

Lakewood Public School District Curriculum Guide

Grade: 6-8	Content Area: ESL 2 (mid)
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Original Adoption: 2023 NJSLs English Language Arts and English as a Second Language (8-21-24); Math NJSLs Mathematics (8-21-24); 2020 NJSLs 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)

Created By: Jessica Kalisa

Recommended Pacing Guide	
UNIT 1: Our Home and the Earth (1, 2)	60-75 days
UNIT 2: Natural Disasters (3)	20-25 days
UNIT 3: World History and Freedom (5, 6)	60-75 days
UNIT 4: Outerspace (7)	20-25 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: Our Home and the Earth (1, 2)	Duration: 60-75 days
Introduction	
<p>Unit 1: This unit will reinforce prior knowledge and continue to explore similarities and differences across communities and appreciation for the importance of extended family. Students will focus on the geography of communities and study natural resources in different parts of the country. The unit will use first person narratives and expository texts to help students compare and contrast and draw conclusions about the content. This unit is designed for students with limited English proficiency in the Developing tier of the WIDA ELD</p>	

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Standards.

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
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- 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

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

- RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- 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.
- RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- 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.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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.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.

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

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 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**.

Social Studies

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

World Languages:

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.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.

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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- 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.

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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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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.

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

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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

Formative Tasks:

- Formative assessments available under resources for teachers through the Inside platform.
- 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 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:

- Communities are shaped by their geography, natural resources, and cultural traditions, and these factors influence how people live, work, and interact with their environment.
- People depend on their environment and water sources in many ways, and understanding these relationships helps us learn how communities meet their needs and solve problems.

Essential Questions:

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

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<ul style="list-style-type: none"> ● Extended family and community connections play an important role in identity, belonging, and support, and these values can differ across cultures but are meaningful in all communities. ● Analyzing information from different texts, maps, and research sources helps us understand the similarities and differences among communities, deepening our appreciation for diverse experiences and perspectives. 	<ul style="list-style-type: none"> ● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
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Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Explain similarities and differences across communities using examples from texts and class materials. ● Identify features that make a community unique, such as traditions, geography, and resources. ● Describe how the natural environment affects people’s work and recreation in different regions. ● Explain the importance of extended family within different communities. ● Locate cities and towns on a map and describe their geographic features. ● Describe different bodies of water and their characteristics. ● Explain how people rely on water sources for daily life, work, and community needs. ● Identify natural resources in different parts of the country and explain their role in community life. ● Understand information from first-person narratives and expository texts about families, communities, and environments. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Draw conclusions by using evidence from texts, visuals, and discussions. ● Use sensory words in speaking and writing to describe people, places, and experiences. ● Prewrite, draft, revise, edit, and finalize both an expository and a persuasive essay. ● Conduct research using teacher-selected print and digital sources to gather, organize, and present information. ● Compare and contrast information from texts to show similarities and differences across communities. ● Use maps and geographic tools to interpret location, features, and environmental information. ● Present findings orally or in writing using academic vocabulary and sentence structures appropriate for WIDA Developing-level learners.

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p>	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Various texts and excerpts from the core curriculum program: Hampton-Brown.
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Connect to the Topic: read and discuss quotes, images, or short texts related to the unit theme; activate student prior knowledge

Vocabulary: Read new words and examples; determine the definitions and use them in sentences

Language Workshops: mini lessons on grammar topics

Teach Writing Process: When completing the unit writing assignment for this unit, review the writing process, including planning, drafting, revising, editing, as peer review of and reflection on writing. Use outlines and/or graphic organizers to plan.

(2014). *Inside Level A* 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
- www.Googleclassroom.com
- www.youtube.com
- 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

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UNIT 2: Natural Disasters (3)

Duration: 20-25 days

Introduction

This unit will build students' language skills and allow them to develop their English proficiency in the content area of Science. Students will learn how to apply the language of Science in real-life situations as well as to understand how natural disasters are formed. This unit is designed for students with limited English proficiency in the Developing tier of the WIDA ELD Standards.

Suggested Accommodations

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- Provide extra time
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- Create pictures, posters, art, books, maps, flags, etc to hang in the classroom.
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- Bring in guest speakers
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- Model and teach cultural respect
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New Jersey Student Learning Standards

WIDA English Language Proficiency Standards

Standard 2 – The Language of Language Arts

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- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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Interdisciplinary ConnectionsWIDA English Language Proficiency Standards**Standard 1 – Social and Instructional Language**

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Standard 4 – The Language of Science

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Science

MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects

MS-ESS2-6 Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.

MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century.

World Languages:

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

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.

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Computer Science & Design Thinking

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- 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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- 8.2.8.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.
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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 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	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and

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<p>productivity, increase collaboration and communicate effectively.</p>	<p>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>
<p>Work productively in teams while using cultural/global competence.</p>	<p>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.</p>

Social Emotional Learning Standards
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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**

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- 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 platform.
- 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 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:

- Natural disasters affect people and communities in powerful ways, and understanding their causes and impacts helps us prepare and respond effectively.

Essential Questions:

- How should people deal with the forces of Nature?
- How are natural disasters formed and how do they affect people and the environment?

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<ul style="list-style-type: none"> ● Information about natural disasters can come from many sources—including texts, visuals, and personal experiences—and analyzing these sources helps us understand the full story. ● Effective communication during and about natural disasters is essential, whether we are sharing safety information, describing events, or presenting research. ● Vocabulary knowledge, text features, and organizational tools support deeper understanding, allowing us to interpret complex information and explain it clearly to others. 	<ul style="list-style-type: none"> ● What can people do to prepare for natural disasters?
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Content	Skills
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<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify different types of natural disasters and their causes. ● Explain the effects natural disasters have on people, communities, and the environment. ● Describe safety measures and preparedness strategies for different natural disasters. ● Determine viewpoints and perspectives expressed in texts, visuals, and multimedia related to natural disasters. ● Analyze text features and structures (headings, captions, charts, timelines) to understand information about natural disasters. ● Interpret visuals such as diagrams, maps, and infographics to build understanding of disaster-related concepts. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Respond to statements, questions, and commands using expanded academic vocabulary related to natural disasters. ● Visualize information and relate it to personal experiences to deepen comprehension. ● Use graphic organizers to categorize information, compare disasters, and track causes/effects. ● Respond to and interpret visuals by explaining what they show and how they support understanding of the topic. ● Listen for a specific purpose and take notes during read-alouds, videos, and discussions. ● Participate in group discussions using academic language to share ideas and ask questions. ● Engage in conversation about content by expressing opinions, making connections, and clarifying ideas. ● Use compound words and suffixes to determine meaning and expand vocabulary. ● Deliver an informational presentation about a natural disaster using organized facts, visuals, and clear communication.
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Suggested Activities/Resources:

Connect to the Topic: read and discuss quotes, images, or short texts related to the unit theme; activate student prior knowledge

Vocabulary: Read new words and examples; determine the definitions and use them in sentences

Language Workshops: mini lessons on grammar topics

Teach Writing Process: When completing writing assignments for this unit, review the writing process, including planning, drafting, revising, editing, as peer review of and reflection on writing. Use outlines and/or graphic organizers to plan.

Varied Levels of Text:

- Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). *Inside Level A* 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
- www.Googleclassroom.com
- www.youtube.com
- 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

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UNIT 3: World History and Freedom (5-6)

Duration: 60-75 days

Introduction

This unit will enable students to learn about historical events and how they have made a lasting impact. Students will also learn about human struggles and notable people in history who have fought for freedom. This unit is designed for students with limited English proficiency in the Developing tier of the WIDA ELD Standards.

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

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- 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

- 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.
- RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) 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).
- RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Writing Standards

- 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.
- W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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.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.

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.

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- SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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.

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 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**.

Social Studies

6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

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.

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- 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.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.PRSENT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

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.
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- 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
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Career Readiness, Life Literacies, and Key Skills Practices	
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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.
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	through to ensure the problem is solved, whether through their own actions or the actions of others.
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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.

Social Emotional Learning Standards
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- 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

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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

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- Develop, implement and model effective problem solving and critical thinking skills
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- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
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<ul style="list-style-type: none"> ● Prior Knowledge Activity ● Vocabulary Build/Word Study ● Vocabulary in Context Activity ● Index Cards ● Student binders/notebooks ● Student portfolios 	<ul style="list-style-type: none"> ● 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,
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Use of Assessments provided in the teacher's guide for each unit. ● Vocabulary Tests ● Quizzes ● Oral Presentations 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● I Can Statements ● Writing Prompt ● Reading Comprehension (Achieve 3000 score)

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Freedom is a fundamental human value, but its meaning and availability have changed across time, cultures, and events. ● Historical events and influential people help us understand how societies struggle for—and protect—freedom. ● Strong reading, research, and writing skills allow us to explore complex ideas like freedom and communicate them clearly to others. ● Analyzing main ideas, details, cause and effect, and text structures helps us make sense of history and apply lessons to the present. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What does freedom mean, and why is it important to individuals and societies? ● How have people throughout history fought for freedom, and what challenges have they faced? ● How do historical events shape our understanding of freedom today? ● How can we use research, evidence, and effective writing to explain important ideas about freedom?
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Content	Skills
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<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify and describe key historical events connected to the idea of freedom around the world. ● Explain what freedom is and why it is important in different historical and cultural contexts. ● Discuss how notable people in history have fought for freedom and the impact of their actions. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Use academic vocabulary related to history, freedom, rights, and social change. ● Relate content to personal experience to build comprehension and make connections. ● Respond to and interpret visuals, such as political cartoons, photographs, charts, and timelines.
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Grade: 6-8	Content Area: ESL 2 (mid)
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<ul style="list-style-type: none"> ● Determine the main idea and supporting details in informational texts about freedom and historical events. ● Analyze cause-and-effect relationships related to struggles for freedom. ● Explain the structure and purpose of different informational texts, including biographies, articles, timelines, and essays. ● Summarize information from texts and visuals about historical events and figures. ● Conduct research using credible sources to gather facts about a person or event related to freedom. 	<ul style="list-style-type: none"> ● Listen with purpose and take notes from lectures, videos, or read-alouds about historical events. ● Participate in discussions by asking questions, sharing interpretations, and expressing ideas clearly. ● Analyze text structure (chronological, cause/effect, problem/solution) to better understand historical texts. ● Use context clues to determine the meaning of unfamiliar vocabulary. ● Read with intention, focusing on identifying main ideas, details, cause/effect, and author’s purpose. ● Summarize information in both oral and written formats. ● Compose organized paragraphs and essays using clear topic sentences, supporting details, transitions, and concluding statements.
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Write an informational essay using credible sources and appropriate organizational structures. ● Write a cause-and-effect essay explaining historical or social events related to freedom. <p><u>Connect to the Topic:</u> read and discuss quotes, images, or short texts related to the unit theme; activate student prior knowledge</p> <p><u>Vocabulary:</u> Read new words and examples; determine the definitions and use them in sentences</p> <p><u>Language Workshops:</u> mini lessons on grammar topics</p> <p><u>Teach Writing Process:</u> When completing writing assignments for this unit, review the writing process, including planning, drafting, revising, editing, as peer review of and reflection on writing. Use outlines and/or graphic organizers to plan.</p>	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). <i>Inside Level A</i> Cengage Learning/National Geographic Learning. <ul style="list-style-type: none"> ○ Student Edition ○ Grammar and Writing Lab workbooks and digital resources ○ MindTap digital resources ● Teacher Created Materials ● Selected Readworks and CommonLit supplemental texts <p>Supplemental Resources</p> <ul style="list-style-type: none"> ● 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
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Grade: 6-8

Content Area: ESL 2 (mid)

- Computer
- White board
- Chrome Book Chart
- www.quizlet.com
- www.Googleclassroom.com
- www.youtube.com
- 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

UNIT 4: Outerspace (7)

Duration: 20-25 days

Introduction

In this unit: This unit will enable students to learn about the universe, stars, and U.S.A travel to the moon. Students will use new information to write a persuasive business letter. This unit is designed for students with limited English proficiency in the Developing tier of the WIDA ELD Standards.

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

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- 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

- 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.
- RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

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- RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
- 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.
- RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims

Writing Standards

- W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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.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.

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.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Language Standards

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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 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**.

Social Studies

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

Science

MS-ESS1-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system.

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.

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

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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). • 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

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

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member and employee.	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 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

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	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.

Social Emotional Learning Standards
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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

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- 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	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Formative assessments available under resources for teachers through the Inside platform. ● 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 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Refer to alternative support on the Inside 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,
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Use of Assessments provided in the teacher's guide for each unit. ● Vocabulary Tests ● Quizzes ● Oral Presentations 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● I Can Statements ● Writing Prompt ● Reading Comprehension (Achieve 3000 score)

Knowledge & Skills

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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The Earth, sky, and solar system are part of a vast and complex universe, and studying them helps us understand scientific patterns and our place in space. ● Scientific discoveries build over time, and space exploration has expanded human knowledge and reshaped our understanding of what is possible. ● The United States has played a major role in space exploration, from early missions to the moon to ongoing research and technological innovation. ● Persuasive language can influence public opinion, inspire exploration, and support scientific advancement, as demonstrated in JFK’s historic speech. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What can we learn from the stars, and how do they help us understand our place in the universe? ● How has the United States contributed to our understanding of outer space? ● Why do humans explore space, and how do past missions help shape future discoveries? ● How can persuasive language inspire scientific achievement and national goals?
<p>Content</p>	<p>Skills</p>
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Identify and explain key features of the Earth, the sky, and the solar system using grade-appropriate scientific vocabulary. ● Analyze what scientists have learned about the Earth and sky, including patterns of movement, observable features, and major discoveries. ● Describe the universe of stars, including constellations, galaxies, and how scientists study them. ● Describe the U.S. moon landing and analyze JFK’s speech, explaining its historical and cultural significance. ● Discuss past and current missions in space, including goals, technologies, and outcomes. ● Analyze the structure and purpose of a persuasive text, using JFK’s speech as a model. ● Identify the main ideas and supporting details in informational texts about space. ● Use context clues to determine the meaning of scientific and multiple-meaning words related to astronomy and exploration. ● Write a persuasive paragraph or essay using evidence from unit texts and discussions. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Identify, define, utilize, and discuss academic vocabulary related to astronomy, space travel, and historical events. ● Relate content to personal experience, such as imagining space travel or sharing observations of the night sky. ● Respond to and interpret visuals, including star charts, NASA images, diagrams, and video clips. ● Listen with intention and take notes from lectures, videos, and read-alouds. ● Participate in discussions by sharing ideas, asking questions, and expressing opinions using academic language. ● Analyze arguments in persuasive speeches and texts, identifying claims, evidence, and rhetorical strategies. ● Use context clues to understand unfamiliar vocabulary and clarify multiple-meaning words. ● Summarize scientific and historical information in oral or written form.

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	<ul style="list-style-type: none"> ● Compose a persuasive piece of writing that includes a clear claim, reasons, and supporting evidence. ● Compare information across multiple sources, such as visuals, texts, and videos, to deepen understanding of space exploration.
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <p><u>Connect to the Topic:</u> read and discuss quotes, images, or short texts related to the unit theme; activate student prior knowledge</p> <p><u>Vocabulary:</u> Read new words and examples; determine the definitions and use them in sentences</p> <p><u>Language Workshops:</u> mini lessons on grammar topics</p> <p><u>Teach Writing Process:</u> When completing writing assignments for this unit, review the writing process, including planning, drafting, revising, editing, as peer review of and reflection on writing. Use outlines and/or graphic organizers to plan.</p>	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Various texts and excerpts from the core curriculum program: Hampton-Brown. (2014). <i>Inside Level A</i> Cengage Learning/National Geographic Learning. <ul style="list-style-type: none"> ○ Student Edition ○ Grammar and Writing Lab workbooks and digital resources ○ MindTap digital resources ● Teacher Created Materials ● Selected Readworks and CommonLit supplemental texts <p>Supplemental Resources</p> <ul style="list-style-type: none"> ● 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 ● www.Googleclassroom.com ● www.youtube.com ● www.Kahoot.com ● Rosetta Stone ● Achieve 3000 ● Standards-aligned sentence frames (TE appendices) <p>ESL Specific Resources</p>
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Content Area: ESL 2 (mid)

- <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