

## Lakewood Public School District Curriculum Guide

<b>Grade: 6-8</b>	<b>Content Area: ESL 3 (high)</b>
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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: Inventions and Notable People in History (Unit 1)	60-75 days
UNIT 2: Talents, the Human Body, and Sports (2, 4, 7)	20-25 days
UNIT 3: Immigration, Culture, and helping others (3, 5, 6)	60-75 days
UNIT 4: Global Warnings (Unit 8)	20-25 days

Alignment with State Mandates
<p>The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:</p> <ul style="list-style-type: none"> <li>● <span style="background-color: #ffe0e0;">Holocaust and genocides</span> (<a href="#">N.J.S.A. 18A:35-28</a>)</li> <li>● <span style="background-color: #fff2cc;">History and contributions of African-Americans</span> (Amistad Law) (<a href="#">N.J.S.A. 18A:35-4.43</a>)</li> <li>● <span style="background-color: #d9ead3;">Highlight and promote diversity and inclusion</span> (Diversity &amp; Inclusion Law) (<a href="#">N.J.S.A. 18A:35-4.36a</a>)</li> <li>● <span style="background-color: #d9ead3;">History of disabled and LGBT persons</span> included in middle and high school curriculum (<a href="#">Section 18A:35-4.35</a>)</li> <li>● <span style="background-color: #d9ead3;">Climate Change</span> - 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 <a href="#">click here</a> for specific examples (by subject).</li> </ul>

UNIT 1: Inventions and Notable People in History (Unit 1)	Duration: 60-75 days
<b>Introduction</b>	
<p><b>Unit 1:</b> This unit will reinforce prior knowledge and continue to build new content and language skills by introducing students to a variety of inventions and notable people in history. This unit is designed for students with limited English proficiency in the Developing tier of the WIDA ELD Standards.</p>	

**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
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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
- 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

- 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.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- 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.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.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.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.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.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.
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- New Jersey Student Learning Standards for English Language Arts
- 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

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- 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**.

#### 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.

#### Science

MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

#### 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.3: Make requests and express preferences in classroom settings and in various social situations.

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

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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.
- 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**

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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 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	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,

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aligned to personal goals.	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

**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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### **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 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

### **Benchmark Assessments:**

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

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<ul style="list-style-type: none"> <li>• Oral Presentations</li> </ul>	
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<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Historical figures and inventors have shaped the world through their creativity, persistence, and problem-solving.</li> <li>• Inventions often arise from identifying problems and seeking practical solutions.</li> <li>• Understanding non-fiction texts requires distinguishing facts from opinions and visualizing information.</li> <li>• Effective communication—through reading, speaking, and writing—allows us to share ideas, clarify information, and connect with historical knowledge.</li> <li>• Learning about notable people in history can inspire personal reflection and creative thinking.</li> <li>• Technology and inventions allow humans to explore and understand the natural world, helping us identify environmental challenges like climate change and make informed decisions to protect ecosystems.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes an idea powerful or influential?</li> <li>• How does problem-solving lead to innovation?</li> <li>• How do historical figures’ contributions affect life today?</li> <li>• How can reading non-fiction help us understand the lives and achievements of notable people?</li> <li>• How do we express and support our ideas clearly in writing and conversation?</li> <li>• How can inventions help us understand and respond to environmental problems, such as climate change, and the impact on ocean life?</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 notable inventions and their inventors.</li> <li>• Describe important historical figures and their contributions.</li> <li>• Recognize key vocabulary related to inventions, history, and problem-solving.</li> <li>• Analyze non-fiction texts for facts, opinions, and main ideas.</li> <li>• Understand the structure of paragraphs and problem/solution writing formats.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Interpret statements, questions, and commands in various contexts.</li> <li>• Follow multi-step directions or instructions accurately.</li> <li>• Extract key information from conversations, descriptions, and written texts.</li> <li>• Respond to requests for clarification and elaboration.</li> <li>• Distinguish between facts and opinions in reading and listening.</li> <li>• Visualize text content and relate it to personal experience.</li> <li>• Improve reading fluency and comprehension through strategies such as summarizing, predicting, and questioning.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Organize ideas and write structured paragraphs, especially using problem/solution formats.</li> <li>● Use new strategies to improve writing and oral communication skills.</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></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 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.</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. (2014). <i>Inside Level B</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> <li>● Chrome Book Chart</li> <li>● <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>● <a href="http://www.Googleclassroom.com">www.Googleclassroom.com</a></li> <li>● <a href="http://www.youtube.com">www.youtube.com</a></li> <li>● <a href="http://www.Kahoot.com">www.Kahoot.com</a></li> <li>● Rosetta Stone</li> <li>● Achieve 3000</li> <li>● Standards-aligned sentence frames (TE appendices)</li> </ul> <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> </ul>
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- <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 2: Talents, the Human Body, and Sports (2, 4, 7)**

**Duration: 20-25 days**

### Introduction

This unit will allow for students to connect learning with their background knowledge by discussing various talents and skills that people have. Students will identify how their own talents can help them grow in school and life. Students will also explore how the human body systems work. Students will also learn about various sports and identify how sports bring people together. This unit is designed for students with limited English proficiency in the Developing tier of the WIDA ELD Standards.

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- 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
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**504 Plans:**

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- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
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- Wonders Center Activity Cards

**Students at Risk of Failure:**

- Provide peer tutoring
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**Economically Disadvantaged:**

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- Graphic organizers
- Highlight key words
- Sentence starters
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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](#)

### **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**

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- 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.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

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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.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.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.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.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.
- 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 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**.

### Health and Physical Education

## Lakewood Public School District Curriculum Guide

Grade: 6-8

Content Area: ESL 3 (high)

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

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.

### **World Languages:**

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

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.

### **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.

## Lakewood Public School District Curriculum Guide

<b>Grade: 6-8</b>	<b>Content Area: ESL 3 (high)</b>
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- 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.

<b>Career Readiness, Life Literacies, and Key Skills Practices</b>
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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

**Lakewood Public School District Curriculum Guide**

<b>Grade: 6-8</b>	<b>Content Area: ESL 3 (high)</b>
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	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.
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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## Lakewood Public School District Curriculum Guide

Grade: 6-8

Content Area: ESL 3 (high)

### 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

## Evidence of Student Learning

### Formative Tasks:

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

### Alternative Assessments:

- Refer to alternative support on the Inside guide.
- Teacher created project-based assessment

**Lakewood Public School District Curriculum Guide**

<b>Grade: 6-8</b>	<b>Content Area: ESL 3 (high)</b>
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<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>● Turn and talks</li> <li>● DRA</li> <li>● Open Book Exams</li> <li>● Replacing tests with verbal summaries</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>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Everyone has talents and skills that can grow through practice, effort, and challenge.</li> <li>● The human body has systems that work together to help people move, play sports, and stay healthy.</li> <li>● Sports and physical activities help bring people together by building teamwork, communication, and community.</li> <li>● Learning about fitness and talent helps people understand themselves and others better.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What can people learn by challenging themselves to use and grow their talents?</li> <li>● What is the human body capable of doing?</li> <li>● How do sports and physical activities bring people together?</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 describe different talents and skills people have.</li> <li>● Explain ways people can challenge themselves to improve their talents.</li> <li>● Identify major human body systems related to</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Follow multi-step oral instructions related to physical activities or tasks.</li> <li>● Listen to short conversations or explanations and identify key details.</li> </ul>
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## Lakewood Public School District Curriculum Guide

<b>Grade: 6-8</b>	<b>Content Area: ESL 3 (high)</b>
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<p>movement and fitness (e.g., muscles, bones, heart, lungs).</p> <ul style="list-style-type: none"> <li>● Describe how the human body works together to perform physical activities.</li> <li>● Describe various sports and explain basic rules and how they are played.</li> <li>● Explain how sports encourage teamwork, cooperation, and connection among people.</li> <li>● Distinguish between facts and opinions when discussing fitness, talents, and sports.</li> </ul>	<ul style="list-style-type: none"> <li>● Interpret information from spoken descriptions supported by visuals.</li> <li>● Use academic vocabulary related to talent, fitness, the human body, and sports in complete sentences.</li> <li>● Share personal experiences related to talents, physical activities, or sports.</li> <li>● Ask and respond to requests for clarification or elaboration during discussions.</li> <li>● Deliver ideas clearly using sentence frames and visual supports.</li> <li>● Use academic vocabulary related to talent, fitness, the human body, and sports in complete sentences.</li> <li>● Share personal experiences related to talents, physical activities, or sports.</li> <li>● Ask and respond to requests for clarification or elaboration during discussions.</li> <li>● Deliver ideas clearly using sentence frames and visual supports.</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b>  <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><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. (2014). <i>Inside Level B</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> </ul>
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## Lakewood Public School District Curriculum Guide

Grade: 6-8

Content Area: ESL 3 (high)

- 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: Immigration, Culture, and helping others (3, 5, 6)**

**Duration: 60-75 days**

### Introduction

This unit will enable students to apply prior knowledge and skills to determine how the past impacts the future. Students will also study a variety of cultures and analyze what happens when cultures cross paths. This unit will also introduce human behavior and how people come to the aid of others in need. 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

## Lakewood Public School District Curriculum Guide

Grade: 6-8

Content Area: ESL 3 (high)

- 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**

- 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

## Lakewood Public School District Curriculum Guide

Grade: 6-8

Content Area: ESL 3 (high)

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.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- 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.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.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.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.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.
- 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.
- 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.
- 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 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.

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

## Lakewood Public School District Curriculum Guide

Grade: 6-8

Content Area: ESL 3 (high)

### 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

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

## Lakewood Public School District Curriculum Guide

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community member and employee.	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 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

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	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

**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

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- 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 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**

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**Enduring Understandings:**

- The past influences people’s choices, experiences, and opportunities in the present and future. Immigration and migration shape cultures, communities, and identities around the world. When cultures cross paths, people may experience both challenges and opportunities for learning and growth. People across cultures help one another in times of need through cooperation, empathy, and shared human values.

**Essential Questions:**

- How does our past impact our future?  
What happens when cultures cross paths?  
How do people come to the aid of one another?

**Content**

*Students will...*

- Explain basic reasons why people immigrate or become refugees.
- Identify similarities and differences among cultures from around the world.
- Describe ways people adapt to new cultures and environments.
- Explain how cultural interactions can lead to cooperation or conflict.
- Identify examples of how people and communities help others during times of need. Determine how events from the past influence people’s lives today.
- Distinguish between facts and opinions related to immigration and culture.

**Skills**

*Students will be able to ...*

- Follow multi-step oral directions related to locations, tasks, or activities.
- Listen to short conversations or explanations and identify key information and details.
- Interpret spoken information supported by visuals (maps, images, charts).
- Use academic vocabulary related to immigration, culture, and community in complete sentences.
- Describe personal experiences or connections to culture using sentence frames.
- Interpret information from visuals such as maps, timelines, photographs, and diagrams.
- Identify main ideas and supporting details in short informational texts.
- Recognize and respond to common idioms related to movement, change, and helping others.
- Write short explanations about how the past affects the present.
- Describe cultural practices, people, places, and traditions using organized sentences.
- Compare facts and opinions about immigration or cultural interactions using guided supports.

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### Suggested Activities/Resources:

- 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.

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](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)

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**UNIT 4: Global Warnings (Unit 8)**

**Duration: 20-25 days**

### **Introduction**

This unit will enable students to understand the impact humans are making on our earth. Students will study ways in which the earth is being harmed and how personal choices can make an impact. 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.
- 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.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- 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.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.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.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.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually,

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quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

- 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.
- 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**.

### 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-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.

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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.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.
- 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

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- 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
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**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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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.
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<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize one's feelings and thoughts</li> </ul>
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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

### 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
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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
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- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
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## Evidence of Student Learning

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### Alternative Assessments:

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- Open Book Exams

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<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>● Replacing tests with verbal summaries</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>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Human actions affect the Earth's environment and contribute to global warming.</li> <li>● Pollution and the misuse of natural resources can harm the planet over time.</li> <li>● Individual and community choices can help protect and improve the environment.</li> <li>● Understanding environmental problems helps people make responsible decisions for the future.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How are humans impacting the Earth?</li> <li>● What is global warming, and why does it matter?</li> <li>● How can individual actions make a positive difference for the environment?</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 ways in which humans are harming the Earth, including pollution and overuse of natural resources.</li> <li>● Explain the basic concept of the greenhouse effect and its connection to global warming.</li> <li>● Describe how pollution affects the environment in the past, present, and future.</li> <li>● Identify and explain the importance of reducing, reusing, and recycling resources.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Interpret statements, questions, and commands in familiar environmental contexts.</li> <li>● Follow multi-step oral instructions related to environmental actions or activities.</li> <li>● Identify key details from short conversations or explanations about global warming.</li> </ul>
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## Lakewood Public School District Curriculum Guide

<b>Grade: 6-8</b>	<b>Content Area: ESL 3 (high)</b>
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<ul style="list-style-type: none"> <li>● Describe ways individuals and communities can prevent pollution and help clean up the environment.</li> <li>● Distinguish between facts and opinions related to environmental issues.</li> <li>● Explain how personal choices can positively impact the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>● Use academic vocabulary related to global warming, pollution, and environmental protection in complete sentences.</li> <li>● Interpret information from visuals such as charts, diagrams, images, and posters related to environmental issues.</li> <li>● Identify key information and details in short informational texts about the Earth and climate.</li> <li>● Recognize and respond to common idioms related to the environment (e.g., make a difference).</li> <li>● Write short informational paragraphs explaining how humans impact the Earth.</li> <li>● Use past, present, and future tense to describe environmental changes and solutions.</li> <li>● Write simple persuasive texts encouraging others to protect the environment using supported language structures.</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></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><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. (2014). <i>Inside Level B</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> </ul>
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## Lakewood Public School District Curriculum Guide

Grade: 6-8

Content Area: ESL 3 (high)

- 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)