health and emotions:             <ul style="list-style-type: none"> <li>How do you feel?</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>● Students will spell words with short <i>e</i>.</li> <li>● Students will activate prior knowledge.</li> <li>● Students will blend sounds to decode words.</li> <li>● Students will explain the reasons for a character’s actions using examples from the text.</li> <li>● Students will use text examples to explain what a character likes or dislikes.</li> <li>● Students will create a short book using a fillable script.</li> </ul>	<ul style="list-style-type: none"> <li>○ I feel fine/bad.</li> <li>○ My ___ hurts.</li> <li>○ I have a [headache/fever].</li> <li>○ I feel [sad].</li> <li>○ I am [frustrated].</li> <li>● Students will ask and answer questions about things:             <ul style="list-style-type: none"> <li>○ Does the [shirt] have a [collar]?</li> <li>○ Yes, it does.</li> <li>○ No, it doesn’t.</li> </ul> </li> <li>● Students will describe things:             <ul style="list-style-type: none"> <li>○ This is a [large, blue] [sweater].</li> <li>○ This [shirt] has [short sleeves].</li> </ul> </li> <li>● Students will express ideas:             <ul style="list-style-type: none"> <li>○ It’s [cold] today. I’ll wear a [coat].</li> </ul> </li> <li>● Students will recognize high frequency words and decode new words with the short <i>e</i>.</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● Decodable Text: <i>Where is My Pen?</i></li> <li>● Writing: Describe a friend</li> <li>● Writing: Write a letter and a list</li> <li>● Unit 7 Project: Make a Photo Gallery About Feelings</li> <li>● Unit 8 Project: Design a Piece of Clothing</li> <li>● Follow pacing guide and related resources</li> <li>● Accompany lessons with one period a week of Rosetta Stone</li> </ul> <p><u>Vocabulary Routines</u></p> <ul style="list-style-type: none"> <li>● connect words with visuals</li> <li>● use vocabulary picture cards</li> <li>● students practice using words with partners or groups</li> <li>● learn patterns and structures</li> <li>● connect new vocabulary to prior knowledge</li> <li>● use graphic organizers (e.g., word webs, T Charts, Venn Diagrams) to relate words</li> <li>● use games and role-play to review/practice</li> <li>● identify cognates</li> </ul> <p><u>Reading Routines</u></p>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Various texts and excerpts from the core curriculum program: Hampton-Brown. (2020). <i>Inside the USA</i> Cengage Learning/National Geographic Learning.             <ul style="list-style-type: none"> <li>○ Student Edition</li> <li>○ Grammar and Writing Lab workbooks and digital resources</li> <li>○ MindTap digital resources</li> </ul> </li> <li>● Teacher Created Materials</li> <li>● Selected Readworks and CommonLit supplemental texts</li> </ul> <p><b>Supplemental Resources</b></p> <ul style="list-style-type: none"> <li>● MindTap ebook and activities</li> <li>● Student Practice Book</li> <li>● Learning to Read Decodable Texts</li> <li>● Theme Books</li> <li>● Letter Cards &amp; High Frequency Word Cards</li> <li>● Alternate Support Lessons</li> <li>● Binders/Notebooks</li> <li>● Smart Board</li> <li>● Computer</li> <li>● White board</li> </ul>
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- develop phonemic awareness
- use sound/spelling cards
- teach high frequency words
- models and role-plays with scripts
- read the theme book:
  - preview (picture walk-through)
  - echo and pair reading
  - use graphic organizers to map elements of the story
  - identify and model signal words
  - partner retelling of story
- read decodable texts:
  - review/reteach sound/spelling cards and high frequency words
  - students read independently
  - reread with a partner
  - discuss as a class

- Chrome Book Chart
- [www.quizlet.com](http://www.quizlet.com)
- [www.Googleclassroom.com](http://www.Googleclassroom.com)
- [www.youtube.com](http://www.youtube.com)
- [www.Kahoot.com](http://www.Kahoot.com)
- Rosetta Stone
- Achieve 3000
- Standards-aligned sentence frames (TE appendices)

### ESL Specific Resources

- <https://www.colorincolorado.org/>
- <http://iteslj.org/>
- <https://www.tesol.org/>
- <http://esl-bits.net/>
- <http://a4esl.org/>
- <http://eslcafe.com>
- <https://www.brainpop.com/>
- [www.readworks.org](http://www.readworks.org)